

Committee:	Schools Forum
Meeting Date:	30 th November 2021
Title:	Approval of De-delegated Budgets 2022-23
Author:	Sonya Harban, Strategic Finance Lead CYP
Decision making / consultative / information:	Decision Making
Who can vote?	De-delegated – by phase – primary and secondary maintained schools’ members only

What is the Forum being asked to decide?

1. Schools Forum is also asked to agree the de-delegation of funding back to the Local Authority for the continuation of each of the following services detailed in Annexes A-D: Intervention Fund, Specialist Education Services (previously referred to as CISS), Support to under-performing ethnic groups including bilingual learners and Trade Unions, by phase for maintained primary and secondary schools.

Reason for recommendation

2. Funding for de-delegated services is allocated through the funding formula to all schools, but can be passed back i.e. de-delegated, for maintained mainstream primary and secondary schools, so that the service can be provided centrally.

Alternative options

3. Schools Forum could decide not to approve the continuation of these de-delegated budgets. Schools would then have to manage these services individually.

Who will be affected by this decision?

4. The decision whether a service should be de-delegated by phase will apply to all maintained mainstream schools in that phase.
5. De-delegation is not an option for academies, special schools, nurseries or PRUs. Where de-delegation has been agreed for maintained mainstream primary and secondary schools, it is the Department’s presumption that the LA will offer the service to those schools and academies in their area which are not covered by the de-delegation. Academies will continue to receive a share of funding for these services in their delegated budget.

Main body of the Report

5. De-delegated services are for maintained schools only, and is not an option for academies, special schools, nursery schools or PRUs.
6. The funding for de-delegated services is allocated through the formula to maintained schools, but the agreed funding is then passed back for maintained mainstream primary and secondary schools with Schools Forum approval, so that the Local Authority can provide the service centrally.
7. Table 1 below sets out the current amount per pupil and provides an indication of the financial impact on a school for each de-delegated service.

Table 1:

De-delegation: Cost to a school	Intervention		Specialist Education Services (SES)	Ethnic minorities & bilingual learners	Trade Union cover
	Primary	Secondary			
Per Pupil	£11.00	£9.68	£12.18	£1.91	£1.50
Primary School - pupil numbers					
100	£1,100		£1,218	£191	£150
210	£2,310		£2,558	£401	£315
315	£3,465		£3,837	£602	£473
630	£6,930		£7,673	£1,203	£945
Secondary School - pupil numbers					
600		£5,808	£7,308	£1,146	£900
900		£8,712	£10,962	£1,719	£1,350
1200		£11,616	£14,616	£2,292	£1,800

8. Table 2 below summarises the current DSG budgets for de-delegated services against previous years. These budgets reduce year on year due to pupil numbers reducing in maintained schools through academy conversions. The figure for 2022-23 is dependent on final maintained pupil numbers which will be known in December:

Table 2:

De-delegated Services Budgets:	2022-23 (Forecast)	2021-22	2020-21	2019-20	2018-19	2017-18
Intervention	£259,509	£267,703	£290,779	£300,967	£386,840	£635,108
Specialist Education Services	£294,050	£303,124	£328,656	£339,862	£437,448	£527,309
Support to underperforming ethnic groups and bilingual learners	£46,111	£47,534	£51,538	£53,295	£68,598	£82,690
Trade Union	£36,213	£37,330	£40,475	£41,855	£53,873	£64,940
	£635,883	£655,691	£711,448	£735,979	£946,759	£1,310,047

9. Schools Forum members are required to agree the decision to de-delegate the budget on an annual basis. For 2022-23, the recommendation is to retain the same level of per pupil funding for the services.

10. Each respective service is described in the attached annexes and includes the cost per pupil, an explanation of the benefits of the service, the impact if Schools Forum do not agree the funding, how the expenditure will be monitored and how the impact of the proposal will be evaluated.

11. Schools Forum members for primary maintained schools and secondary maintained school must decide separately for each phase whether a service should be de-delegated.

Annex A

DSG DE-DELEGATED PROPOSAL 2022-23		
Title of proposal	Intervention (schools in financial difficulties)	
Contact Name & job title:	Contact tel:	Contact email:
Adrian Orr Assistant Director Education, Skills and Learning	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2021-22 (for information)	2022-23
	£267,703	tbc
Which phase does this support?	Primary	Secondary
	X	X
Amount per pupil £	Primary	Secondary
	£11.00	£9.68
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<p>In times that are more complex than ever, schools can find themselves in financial difficulties for a variety of reasons. Not all the reasons for such difficulties can be predicted or planned for. In additions schools with significant performance challenges can face problems around leadership, governance, staffing, human resources and finance. This de-delegated resource is to support intervention where financial difficulties have arisen despite early support for financial management.</p> <p>This funding supports LA maintained schools from the potentially disproportionate impact of the circumstances set out above. As part of section 13A of the 2006 Education and Inspections Act, the council has a duty to ensure a high standard of education and must intervene to address concerns using its range of statutory interventions. The council has a responsibility to ensure that the schools it maintains are provided with the appropriate support and challenge to address financial concerns and this resource supports that duty, by ensuring there is an appropriate centrally held resource to draw upon to ensure children receive and appropriate education.</p>		
What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).		
Individual schools leaders and governing bodies would need to carry the full cost implications and responsibility for any of the issues set out above. The scale of these costs can have significant impact on the efficient running of the school and the quality of education provided to children. Governors and school leaders would be placed in very		

challenging circumstances that they may be unable to resolve. In the most challenging circumstances the viability of some schools would be put in doubt. There are past examples where school leadership has changed unexpectedly requiring a rapid response; this funding enabled the LA to ensure that the school received immediate support. If a school had to be closed this would have significant impact on surrounding schools who would potentially have to take in additional pupils.

How will the expenditure be monitored?

The spend and use of this budget is monitored as part of the monthly monitoring of all budgets. The monitoring information also informs the deployment of resource to support schools in challenging circumstances.

How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).

Monitoring and evaluation of this resource informs local authority intelligence on the range of issues that can lead to a school finding itself in complex circumstances. There are a broad range of reasons as stated in the body of the paper. As a result of the use of this resource in 2020-21 we have developed a toolkit to support governors in their responsibilities for finance. This work will assist in the earlier identification and intervention on issues that might lead to significant financial pressures for a school.

Annex B

DSG DE-DELEGATED PROPOSAL 2022-23		
Title of proposal	Specialist Education Services (SES), (previously reported against County Inclusion Support Service (CISS))	
Contact name & job title:	Contact tel:	Contact email:
Sally Blackman	07860 827812	Sally.Blackman@suffolk.gov.uk Izzy.Connell@suffolk.gov.uk
De-delegated Annual budget £	2021-22 (for information)	2022-23
	£303,124	TBC
Which phase does this support?	Primary	Secondary
	Yes	yes
Amount per pupil £	Primary	Secondary
	£12.18	£12.18
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<u>Overview</u>		
<p>To date, the request from Schools Forum has been to provide resource for the County Inclusion Support Service (CISS); an outreach service for pupils in mainstream school from Reception (YR) to Year 11 with communication and interaction needs and/or social, emotional, and mental health difficulties.</p>		
<p>Following a re-design of the Specialist Education Services (SES) over the course of the last academic year, the County Inclusion Support Service (CISS) as a separate service, ceases to exist. The new structure of SES was implemented ready for 1 September 2021.</p>		
<p>The re-design has split the CISS into two separate services: the Communication and Interaction Service (incorporating the outreach service for pupils with Speech, Language and Communication Needs) and the Social, Emotional and Mental Health Service. This means services are aligned to the SEND Code of Practice. Additionally, support is now being extended to Early Years settings, Post 16 settings and alternative and specialist provisions.</p>		
<p>In addition to the above changes, the re-design has served to extend the offer of support for pupils with Cognition and Learning needs (incorporating the Specific Learning Difficulties Service), adding much needed capacity to this area of need. A new team has also been developed – the Whole School Inclusion (WSI) Service, supporting whole school approaches to SEND and Inclusion. The WSI service consists of specialist teachers to support SENCoS and the leadership of SEND in schools, as well as Inclusion Practitioners to provide bespoke and holistic support to the most vulnerable pupils; supporting communication with families and external partners to promote and facilitate next steps and positive outcomes for those most at risk of non-participation, non-engagement and underachievement.</p>		

The above changes in mind, the proposal this time is to request resource for the following services: Communication and Interaction; SEMH; Cognition and Learning and Whole School Inclusion.

The proposed allocation of funds from the DSG de-delegated fund is essential to the overall funding of the above services this year. The benefits to agreeing this proposal are:

- Schools will continue to receive support for SEND pupils with difficulties across all these areas of need; through modelling strategies and interventions, advice, guidance and training.
- Schools will continue to have access to advice and guidance from a specialist SES teacher for pupils who have been previously known to CISS. These pupils can also be re-referred in, if appropriate.
- Schools will continue to have access to advice and guidance from a specialist SES teacher for pupils who do not meet the core offer criteria, via the universal, early intervention offer to schools, including Inclusion Support Meetings and SEND Support Consultations.
- Schools will continue to have access to advice and guidance from a specialist SES teacher for whole school inclusion issues and inclusive practice, via a new and dedicated team.
- There will continue to be a forum for SENCOs to facilitate networking and to provide CDP and information, including for new SENCOs (new to role and new to Suffolk).

The information below serves to report on the impact of the CISS over the last year and is reflective of the on-going aims of SES in supporting schools and settings:

The number of children and young people with communication and interaction and/or social, emotional, and mental health needs is rising in Suffolk:

Year	Percentage of pupils in Suffolk whose primary need is ASD (i.e. communication and interaction needs)	Percentage of pupils in Suffolk whose primary need is SEMH needs
2016	10.5 *	17.2
2018	12.4 *	15.8
2020	13.3 *	18.8
2021	13.8 *	18.6

*** higher than the percentage for England**

There are currently 444 pupils open to the C&I and SEMH services (218 and 226 pupils respectively). Pupils receive a varying level of support according to their level of need. 522 referrals to CISS were received during 2020-21, of which 61% met the threshold for acceptance. All pupils who were open to CISS at the point of the re-design have been carried over into either the C&I or SEMH service.

The C&I and SEMH services will continue to be an integral part of the SEND Strategy 2020-2023 as an early intervention service, supporting mainstream schools with their effective and

appropriate inclusion of vulnerable SEND pupils, working closely with the Inclusion Service more widely.

CISS successfully facilitated an improved model of earlier intervention with schools able to book an Inclusion Support Meeting to access even earlier advice and guidance, without the need to refer at that point. This will be continued by the C&I and SEMH services. During 2020-21 **1,199 pupils were discussed**.

Whole County	Number of schools attended	Number of Pupils discussed	Total number of pupils discussed
Autumn One	138	338	
Autumn Two	104	242	580
Spring One	65	98	678
Spring Two	63	124	802
Summer One	105	233	1,035
Summer Two	71	164	1,199
	546		

CISS delivered a significant amount of training to schools over 2020-21 with **98% of attendees rating their training as good or very good**. Training has also been extended to start being delivered to Governors.

There were only 12 schools across Suffolk during 2020-21 who were not receiving some kind of support or input from CISS.

Below are the results of a CISS bi-annual quality assurance survey conducted with Suffolk schools for the year 2019-20.

	Excellent	Good	Satisfactory	Cause for Concern
Quality of CISS support	70%	22%	7%	1%
Quality of CISS advice and feedback	58%	36%	6%	
Punctuality and reliability	75%	23%	2%	
Impact of CISS support and interventions in supporting vulnerable pupils	39%	47%	12%	2%
Effectiveness in CISS support in upskilling school staff to support vulnerable pupils	45%	43%	12%	

A wealth of qualitative feedback was also captured through the survey:
 “Our CISS worker is worth her weight in gold- her support invaluable, her wisdom appreciated and her ability to resource us/ access further support is simply brilliant! Thank you CISS.”

“CISS is such a valuable service and we really appreciate the support and ideas of the CISS teachers. The CISS teachers continue to go above and beyond. They are always a listening and reassuring ear, have a huge range of resources and ideas to share and help us to support some of our most challenging and vulnerable pupils successfully.”

“As a School we have found the CISS workers very professional, knowledgeable and always ready to support school with a positive approach.”

What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).

If this proposal is not agreed there will be the following impact:

The offer of support to schools and their pupils will be significantly reduced and this may:

- be detrimental to outcomes for pupils with SEND across Suffolk
- be detrimental to inclusive practice of schools across Suffolk
- increase fixed term and permanent exclusions
- increase pressure on the High Needs Block funding as more children and young people may require alternative or specialist provision. This would mean there would be a need to ask schools' forum to move more funds into high needs block as there would be more demand for specialist places.
- Suffolk County Council will be less able to fulfil its commitment in the SEND strategy and accompanying SEND action plan to establish an early intervention service to improve outcomes for SEND pupils in Suffolk.

How will the expenditure be monitored?

All Inclusion Services budgets are scrutinised on a monthly basis and this budget is part of this process.

If required this budget will be presented to the High Needs Working Group when they meet. Monitoring will take place alongside the evaluation of the impact of the service.

How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).

CISS introduced the following measures which will now be transferred across to the Communication and Interaction, SEMH and Cognition and Learning services:

- Pupil targets are set and reviewed using a scaling approach to measure progress.
- Case studies are completed describing involvement and impact.
- Reports are moderated against a set of standards.
- All CPD delivered to schools is evaluated.

In addition, for the new Whole School Inclusion Service:

- Evaluations will be sent out to capture feedback around the effectiveness of support to schools around SEND and inclusion.

A number of measures will be used to analyse and review the impact of working at whole school level, working in partnership with SENCos and school leaders.

Annex C

DSG DE-DELEGATED PROPOSAL 2022-23		
Title of proposal	Support to underperforming ethnic groups and bilingual learners	
Contact name & job title:	Contact tel:	Contact email:
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2021-22 (for information)	2022-23
	£47,534	TBC
Which phase does this support?	Primary	Secondary
	Yes	Yes
Amount per pupil £	Primary	Secondary
	£1.91	£1.91
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<p>This resource is used by Suffolk County Council to provide targeted support for Gypsy, Roma and Traveller (GRT) pupils who live in the county in order for them to overcome the barriers to accessing school through the work of a Gypsy Roma & Traveller Education Liaison Officer. The complexities and interwoven factors that impact on educational engagement and achievement of this group of pupils is significant. The GRT Education Liaison Officer works with school leaders and staff and also families to promote an inclusive culture that welcomes all communities, promotes high expectations and is committed to forging strong engagement from parents and families. To facilitate this work, our GRT Education Liaison Officer visits to sites and encampments, works with early years settings, the health care trust, family centres, as well as school leaders and staff to ensure the swift application and enrolment and ongoing attendance of GRT pupils in Suffolk schools. Nationally pupils from Gypsy and Traveller backgrounds underachieve, are more likely to have SEND and have poor and interrupted educational experience. Research from the Education Policy Institute (EPI) suggests they are, on average, almost 3 years behind White British pupils (by 34.1 months) by the end of secondary schooling. Travellers of Irish Heritage are 28.9 months behind white British pupils. Despite this gap, in Suffolk, their performance, although is widely variable, is often higher than their peers nationally.</p> <p>This strand of work continues to be necessary and increasingly complex, due to rising numbers of European Roma pupils, many of whom have not accessed schooling until entering the U.K. Their understanding of the culture of education in England needs addressing with families at the outset as their prior experience is vastly different to the majority of families and building confidence in our systems and with education settings is vital. Almost all have English as an additional language (EAL) and many with their first language being spoken word only, thus presenting specific challenges in relation to the teaching of literacy.</p> <p>The continued complications brought about from Covid 19 has made this work increasingly important as families need support to access changing guidance, accurate information and support regarding their schooling. The role of the GRT Education Liaison Officer has continued to build confidence and keep families connected with schools in such unprecedented times.</p> <p>A notable success of this work continues to be the high percentage of GRT pupils attending early years settings and schools, including some continuing into secondary education. An area of focus</p>		

with the GRT Education Liaison Officer has been to maintain a robust database of GRT pupils in Suffolk settings, working with school leaders and health and support services to ensure the LA has an accurate view of the extent of support and the level of need. Through this work, trust is built with the GRT families. They are encouraged to declare their status and enrol their children in local schools. Regular, timely and effective communication between the GRT Education Liaison Officer and the receiving school ensures better preparation to receive a child and therefore builds understanding and confidence between all stakeholders. The link between attendance and achievement for families is sensitively strengthened, with parents treated as equal partners. The risk of children missing education is therefore minimised.

GRT pupils nationally are over-represented in pupils being electively home educated (EHE) and not in school, often likely to leave formal education at the end of Key Stage 2. In Suffolk, we have records showing approximately 2% of EHE pupils are from the GRT community. Although we do know that this figure is likely to be higher as this group are reluctant to disclose their background. The work of the GRT Engagement Officer continues to support the EHE Team to increase effective engagement with GRT families. This joint work between officers ensures GRT families have an accurate understanding of EHE, have access to the support and resources they require to make an informed decision about educational provision, and are therefore more likely to access an appropriate education and also re-engage into mainstream education. It is of particular importance in the current climate as EHE rates have increased significantly since covid and show very little sign of slowing down.

The second strand for this resource is to be used to ensure school leaders are supported in meeting the needs of the EAL pupils who attend their settings, through opportunities for joint collaborative working; sharing strategies; working together on new approaches and access to research and new initiatives. It is essential to ensure no school leader feels isolated in their drive to ensure provision meets the needs of this vulnerable group of learners. EAL pupils need to quickly develop skills which enable them to access more formal qualifications. This improves their integration into life in the UK, maximising their skills, opportunities, and prospects. This way they are likely to make a significant contribution to the workplace and to society in this country. An increasingly significant number of pupils with EAL continue to arrive in the UK, part way through their schooling. The number of Suffolk schools welcoming pupils with EAL also continues to increase. During 2019, the number of EAL pupils recorded constituted 8.7% of pupil population in Suffolk and this has risen to 9.9% during 2020. In May 2021 it was 9%. This number is the tip of the iceberg as these communities are often not forthcoming in identifying their children as EAL. It is also true that this number is predicted to increase imminently as a direct impact of the situation in Afghanistan. This is further evidence to support working with these families building professional trusting relationships as many will arrive having experienced trauma from being displaced.

This resource has ensured that schools, wherever they are on their EAL journey, can access support to further improve outcomes for pupils with EAL. This is being achieved through a number of ways.

Firstly, the facilitation of school to school support through provision of a network of EAL expertise, which includes: EAL Specialist Leaders of Education (SLE) in both primary and secondary phases; Countywide EAL Network Meetings held half termly which have proved invaluable as schools have been navigating issues such as Brexit and covid 19; Signposting and facilitating connections to relevant services and resources such as Ipswich Opportunity Area team, Suffolk Refugee Support, ISCRE.

Secondly, through the provision for Continuing Professional Development (CPD). There have been a suite of virtual webinars that have been offered to schools to upskill colleagues. The topics covered were: Classroom Strategies for Working with Beginners, TAs-Key Strategies to Support EAL Learners, Developing Grammatical Accuracy in the Writing of EAL learners, EAL Assessment, Target Setting and Tracking Progress for EAL Pupils and Raising Attainment in Secondary Science for EAL pupils. Following the success of this program we are running a second series on very similar topics which will build on skills learnt from the first series of

webinars. This CPD was designed in collaboration with the schools in the EAL Network to ensure it is targeting areas schools need the most.

In addition, following on from the success of last year, the resource has been used to enable interested schools to undertake their own research based EAL projects, with the view of disseminating successful outcomes to other Suffolk schools. This will ensure a wider impact and enable others to benefit from the research. The focus of research is sustainable improvements in outcomes for learners with EAL, including consideration of:

- initial assessment
- EAL pedagogy
- access to sustainable learning resources
- induction process
- pastoral support
- engagement with families

In 2020-2021 there were a further 8 projects which were funded with the prerequisite of disseminating the methodology and outcomes to all Suffolk schools.

An example of a Local Authority Nursery project who aimed to improve children's language and communication skills against a given assessment of language. Despite the challenges of covid the school were able to evidence that each pupil who took part in the project made 2 grade bands of progress on the schools' assessment system and as a result are embedding this within the work of the school going forward.

Another example is of a Local Authority school with 47% EAL (138 pupils) who aimed to facilitate and strengthen the link between the school staff/community and non-English speaking parents of different ethnicities, ensuring key messages weren't distorted and that these parents were not missing out on critical information and feedback regarding aspects of their child's education. The schools' evaluation shared that an effective Parent Ambassador scheme was set up. All Parent Ambassadors attended all virtual meetings which meant the school could disseminate key messages clearly and accurately on issues such as: information regarding how to access online and home learning during lock down, EU settlement applications, covid 19 symptoms and testing. Most notably the school began to build confidence with parents and began hearing from parents who has previously not engaged at with the school. The school is now building on this success and developing parent ambassadors in safeguarding, phonics, oracy and maths interventions.

The successes of all the eight projects are being harnessed as schools are sharing results and positive findings. This work continues to develop further as we have a number of project applications already submitted for the year 2021-2022. The increases opportunity for collaboration across all phases of education and is particularly powerful in developing school to school support and active and sustained networking within Suffolk.

In spite of the complications, uncertainty and impact of covid 19 on education, much of the EAL project work has been able to continue throughout this time and has helped support these communities and families in what would have been an even more isolating time for them.

The resource also continues to support further online learning platforms in a group of schools. The online platform was identified and trialled by schools in the network and due to the success of this, we supported a group of Local Authority schools with the initial purchase. The online platform enables pupils to access support, skills and knowledge across the curriculum, in addition to vocabulary and grammar acquisition, both in school and at home. This has been particularly invaluable to the support EAL pupils.

Suffolk schools also have the opportunity to apply for EAL Quality Mark status. We have had one school receive Silver award this year. This is in addition to the two schools already holding Gold awards. EAL leads from these schools are part of Suffolk's EAL Network and actively share good practice with other settings. The most recent school to gain the silver award led a CPD session, alongside the awarding body, The EAL Academy, to share the process and to encourage other schools to put themselves forward for this.

During the academic year 2020/21 the number of EAL pupils in Local Authority schools who have directly benefitted from the work supported by this resource is 1044 pupils. In addition, a great many more children and young people have been impacted through the sharing of effective practice; school to school support and trialling new initiatives supported through this resource.

It is proposed that this resource should continue to be allocated to enable schools to be best placed to support the needs of this growing cohort, develop and share expertise and improve practice so that all Suffolk pupils, regardless of their school setting and English language level, achieve their full potential.

The support and challenge of the Standards and Excellence team will ensure that school leaders, including governors, are evaluating the impact of actions on improving the outcomes of all vulnerable groups. Officers will work with school leaders to support/challenge them to ensure the curriculum provision in their schools is well planned and constructed to meet the needs of all pupils, including those who have EAL. They will work to ensure the curriculum is inclusive.

The work of the Standards and Excellence team will include a focus on ensuring school leaders, including governors, have access to advice and support regarding the EAL cohort, through this resource. Where the needs of specific groups of pupils are not well met, officers will challenge this with leaders to bring about improvement.

What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).

- GRT children would arrive in schools and settings where support would have to be sought from other schools. More enquiries from these communities would be directed at school and settings putting extra demands on leaders and staff. Messages and support offered might lack consistency and vary in effectiveness.
- Reduced application and attendance of GRT pupils at school and nursery, leading to poorer outcomes at all key stages. Increased percentage of pupils who are electively home educated, potentially impacting on adult literacy and numeracy skills which lead to limiting adult career choices. In addition, if this cohort of pupils are not in school they do not have the protective factors of schools surrounding them leaving them more vulnerable to safeguarding concerns.
- Increased percentage of GRT pupils who leave current school to be electively home educated and potentially impacting on NEET (not in employment, education or training) figures.
- The understanding trust building and strengthening of GRT community links would diminish reducing the likelihood of positive working relationships and integration into school communities
- Outcomes and progress for pupils with EAL would be at risk of continuing to vary widely across Suffolk, with pupils from some schools significantly underachieving, potentially impacting on onward journeys, career and life opportunities; pockets of poor social mobility and inequalities would increase.
- School leaders may lack confidence and be isolated in their work to ensure provision meets the needs of EAL pupils.
- The opportunities to share what has worked and implement new initiatives would be diminished.
- The broader network of support and momentum gained in the school to school support and sharing of good practice/networking would be impacted and diminished

How will the expenditure be monitored?

- Monthly and quarterly budget reports
- Line manager 1:1 meeting – strategic leads
- Monthly Education & Learning leadership meetings
- Priority Schools meetings
- School Improvement Accountability Board meetings
- School to school support partnership

How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).

- Achievement evidence will be analysed to evaluate the impact on reducing the attainment gap between underperforming ethnic groups and bilingual learners and their peers.
- Number of delegates attending webinars and the number of EAL pupils at each school monitored
- The Project Impact statements will be analysed and evaluated to harness and share best practice.
- Officers will follow up in their conversations with school leaders to monitor the impact of school to school support on improving the quality of provision for EAL learners and to develop sharing of good practice through locality plans. This will be documented in visits from Local Authority Officers.
- Feedback from School leaders will be sought to confirm that they have access to appropriate resources to improve outcome for pupils with EAL.
- Suffolk will have an increasing number of schools which attain the nationally recognised EAL Quality Mark and will contribute to strong outcomes for EAL children as well as strengthening other schools through local networks.

Annex D

DSG DE-DELEGATED PROPOSAL 2022-23		
Title of proposal	Trade Unions	
Contact name & job title:	Contact tel:	Contact email:
Adrian Orr – Assistant Director (Education, Skills & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
Annual budget £	2021-22 (for information)	2022-23
	£37,330	TBC
Which phase does this support?	Primary	Secondary
	√	√
Amount per pupil £	Primary	Secondary
	£1.50	£1.50
What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).		
<p>For some years the council has had a collective arrangement around trade union engagement for maintained schools. The funding provides for regular meetings between the trades unions and the council negating the need for maintained schools to all make their own separate and individual trade union arrangements. This approach is intended to support school leaders and we believe there are benefits in being able to work collectively with all the appropriate trades' unions for both school leaders and the county council. The arrangement assists the council and unions in discussion, about policy, local issues and through frequent informal discussion allows issues and concerns to be addressed early. Retaining this arrangement supports in managing the risk of an additional burden of activity falling upon school leaders and governors.</p>		
What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).		
<p>Schools will need to make their own arrangements for trade union membership and negotiations. It is likely that school leaders will need to undertake additional activities such as negotiating individual school arrangements with all of the teaching and staff unions which currently is facilitated by the LA.</p>		
How will the expenditure be monitored?		
<p>The expenditure is monitored against the budget on a regular basis to ensure it is being used as effectively as possible</p>		
How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).		
<p>Headteachers themselves will need to decide upon the effectiveness of this arrangement although there is a high probability that if such an arrangement was not in place school leaders would need to undertake potentially significant additional work against a backdrop of existing heavy work-loads.</p>		