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LEEDS SCHOOL FORUM

Meeting to be held in Rooms Three and Four, Second Floor Meeting Suite, Merrion House, Leeds, LS2 8BB
on
Thursday, 13th February, 2020 at 4.00 pm

MEMBERSHIP

Dave Kagai, A. Primary Governors - St Nicholas Primary
Sue Tuck, A. Primary Governor - Ireland Wood Primary
Sara Nix, A. Primary Governors - Rawdon Littlemoor Primary
John Garvani (LSF), A. Primary Governors - Broadgate Primary School
Jim Ebbs, A. Primary Governors - Woodlesford Primary
John Hutchinson, B. Primary Heads - St Theresa's Catholic Primary
Claire Harrison, B. Primary Heads - Wetherby Deighton Gates Primary
Barbara Trayer, B. Secondary Governors - Allerton Grange Secondary
Helen Stott, B. Primary Heads - Allerton C of E Primary
Peter Harris, B. Primary Heads - Farsley Farfield Primary
Julie Harkness, B. Primary Heads - Carr Manor Community school - Primary Phase
Jo Smithson, B. Primary Heads - Greenhill Primary
David Webster, C. Secondary Governors - Pudsey Grangefield
Delia Martin, D. Secondary Heads - Benton Park
Lucie Lakin, D. Secondary Heads - Wetherby High
David Gurney, E. Academy Reps - Cockburn School
Adam Ryder, E. Academy Reps - The Morley Academy
John Thorne, E. Academy Reps - Co-operative Academy Priesthorpe
Emma Lester, E. Academy Reps - Woodkirk Academy
Ian Goddard, E. Academy Reps - Ebor Gardens/Victoria Primary Ac
Siobhan Roberts, E. Academy Reps - Cockburn John Charles Academy
Joe Barton, E. Academy Reps - Woodkirk Academy
Anna Mackenzie, E. Academy Reps - Richmond Hill Academy
Danny Carr, E. Academy Reps - Dixons Academy
Scott Jacques, F. Academy (Special) - Springwell Leeds East Academy
Ben Mallinson, G. Academy (AP) - The Stephen Longfellow Academy
Diane Reynard, I. Special School Principal - East / NW SILC - SILC Principals
Patrick Murphy, J. Non School - Schools JCC
Angela Cox, J. Non School - Leeds Catholic Diocese
Vicky Hallas-Fawcett, J. Non School - PVI Nursery Provider
Dan Cohen (Leeds School Forum), J. Jewish Faith Schools

A G E N D A

Item No	Tile	Lead	Time	Purpose
1.	**APOLOGIES**		**16:30**	**For decision**
2.	**INTRODUCTIONS**		**16:35**	**For decision**
3.	**MINUTES OF PREVIOUS MEETING** *5 - 10*		**16:40**	**For decision**
4.	**MATTERS ARISING**		**16:45**	**For decision**
5.	**EARLY YEARS ACTION PLAN** See attached. *11 - 18*		**16:50**	**For information**
6.	**EARLY YEARS FUNDING 2020-21** See attached *19 - 26*		**17:10**	**For decision**
7.	**DSG BUDGET MONITORING 2019-20** See attached *27 - 36*		**17:30**	**For information**
8.	**UPDATE ON DFE CONSULTATIONS** Verbal Update		**17:45**	**For information**
9.	**ANY OTHER BUSINESS**		**17:50**	**For information**

10.	**MEETING DATES FOR 2020-21 AND FORWARD PLAN** See attached *37 - 38*		**17:55**	**For information**
11.	**NEXT MEETING**		**18:00**	**For decision**

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Leeds
CITY COUNCIL

Leeds Schools Forum

Second floor meeting suite, rooms three & four
Thursday 16th January 2020 at 16:30

Membership (Apologies in *Italics*)

GOVERNORS		**HEADTEACHERS**	
Primary (5 seats)		Primary (6 seats)	
Sara Nix	Rawdon Littlemoor	John Hutchinson	St Theresa's Catholic Primary
Jim Ebbs	Woodlesford	Helen Stott	Allerton C of E Primary
Sue Tuck	Ireland Wood	Peter Harris	Farsley Farfield Primary
David Kagai	St Nicholas	Julie Harkness	Carr Manor Community School
John Garvani	Broadgate	Jo Smithson	Greenhill Primary
		Vacancy	
Secondary (2 seats)		Secondary (3 seats)	
Barbara Trayer	*Allerton Grange*	Delia Martin	Benton Park
David Webster	Pudsey Grangefield	*Lucie Lakin*	*Wetherby High*
		Vacancy	
Special (1 seat)		Special (1 seat)	
Vacancy		Diane Reynard	East SILC
Non School		Academies – Mainstream (9 seats)	
Vicky Hallas-Fawcett	*PVI Providers*	David Gurney	Cockburn School
Vacancy	*PVI Providers*	Danny Carr	Dixons Academy
Patrick Murphy	Schools JCC	*Adam Ryder*	*Bruntcliffe Academy*
Louise Turner	*16-19 Providers*	John Thorne	Co-op Academy Priesthorpe
Angela Cox OBE	*Catholic Diocese*	*Emma Lester*	*Woodkirk Academy*
Dan Cohen	*Jewish Faith Schools*	*Ian Goddard*	*Ebor Gardens/Victoria Primary*
		Siobhan Roberts	Cockburn John Charles
		Joe Barton	*Woodkirk Academy*
		Anna McKenzie	*Richmond Hill*
Local Authority Reps:		Academy – Special School (1 seat)	
Steve Walker, Director		*Vacancy*	
Tim Pouncey, Chief Officer Strategy & Resources		Academy – Alternative Provision	
Phil Mellen, Deputy Director Learning		*Vacancy*	
Louise Hornsey, Head of Service, Finance			
Val Waite, Head of Learning Inclusion			
Minutes:			
Lesley Gregory, PA			

Item	Title	Actions
1	**Apologies** Emma Lester, Joe Barton, Dan Cohen and Vicky Hallas-Fawcett. It was noted that Ben Mallinson has resigned.	
2	**Introductions** The Chair welcomed everyone to the meeting.	
3	**Minutes of last meeting** The minutes were agreed.	
4	**Matters arising** *Disapplication request*: This has now been submitted and we are waiting for a response from the ESFA. It is hoped to have an update at the meeting in February. *Item 5.11: High Needs budget consultation*: Still awaiting feedback from the Government. *Item 7.3: Early Years action plan* – a report to come back to next month's meeting *Items 6.2, 6.5 and 6.9* will be dealt with later in the meeting. *Any Other Business: Schools Forum Panel* – schools have to submit a request through the schools finance officer or through the Children and Families Finance Department.	PM
5 5.1 5.2	**School funding arrangements 2020/21** Schools Block Funding Formula At the last meeting in November the Forum voted for option 2: *A reduced minimum funding guarantee of 1% and an increased cap on gains of 3.96%. All other factors are in line with the National Funding Formula as preferred option a 1% min funding guarantee and 1.96% cap on gains. Now looking at min funding guarantee of 1.85% mirrors national and increase of 5.8%.* The final formula will be subject to quality checking by the ESFA and although there may be minor changes there should be nothing substantial. The funding will be with maintained schools by the end of February. The ESFA deals with academies directly and as a result the timescale is likely to be different. The formula is based on the pupil data from the 2019 census. The final funding formula is a decision made by the Director of Children and Families but is brought to the Forum for comment. The Forum noted the funding formula. Growth Fund It is the Forum's responsibility to agree the criteria and formula. The overall allocation for the fund is £5m, similar to 19-20 funds. The fund is used for schools which opened in the last seven years and are still growing or have been asked by the local authority to increase its admission numbers. Primary schools will retain existing criteria as set out in 2019-20. Secondary schools growth proposal is for the first year of permanent change only. The ESFA will give a £67k lump sum for each new school. It is proposed that this would be passed straight on to the school. In addition	

an amount of £100 per pupil will also be paid to fund immediate additional cost such as equipment. It is appreciated that this additional amount is a nominal amount however any increase would result in a reduction of the standard formula received by schools.

The overall pot for the growth fund can go up and down because it is based on lagged pupil numbers.

5.3 Central School Services Block

This funding covers statutory duties for both maintained schools and academies. The allocation stands at just over £5m. Although the amount is down slightly from 19-20 by £258k costs have also gone down.

Confirmation was given that we are able to transfer £350k as opposed to £250k to the High Needs Block. This will of course have to be voted on by the Forum.

It was explained that there are three parts to the Block

1. Retained duties element which covers statutory functions. We are looking to keep costs the same apart from taking into account inflationary increase.
2. Historic commitments – old costs that have to be paid for out of the block. We are not allowed to increase the costs.
3. Ongoing central funds which are given by the ESFA and are presented to the forum for information only.

Carbon Reduction Officer: The Forum asked for information on what duties the officer performs.
Action: To bring information to a future forum. TP

High Needs Block

5.4 The extra £100k being transferred to the Block does not affect any services in the Central School Services Block; it is spare funding. More details re the Block to be brought back to the February meeting.

Recommendations

5.5 Schools Forum noted the arrangements for the school funding formula for 2020/21.

5.5.1

In relation to the Growth Fund for 2020/21, Schools Forum approved the propose
5.5.2 criteria which was that:

- The existing criteria be retained for primary schools while for new secondary school growth funding is allocated in the first year of expansion.
- The existing criteria for additional resources and rental costs be retained.
- Pre-opening funding for new schools reflects the funding allocated to local authorities and is set at £67,000 for 2020/21.

The Forum voted unanimously (18) in favour of the proposal.

The total Growth Fund of £3,000k, funded from the Schools Block in 2020/21. The Growth Fund would be split between £1,140k for primary growth and £1,860k for secondary growth.

The Forum voted (18) unanimously in favour of the proposal

With regard to the Central School Services Block, Schools Forum approved the amounts
5.5.3 summarised below for 2020/21 (apart from the ESFA central licence charge, which does not require approval). It was noted however that the Forum would like to hear more about the duties of the Carbon Reduction Officer.

	2019/20 (for information) £	2020/21 (for approval) £
Former ESG Retained Duties	1,920,240	2,088,950
Historic Commitments		
Prudential borrowing	515,000	515,000
Headteacher support service	54,410	54,410
School support staff training	46,330	46,330
Carbon reduction officer	30,000	30,000
Ongoing Responsibilities		
Admissions service	1,376,290	1,381,880
Schools forum	30,330	30,940
ESFA central licences (for information only, no vote required by Schools Forum)	552,700	569,700
Total Central School Services Block	**4,525,300**	**4,717,210**

The Forum voted (18) unanimously in favour of the proposal.

A question was raised as to why the Admissions service budget had only increased by a nominal amount. It was explained that there was no additional cost in the service with the resource remaining the same. The small increase could reflect someone leaving who is at the top of the pay scale and replaced by someone starting at the bottom.

The number of admission appeals being dealt with by Headteachers was raised. Consultation was sought on training for fair access and protocols but schools felt it was not widely communicated. The Director apologised for this and offered to look at it again in terms of whether more money can be apportioned to assist schools.
Action an options paper to be brought to the February Forum. — TP

In relation to the Central School Services Block, Schools Forum noted that following confirmation of funding and costs, the proposed transfer to the High Needs Block will be £350k.

6 Any Other Business

6.1 Government announcement regarding teachers pay: The recent Government announcement that all teachers will be paid a starting salary of £30k, seemingly over a three year period. There is no indication at present how the Government will fund this

6.2 Finance Officer changes: Simon Criddle is moving to another directorate within the Council and will be replaced by Louise Hornsey who has been promoted to Head of Service. On behalf of the Forum the Chair thanked Simon for all the work he had done in support of the Forum and congratulated Louise on her promotion.

6.3 The Director informed Schools Forum that he was stepping down as Director of Children and Families at the end of this month. He will be moving on to be the lead for the strengthening families programme. He thanked the Forum for all their support. On behalf of the Forum the Chair wished him well for the future.

7 Meeting dates for 2019/20 and forward plan

Next meeting Thursday 13 February 2020.

8 De-delegation 2020/21 (maintained schools only)

Consultation of de-delegation for 2020-21 has taken place and there was a majority in favour of continuing. The proposal is to continue services under the same headings as previous years except for a contingency fund to be used as an urgent improvement fund.

8.1 Contingency and support for schools in financial difficulty

The contingency fund of £50k will be there for schools to bid into through the schools in financial difficult panel. Likewise if the school improvement adviser working in the school recognises that improvement is required. If there is an underspend at the end of the year the surplus will be passed back to schools.

A discussion was held around the following sentence and the use of the phrase '…from local authority…'

> *Establishing a schools urgent improvement fund that schools can apply to if they require additional support from local authority services for urgent school improvement priorities.*

It was agreed to use the phrase '..via the local authority…'

The contingency fund is specifically about school improvement and not buildings/costs.

Both Primary and Secondary schools voted unanimously in favour.
Primary 10 votes; Secondary 2 votes

8.2 Maternity and other cover

The budget proposed for 20-21 shows an increase of £186k (6.9%) compared to the previous year and a 10.8% rise per pupil.

Both Primary and Secondary schools voted unanimously in favour.
Primary 10 votes; Secondary 2 votes

8.3 Suspended staff cover

This is a small budget of £30k; a £10k drop from last year.

Both Primary and Secondary schools voted unanimously in favour.
Primary 10 votes; Secondary 2 votes

8.4 Trade union facilities

After looking at the costs and requirements the proposal is for a budget of £370k.

Both Primary and Secondary schools voted unanimously in favour.
Primary 10 votes; Secondary 2 votes

8.5 Library Service - primary schools only

Following consultation there was a 90% support for this service to continue.
Primary schools voted unanimously in favour – 10 votes

8.6 Free school meals

Both Primary and Secondary schools voted unanimously in favour.
Primary 10 votes; Secondary 2 votes

8.7 **8.8** **8.9**	<u>SIM licences primary only</u> Following a discussion re schools not using sims and effectively paying twice it was agreed to look into this area further and bring to a future meeting. **Action**: put on the forward plan **Primary schools voted unanimously in favour – 10 votes** <u>Behaviour Support Services</u> The budget proposing to hold at £108k reflects the costs for a pay award. The budget allocated for this service funds the Inclusion Support Service team which is part of the SENIT team. The support team go out to schools and provide specific targeted support for schools who have significant concerns around a learner. **Primary schools voted 9-1 for de-delegation to continue and Secondary schools voted unanimously in favour.** **Primary 9 votes; Secondary 2 votes** <u>Support to underperforming ethnic</u> This fund is used to build capacity for new arrivals. It has been reduced by £93k but this in no way affects the service offered. Leeds for Learning: It was raised that there are no contact details on the website, just a generic e-mail address. **Action**: To ensure all services on the Leeds for Learning website have specific contact numbers and e-mail addresses. **Both Primary and Secondary schools voted unanimously in favour.** **Primary 10 votes; Secondary 2 votes**	 **LG/LH** **TP**
	The meeting closed at 1820.	

Leeds CITY COUNCIL

Report of the Deputy Director of Children and Families

Report to the Leeds Schools Forum

Date: 13 February 2020

Subject: Early Years Action Plan Narrative for Schools' Forum

Report author: Phil Mellen **Contact telephone number: 0113 3783629**

In the 3As Plan, Early Years is one of the 3 obsessions as follows:

1. All children make the best start to school [Attend, Attain and Achieve]

This is our first obsession because it is vital to changing outcomes for all learners over time. Research and evidence suggests that improving learning in the early years improves outcomes throughout childhood and into adult life. Improving early learning is the most effective and cost effective way of improving outcomes for all children and narrowing the gaps between groups of learners.

At present Leeds does not do well as a city for the youngest learners in some measures. In the assessment undertaken for all five year olds, the Foundation Stage Profile, only 65.7% currently achieve a 'Good Level of Development' compared to 71.8% nationally, although this is improving.

The principles that inform the Three As strategy shape our approach. As a whole child strategy we want to focus on learning and wider wellbeing – recognising the importance of early years attachment and the power of play for early learning. As a Think Family strategy we want to continue to build better ways of joined up help for the whole family because we know this is important to help infants thrive. As a restorative strategy we want to work *with* families and communities to help them to build relationships and the social capital to support families and children thrive and learn.

Key measure: the % of five year olds achieving a 'Good Level of Development' in the Foundation Stage Profile.

It is crucial that we support schools, settings and families to ensure children make the best start to learning and we recognise that strategic use of funding forms an important part of that support. We have separated a small budget for 2020-21 to support the Early Years Action Plan (attached) and will use the framework provided by that action plan to undertake a fuller review of Early Years spending so that we can bring proposals to Schools' Forum in the Autumn term 2020 for discussion and approval in order to more effectively spend the funding we receive in 2021-22.

Cost implications 2020-21 (see Early Years Action Plan for more detail):

- Improved family awareness of play and learning opportunities through 'Golden Ticket' approach to eligibility. Notify DWP families x 4 times per year: Cost £5k

- Targeting of 170 CIN, CP and LAC children aged 2-4 NOT taking up early learning offer through Social Workers, Early Help Hubs RES teams, Early Start teams: Nil cost

- Support primary schools with falling pupil numbers to establish 2 year old provision: Cost 20 x £250 = £5k

- Additional funding for schools who open new 2 year old provision. Cost 10x £500 resource packs = £5k

Improve the analysis of data of eligible 2 year olds to identify 200+ not taking up the offer Family outreach workers to make individual named contact with family and report outcome Cost £15k additional admin- for data processing and sharing

Staffing costs:

20 days EY seconded practitioner £200 x 20 = £4,000

15 days Children's Centre teacher time £200 x 15 = £3,000

Additional visits to vulnerable settings

60 half day consultant visits £250 x 60 = £15,000

Venue/Training costs

12 half day training venues £200 x 12 = £2,400

16 half day moderation meeting venues £200 x 16 = £3,200

Total training/venue costs = £5,600

Subsidised places on EY training:

50 half day training sessions £55 x 50 = £2,750

Development of guidance and support documents:

Production of guidance, templates and support documents for use by settings:

4 days consultant time £500 x 4 = £2,000

Resources to support implementation of training strategies:

£3,500 to provide resources to settings needed to implement strategies

Total estimated cost £65,850

Phil Mellen

Early Years Action Plan 2019-2022

This plan sits within the overall 3As strategy as a key obsession as set out below:

All children make the best start to learning [Attend, Attain and Achieve]

This is our first obsession because it is vital to changing outcomes for all learners over time. Research and evidence suggests that improving learning in the early years improves outcomes throughout childhood and into adult life. Improving early learning is the most effective and cost effective way of improving outcomes for all children and narrowing the gaps between groups of learners. At present Leeds does not do well as a city for the youngest learners in some measures. In the assessment undertaken for all five year olds, the Foundation Stage Profile, only 65.7% currently achieve a 'Good Level of Development' compared to 71.8% nationally, lthough this is improving. The principles that inform the Three As strategy shape our approach. As a whole child strategy we want to focus on learning and wider wellbeing – recognising the importance of early years attachment and the power of play for early learning. As a Think Family strategy we want to continue to build better ways of joined up help for the whole family because we know this is important to help infants thrive. As a restorative strategy we want to work with families and communities to help them to build relationships and the social capital to support families and children thrive and learn.

Key measure: the % of five year olds achieving a 'Good Level of Development' in the Foundation Stage Profile.

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Books and resources provided by Booktrust	Julie Longworth Phil Mellen	Identify families where 3 and 4 year olds are not accessing EYFS or other learning and cross-reference with systems to see whether SW, Family Support Workers and Health Visitors are in contact. Provide reading support packs and signpost to local reading provision and support.	GLD on average across the city to improve to at least 70% (at least 60% for disadvantaged students). Reduce number of 3 and 4 year olds not accessing any EYFS provision by 50% +	June 2019 - onwards	Sep-22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Books and resources provided by Booktrust	Andrea Richardson	Ask schools and EYFS settings to share data about pupils not on track for GLD and cross reference with systems to see which other LCC staff are interacting with those families. Use Booktrust books to enhance reading provision at schools and settings.	GLD and KS1 outcomes improve as per target table.	July 2019 - onwards	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time	Julie Longworth	Families First Early Help Hubs to gather and analyse a range of data and information held by the partnership in relation to these children to support an integrated approach to identifying and responding to need.	Children and families receive a targeted needs led integrated response from the agencies that they are involved with and evidence of improved outcomes as a result.	September 2019	September 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time	Peter Storrie	Detailed analysis of data around take up of places, outcomes for vulnerable groups, work with local universities to ensure approaches are informed by best evidence base from research and practice.	Improved Good Level of Development at end of Foundation Stage	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time	Peter Storrie	Improve methods used for tracking children from their starting points in EYFS, to EYFSP	Improved outcomes at EYFS for FSM, FSM-boys FSM-EAL	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	3 part moderation process to support, challenge and guide schools throughout the year.	Improved Good Level of Development at end of Foundation Stage	Begun Sept 2018	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Make Data Savvy course available to all schools, to use data effectively to inform planning and improve outcomes for children.	Improved Good Level of Development at end of Foundation Stage	Sep-19	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Licensing agreements (max £3K)	Dave Clark	Target 30 lowest performing schools with a comprehensive free programme of training, support and challenge which includes places on Data Savvy, Word Aware training, Writing training , Gender training .	Improved Good Level of Development at end of Foundation Stage	Jan-20	Sep-21		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Necessary training costs subsidised (£2k)	Dave Clark	SIAs to challenge schools around EYFSP data, signpost to further advice and training. SIAs to have received up to date training from Early Years team	Improved Good Level of Development at end of Foundation Stage	Mar-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Challenge schools in line with national averages where demographic data suggested it should be higher.	Improved Good Level of Development at end of Foundation Stage	Mar-20	Sep 22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Training costs not more than £1200	Andrea Richardson	Develop a multi-agency pathway for communication, language and literacy support – 0-19 PHINS, SaL Therapy, Childrens centres, schools, settings EYDIT	Improved Communication and Language outcomes at GLD	Nov-19	Sep 22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time to support networks. Ensure they are self-sustaining in medium term.	Dave Clark	Develop networks to share good Communication and Language practice across EY settings and childminders	Termly C and L networks established. Key messages about best practice shared with delegates. Increased pratitioner confidence in C and L practice.	Sep-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Training costs subsidy	Dave Clark	Develop EY Word Aware training package for universal and bespoke use and for the 30 lowest attaining schools	EY consultants attend Word Aware training for trainers and achieve accreditation. Specific EY training package developed. 30 lowest	Sep-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Resource cost	Dave Clark	Review develop and share Communication and Language resources across the consultant team and with CCT team.	A suite of high quality C and L resources available for schools and settings to support good practice.	Nov-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Resource cost	Dave Clark	Support offer for lowest 30 attaining schools to help to raise attainment in EYFS.	Targeted offer of subsidised training and support packages made available to all 30 schools. Schools supported to	Sep-19	Sep 2020		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Resource cost	Andrea Richardson	Promote early play and reading opportunities in community hubs, libraries, children centres, schools, with an emphasis on priority areas	Improved engagement with early play. Improvement in Moving and Handling element of GLD outcomes.	Aug-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time Resource cost	Phil Mellen Andrea Richardson	Map existing provision that is currently on offer at a cluster level to raise awareness amongst professionals, children and families of the available opportunities. Work in partnership with a range of providers across the city to ensure an equity of opportunity regardless of postcode.	Increased take up of out of school opportunities by vulnerable children and young people and in particular those who are known to Social work and Early Help services. Wider and more comprehensive range of opportunities available for all children and young people. Uptake demonstrates that provision is	September 2019	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time Relevant research materials	Andrea Richardson	Research and implement interventions that impact on take up and attendance of 2 year olds at early learning settings	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson	Better understand and increase the take-up of 2-year-old funding to develop an early education offer that is right for Leeds children	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review Best practice from Newcastle	Staff time Printing costs and postage	Andrea Richardson	Improved family awareness of play and learning opportunities through 'Golden Ticket' approach to eligibility. Notify DWP families x 4 times per year.	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency Report	Staff time Printing costs and postage	Dave Clark Viv Buckland Julie Longworth	Agree new arrangements for take up of 2 Year Old Offer with clusters, Childrens centres and EH hubs, best professional to link to family to ensure	Improve take up of 2 Year old places from 67% to 90%+	Jan-20	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Ofsted	Staff time	Andrea Richardson	Train and support Social Workers, Family Support Workers, Health Workers and others to support communities and families where take up is low.	Ensure CIN, CP take up and attend good early learning provision	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson	Using evidence based approaches promote understanding and awareness with families of the importance of good early language, play and learning experiences	Improve take up of 2 Year old places from 67% to 90%+	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency report	Staff time Potential building and resource costs	Viv Buckland	Work with schools in priority areas to develop 2 year old places and wrap around child care	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson Dave Clark	Research and implement interventions that ameliorate the effects of deprivation, EAL and gender on attainment evidence based teaching programmes	Improve GLD outcomes at end of Reception for vulnerable groups	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer Review	Staff time Relevant research materials	Dave Clark	Using evidence based approaches develop sector led improvement though sharing good practice	Good practice networks are well attended by EY providers. EY practitioners share case studies and good practice with other providers.	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Support and challenge settings around robust moderation and improved progress at EYFS	All schools receive a 3 visit moderation package. Aspirational EYFSP targets are set and monitored at each visit. Accurate and robust assessments. Increased EYFSP outcomes.	Sep-19	Sep 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Preparation for Peer SEND Review 3As strategy	Staff time	Val Waite	Review SEND support and provision for 0-5's in line with other review processes	GLD outcomes for SEND pupils improve and narrow gap to peers	Nov-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency Report	Staff time Dubbit to source digital resources at nil or low cost	Dave Clark Andrea Richardson	Complete new digital learning resources with Dubbit(Child Friendly Leeds Digital Ambassador) for early learning	Targetted schools and setting have access to new digitial resources which engage children and families, leading to improved GLD outcome.	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Resources for settings	Dave Clark	Deliver Word Aware training for children's centre teachers	All children's centre teachers are Word Aware trained. Word Aware approach is embedded into training packages for Children's Centres. Appropriate strategies for vocabulary development are embedded into practice.	Feb-20	Sep 2020		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Resources for settings	Dave Clark	Joint delivery of EY Word Aware training 0-5/5-11 consultant team for Arooj schools.	Word aware training delivered to Arooj schools. Word Aware approach is embedded into school practice.	Feb-20	Jan 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3As strategy	Performance Management Meetings	Andrea Richardson	Children's centre teachers to all have a performance management target around Reading.	Improved reading engagement leading to better confidence and imrpoved outcomes at GLD	Jan-20	Sep 2022		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3As strategy	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Phil Mellen Dave Clarke	Plan, publicise and deliver a 'Year of Reading' across Leeds in partnership with Booktrust, libraries and CFL Ambassadors. Involve officers, councillors and others in reading sessions across the city, particularly in areas of high deprivation or low reading ages. Incorporate new / revised Booktrust programmes. Organise author visits, poetry events etc in locations of most need. Tie in with Baby Week, 50 things to do before you're 5 etc.	Year of Reading takes place and includes city-wide events. A wide range of councillors, officers and partners get involved in story sessions creating an online library of storytelling that can be accessed by schools, libraries, children's centres and families. Booktrust programmes have maximum uptake. Reading outcomes improve as per the target table.	September 2019	September 2020		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Phil Mellen Sue Wynne	Review and refresh the offer to parents across the city in terms of adult learning, particularly adult literacy. Target areas where reading outcomes are lowest for children and signpost parents to appropriate events and support.	Adult literacy classes enhanced and have better attendance. Parents report more confidence in supporting children's reading. Improvement in reading and related outcomes.	Autumn 2019	Summer 2022		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Julie Longworth	Use existing group work support for children and families to distribute book packs and promote the 3As e.g. Caring Dads, Empowering Parents Empowering Communities.	Wider range of books available in disadvantaged areas leads to improved reading outcomes at primary school.	July 2019	July 2020		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Meeting time	Dave Clark	Autumn 2019 EY Leadership forums focus on Year of Reading and developing reading strategy.	Key messages about Year of Reading shared with EY leads across the city. Delegates reviewed school/setting reading practice in light of new Ofsted framework. Delegates are more confident and knowledgeable about the teaching of reading.	Oct-19	July 2020		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time Resouces	Dave Clark	Practical workshops delivered to settings to develop quality of delivery of stories/songs/rhymes.	Ey settings understand the importance of stories, songs and rhymes in developing children's early Literacy. Delegates feel more confident and knowledgable about practical ways to support children's early phonological awareness and reading .	Oct-19	December 2020		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Develop an EY reading audit to review the quality of reading provision in EY settings.	EY reading audit completed. Messages shared around key elements of good EY reading provision. EY settings are able to identify key areas for development.	Feb-20	July 2020		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Author Visit costs to be met by Booktrust and other partners	Andrea Richardson	EY author visits to EY settings, schools and CCs.	Engagement with events by settings, children and families. Increased enrolment in libraries, improved reading confidence.	Feb-20	Sep 2022		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time Support from Booktrust	Dave Clark	Deliver free Reading Workshops for settings and childminders.	Workshops are well attended by PVI and Childminders. Key messages about Year of Reading and good practice in early reading have been shared. Delegates feel more confident and knowledgable about practical ways to support children's early reading .	Nov-19	Sep 2020		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	Staff time	Amanda Ashe	Children's Centre Family Services annual conversation to include key target around 'Communication & Language' area of learning & reading aspect of literacy.	Improved outcomes at GLD in language and communication and reading	Feb-20	Sep 2022		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	Staff time	Amanda Ashe	Childrens Centre Teachers to develop a training package around Reading to be delivered to all Little Owls settings in liaison with Booktrust and Learnin Improvement Teams.	All Little Owls Settings to received updated training and demonstarte impact on learning progress of children.	Jan-20	Sep 2021		
Obesession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	unded by Booktru	Amanda Ashe	Book start Corner to be delivered across all Children's Centres both in the Early Learning provision & as part of the Family Services offer	Training delivered leading to improved outcomes in reading and better reading engagement.	Sep-19	Sep 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Cost of subsidy	Dave Clark	Subsidise a targeted training programme focussing on Communication and Language, Literacy and Maths.	Specific training packages developed and delivered in localities across the city. Training is attended by PVI settings who haven't previously engaged in training. Practitioners feel more confident and knowledgeable and can implement changes in practice in their settings.	Feb-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Cost of subsidy	Dave Clark	Extend access to subsidised training for settings at RI or Inadequate to consolidate improvements and development.	RI and Inadequate providers have access to subsidised universal training sessions. Practitioners receive training to support the setting's key improvement priorities. Improved quality of teaching and learning in the setting.	Feb-20	Sep-22		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time	Dave Clark	Conduct visits to identified vulnerable settings to assess support/training needs and implement improvements alongside leadership team.	EY consultants visit all targetted settings. Priorities identified and EY action plans developed and implemented. Key staff attend targeted training sessions.	Feb-20	Sep-20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time	Dave Clark	Develop a system to collate EYFS assessment data to enable moderation and monitoring of data.	Excel spreadsheet in place to collate EY assessment data fromPVI settings. Targeted settings completing termly assessment data. Increased knowledge about attainment and identification of good practice in settings.	Jan-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	secondment (see	Dave Clark	Use seconded EY teachers to develop EY moderation and assessment networks for PVI settings to identify and share good practice.	Seconded teachers identified and in place. Termly moderation and assessment networks established in key locations across the city. Follow up support visits carried out to identified settings. Increased accuracy of exit assessment data.	Feb-20	Sep-22		

Cost implications:
- Improved family awareness of play and learning opportunities through 'Golden Ticket' approach to eligibility. Notify DWP families x 4 times per year.
Cost £5k
- Targeting of 170 CIN, CP and LAC children aged 2-4 NOT taking up early learning offer through Social Workers, Early Help Hubs RES teams, Early Start teams
- Support primary schools with falling pupil numbers to establish 2 year old provision
Cost 20 x £250 £5k
- Additional funding for schools who open new 2 year old provision.
Cost 10x £500 resource packs £5k
Improve the analysis of data of eligible 2 year olds to identify 200+ not taking up the offer Family outreach workers to make individual named contact with family and report outcome
Cost £15k additional admin- for data processing and sharing

Staffing costs
20 days EY seconded practitioner £200 x 20 = £4,000
15 days Children's Centre teacher time £200 x 15 = £3,000
Enhanced staffing = £7,000 in total
Additional visits to vulnerable settings
60 half day consultant visits £250 x 60 = £15,000
Venue/Training costs
12 half day training venues £200 x 12 = £2,400
16 half day moderation meeting venues £200 x 16 = £3,200
Total training/venue costs = £5,600
Subsidised places on EY training
50 half day training sessions £55 x 50 = £2,750
Development of guidance and support documents
Production of guidance, templates and support documents for use by settings
4 days consultant time £500 x 4 = £2,000
Resources to support implementation of training strategies
£3,500 to provide resources to settings needed to implement strategies

Total estimated cost £35,850

Report author: Rebecca McCormack

Tel: 3787217

Report of: Lead Officer Admissions and FIS **Agenda item**

Report to Schools Forum

Date: February 2020

Subject: 2020/21 FEEE rates

Summary of main issues

1. Local authorities will continue to receive funding via the Early Years National Funding Formula in the financial year 2020/21 to fund the Free Early Education Entitlement (FEEE) for 2, 3 and 4 year olds.

2. The DfE have increased the rate paid to the Local Authority by £0.08 per hour per child for both the 2 year old and 3&4 year old funding streams.

3. The local authority is consulting with providers on the proposed rates for 2020/21 and this report sets out those proposed rates. The formula for allocating the DfE Early Years funding will be determined by the Local Authority following the conclusion of the consultation with providers and Schools Forum.

4. Schools Forum are required to agree the proposed allocation of the centrally retained element of the 3&4 Year Old funding.

Background information

1. A consultation with providers commenced 24 January 2020. The consultation was sent to all providers in Leeds setting out proposals for the rates that would come into force from April 2020. This consultation will close on 21 February 2020. The responses will be collated and analysed prior to determination of the funding arrangements.

2. This paper sets out the proposals for the Early Years funding element of DSG, and feedback is requested to inform final determination. It is a requirement that schools forum are consulted on changes to local early years funding formulae by 28 February, and all responses will be considered by the Local Authority as final decision maker.

3. The EY DSG allocation for Leeds is calculated by the DfE under the EY National Funding Formula. In 2020/21 Leeds will receive an £0.08 increase on it's per pupil funding allocation for both 2 Year Old and 3&4 Year old FEEE.

4. Initial feedback from providers on the proposal for the funding indicates that providers would prefer as much money as possible to be paid via the base rate. In addition, we have further clarity on the number of children likely to be funded by the DfE, therefore a second proposal for the funding is included below, which seeks to uplift the base rate by the full £0.08 that the LA will receive from the DfE.

Main Issues

1. Method of allocation

1.1 As in previous years, the allocation for FEEE will be paid to Leeds City Council by the DfE based on the per pupil per hour rates confirmed in December 2019 (£5.28 per hour for 2 year olds and £4.89 per hour for 3/4 year olds). This will be allocated to the authority according to January census returns. The annual allocation for the financial year 2020/21 will be paid to the LA based on 5/12^{ths} of those hours returned by providers on the 2020 spring term census and 7/12^{ths} of those hours returned on the 2021 spring term census. With no confirmation of the DSG grant that would be paid to the LA, the expected DSG income is currently projected based on previous allocations, and patterns of take-up.

1.2 Providers will continue to receive payments from the LA monthly, an arrangement successfully implemented since September 2018. During 2019/20, some schools have transitioned over to use the provider portal (Synergy) so also receive monthly payments. The intention is to move all schools to using the provider portal in the coming months so that they also receive monthly FEEE payments rather than the current termly payments.

1.3 All settings receive the base rate funding each month according to the number of children the provider records as attending the setting using the provider portal monthly estimates. Each term, balancing payments are made in the final month based on the confirmed termly census headcount.

1.4 The supplement payments (SENDIF and Deprivation Uplift) will be paid in one lump sum to providers at the end of the term based on the number of eligible children returned on the census.

1.5 Disability Access Fund (DAF) payments are made to providers based on census claims where providers identify that a child is in receipt of Disability Living Allowance (DLA). The payment of £615 is made in the first term that the child is recorded as being in receipt of DLA and covers 3 terms, regardless of the number of hours the child claims.

1.6 All providers will receive the same funding rates, as identified by the formulae set out in this paper.

2. Funding for two year olds

2.1 The 2 year old FEEE funding rate paid to Leeds City Council (the LA) by the DfE has increased from £5.20 to £5.28 for each eligible hour of entitlement.

2.2 In line with the decision in 2019/20 to pass through the full 2YO FEEE funding to providers, the funding rate for 20/21 will increase to £5.28 per hour up to a maximum of £3,010 per child per annum for 15 hours x 38 weeks of early education.

2.3 Following the Early Years Peer review, an action plan is in place which includes a focus on increasing the uptake of eligible 2 year old places from the 62% (average) taking up their place in 2019. A 'golden ticket' approach to notifying parents of their eligibility for a funded place for their 2 year old will be introduced Spring 2020, in order to remove some of the identified barriers impacting the city's take up rate.

2.4 Although providers continue to share their concerns that the DfE is under-funding the early years entitlement, initial responses from childcare providers have been positive and in favour of the proposed increase to their 2 year old FEEE rate.

3. Funding for three and four year olds

3.1 The 3 and 4 year old FEEE funding rate paid to Leeds City Council by the DfE has increased from £4.81 per eligible hour to £4.89.

3.2 Leeds has been able to increase the funding allocated to providers through the base rate year on year, by reflecting on the amounts claimed in previous years, and reducing the amount of centrally retained funding.

3.3 The full £0.08 increase in the LA allocation from the DfE will be passed through to providers. The consultation sent to providers proposed a base rate increase of £0.05, a deprivation element increase of £0.01 and SENDIF proposed increase of £0.02. No increase was proposed to be allocated to the centrally retained element of the funding.

3.4 Since circulating the proposals to providers, we have had further indications of numbers likely to be funded in 2020/21, which projects that there will be a small increase in the number of hours funded by the DfE to the LA. In addition, providers continue to report that the base rate is the most important element of the funding to them and that this influences their business models and charging policies.

3.5 The initial proposal was to increase the deprivation retention by £0.01 to £0.30, however following feedback from providers where greater emphasis has been put on the base rate funding, proposal B is to maintain the deprivation retention at £0.29 as in 2019/20.

3.6 SENDIF is projected to be significantly overspent in 2019/20 (£241k), hence the initial proposal to increase this retention by £0.02. However, the overall DSG income has historically been overfunded. Any overspend on this element will be met by this overpayment of the grant received, which introduces an element of risk, although means that all providers will receive the maximum possible base rate.

3.7 We would like Schools Forum to consider the following amended proposal where the centrally retained and deprivation elements are reduced and the base rate is increased by the full £0.08 being allocated to the LA:

3&4s	Total received via EY NFF	Centrally retained	Deprivation supplement	SEND Inclusion fund	Base rate paid to all providers
2019/20	£4.81	£0.18	£0.29	£0.04	**£4.30**
2020/21 – proposal A (consultation)	£4.89	£0.18	£0.30	£0.06	**£4.35**
2020/21 – proposal B	£4.89	£0.17	£0.29	£0.05	**£4.38**

4. 3&4 YO Centrally retained funding

4.1 The funding regulations dictate that any retained funding cannot be used to administer the payments to providers, although it can be used for the eligibility checks that are required, and a wide range of central services or services in-kind. The Local Authority may retain up to 5% of the DfE per pupil allocation, with schools forum approval.

4.2 In 2019/20 Leeds City Council retained 3.7% of the £4.81 funding allocated to Leeds City council. This was used to fund centrally retained services and also create a small contingency to ensure that case by case exceptional circumstances can be funded. Retaining £0.18 (Proposal A) in 2020/21 would also be a 3.7% retention of the £4.89, and proposal B would be a 3.5% retention of the £4.89 allocated to the LA.

4.3 Each year, the centrally retained element of the funding has remained fixed based on the budget estimate – there has been no adjustment to reflect any increased funding received from the DfE where actual hours funded by the DfE have exceeded the projected income. This has contributed to the overall underspend on the Early Years block in previous years.

4.4 Under Proposal A the projected increase in the number of hours funded by the DfE would increase the centrally retained funding by £157k despite the per pupil retention remaining at £0.18 per pupil per hour. Table 2 details the proposed expenditure on this centrally retained funding if this were agreed.

4.5 The Early Years Action Plan has identified £65k of costs for 2020-21 to support the improvement of outcomes across all providers. As £35k of this relates to improving outcomes for 3 & 4 year olds, this would be allocated from the FEEE central retention.

4.6 Proposal B (reduced central retention to £0.17) would provide a £60k increase on the central retention budget but the additional cost identified in the Early Years Action plan would mean a reduced contingency of less than £17k.

			19/20		20/21 Proposal A (central retention £0.18)		20/21 Proposal B (central retention £0.17)
			£		**£**		**£**
1	Special Educational Needs Inclusion Team (SENIT)		460,000		460,000		460,000
2	Commissioned Service - Portage		140,000		140,000		140,000
3	Sensory Services		160,000		160,000		160,000
4	Education Psychology		70,000		70,000		70,000
5	Early Years Funding for Inclusion team. 3&4 YO Assessments.		30,000		30,000		30,000
6	Family Information Service		100,000		110,000		110,000
7	Family Services		500,000		500,000		500,000
8	Sufficiency		40,000		40,000		40,000
9	Commissioned Services - Northpoint Wellbeing (Leeds Counselling)		60,000		60,000		60,000
10	Learning Improvement		200,000		200,000		200,000
11	Early Years Action plan		0		35,000		35,000
12	Contingency		**32,500**		**156,800**		**47,785**
	Total		**1,792,500**		**1,961,800**		**1,852,785**

4.6.1 **SENIT** This funding is allocated to support all settings to include children with SEN and / or disabilities. All providers can request support from the service.

4.6.2 **Portage** This is a contribution towards the commissioned service for parents and families of children with identified SEN delivering home visits, information and support.

4.6.3 **Sensory Services** The Sensory Services support settings and families to meet the additional educational and developmental needs of children with visual and/or hearing impairment

4.6.4 **Education Psychology.** Supporting Educational Psychology consultations and input to EHC assessments.

4.6.5 **Early Support & Inclusion.** This is a contribution towards the Early Years Funding for Inclusion Team who manage the EY FFI and SENDIF processes.

4.6.6 **Family Information Service** This contributes to the costs of eligibility checks, advice and support to all childcare providers, promotion of the 3&4 year old offer and audit checks by the Family Information Service for all providers.

4.6.7 **Family Services** Contribution towards the costs of family outreach workers and the GRT outreach team who promote the take up of FEEE for all settings, supporting 3&4 year old take up of the early education entitlement and attendance at early years provision, improving readiness for learning at 4/5 years old.

4.6.8 **Sufficiency** Contribution to the costs of the sufficiency team managing the childcare sufficiency audit and supporting the establishment of early years provision

4.6.9 **Northpoint Wellbeing Counselling** – contribution towards the cost of a citywide parents counselling service.

4.6.10 **Learning Improvement** – contribution towards the cost of the Early Years Learning Improvement Team and the support they offer to settings in relation to improving outcomes for children.

4.6.11 **EY Action plan** – New cost for 2020/21 prioritising the Early Years Action plan and offering support for all settings to support them to improve outcomes for all children

4.6.12 **Contingency** – This allows for some exceptions or discretionary payments to be made where there have been issues with eligibility codes being issued but the family were otherwise eligible for funded early education places. This contingency would be requested

4.7 Throughout 2020/21 a review of this expenditure will be undertaken to ensure that this centrally retained funding continues to provide value for money and is in line with the Early Years Action Plan being implemented.

4.8 No comments have yet been received from providers relating to the centrally retained funding.

5. Local Universal Base Rate (3&4 year olds)

5.1 Currently the base rate for FEEE is £4.30 per hour. Under the proposal circulated to providers it was proposed that we increase this to £4.35 per hour from April 2020. This will be an increase since the 2016/17 financial year of £0.55 per hour. Proposal B suggests an increase to the base rate of £0.08 per hour, taking the base rate to £4.38.

5.2 Initial responses to the proposal to increase the base rate in Leeds are positive, although providers continue to share their concerns that the increase offered by the DfE to the LA is insufficient, hence proposal B being introduced.

6. Supplements

6.1 There are some discretionary supplements permitted within the funding guidance, however in Leeds we have only previously used the mandatory supplements, in order to ensure that all providers receive as much funding through the base rate as possible.

6.2 Deprivation

There is a mandatory requirement for a supplement over the base rate for deprivation. Under proposal A the allocation to deprivation is £0.30, and £0.29 under proposal B.

The supplement for deprivation will continue to be calculated using the Income Deprivation Affecting Children Index (IDACI) with all children receiving support if they are outside the 20% most affluent areas of the city.

The funding is banded so that children from areas of higher deprivation receive more support ranging from payments of £0.39 per hour per child to £0.89 per hour per child depending on the IDACI banding the child's address falls into.

Examples:

For children living in the most deprived areas of the city, their providers would receive a rate of **£5.27 per hour** (£4.38 base + £0.89 highest dep uplift)
For children in the lowest paid IDACI banding, their providers will receive an allocation of **£4.77 per hour** (£4.38 base + £0.39 lowest dep uplift)
Where a child lives in the 20% most affluent postcode areas of the city, the provider will receive the base rate of **£4.38 per hour.**

6.3 <u>SEND Inclusion Fund (SENDIF)</u>

This is a mandatory supplement to be paid to providers where 3 and 4 year olds take up any number of hours of their free entitlement where the children have lower level or emerging SEND.

Providers apply to the Funding For Inclusion (FFI) Team, who assess the application and then award funding to support settings to meet children's emerging SEN needs. The funding is paid to providers at a rate of £3,600 per year where the child attends for 30 hours per week, or £1,800 per year where the child attends for 15 hours. This is the equivalent of an hourly supplement of **£3.15 per hour**. This funding rate is targeted at those children who do not yet need the support offered from the Funding For Inclusion offer (EYFFI).

In 2019/20, there was a significantly increased demand for this funding – with an overspend on the initial budget of £241k and over 330 children receiving SENDIF supplements.

None of the providers responding to the consultation have made reference to this element of the funding.

7. Other

7.1 The Disability Access Fund is a fixed amount of £615 per year per child paid in accordance with national regulations to those children in receipt of Disability Living Allowance, remains with no change. This is funded by the DfE based on DWP data and providers claim this funding when a parent identifies and can evidence that they are in receipt of Disability Living Allowance for their child.

Recommendations

Members of Schools forum are asked to:

1. Comment on the funding proposals for the Early Years Funding formula, offering support to either proposal A or proposal B.
2. Approve items 1 to 12 of the centrally retained funding identified in 4.6

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Report of the Director of Children and Families Services

Report to the Leeds Schools Forum

Subject: Dedicated Schools Grant 2019/20 – Budget Monitoring Month 10 and High Needs Block budgets for 2020/21

Report authors: Simon Criddle (Head of Finance –Children and Families)	**Contact number: 07891 274578**
Shirley Maidens Senior Financial Manager	**Contact number: 0113 3788532**

1 Summary of main issues

1.1 This report is to inform members of Schools Forum of the latest 2019/20 budget monitoring position on the Dedicated Schools Grant (DSG) as at the end of January 2020.

1.2 This report projects an in year overspend of £5,420k. This is made up of an overspend on the High Needs Block (HNB) largely as a result of increased expenditure on SEN top-ups and outside placements. This is partly offset by a projected underspend on the early years block and an underspend on the schools block.

1.3 The projected deficit in this report is generally in line with budget monitoring report taken to Schools Forum in October 2019, though there are changes within the overall total. There are increasing cost pressures in the high needs block which are a result of a significant increase in Education, Health and Care Plans (EHCP) requests. This has resulted in an increase in demand for specialist places (both within Leeds and in outside placements) and increased costs in mainstream schools over and above the estimates that were built into the 2019/20 budget.

1.4 Schools Forum agreed to a transfer of £1.50m from the schools block to the high needs block in 2019/20. The FFI unit rate was also increased from £600 to £650 per unit and as a result the budget for top-ups at mainstream schools was increased by £0.94m.

1.5 Overall, the variation on general DSG is analysed as follows:

	Estimated Funding £000	Projection £000	Variance £000
Schools Block	300,347	299,370	(977)
Early Years Block	56,436	55,553	(883)
High Needs Block	66,294	73,632	7,338
Central Schools Services Block	4,725	4,667	(58)
Total In Year Overspend	**427,802**	**433,222**	**5,420**
Surplus b/fwd from 2018/19			(1,097)
Projected deficit at 31/3/20			**4,323**

1.6 The funding available for high needs in 2020/21 is expected to be £79.831m. A budget has been set within that amount, though there are risks around these budgets.

2 Schools Block

2.1 The majority of the Schools Block is allocated to primary and secondary schools (ISB), with smaller amounts for de-delegated services and the growth fund. These budgets are subject to fluctuations in expenditure throughout the year. The projected costs and variances are summarised below:

	Latest Estimate £000	Projection £000	Variance £000	To Date £000
DSG Income Due	(301,877)	(299,347)	2,530	(250,872)
Funding from DSG reserves	(400)	0	400	0
Funding from LCC reserves	(1,000)	(1,000)	0	0
Individual Schools Budget	295,939	293,193	(2,746)	292,180
Growth Fund	2,900	1,739	(1,161)	1,736
	(4,438)	(5,415)	(977)	43,044
De-delegated budgets	4,438	4,160	(278)	3,151

(note: a bracketed figure is an underspend and a positive figure an overspend)

2.2 When a school becomes an academy, funding payments are made directly by the Education and Skills Funding Agency (ESFA). For Leeds City Council this means that there is a reduction in grant income which is largely matched by reduced expenditure, though overall there is an underspend as a result of recoupment adjustments on NNDR and growth funding in respect of schools which have converted to academies during 2019/20.

2.3 De-delegated services budgets are currently projected to be underspent by £278k overall, largely as a result of a projected underspend of £200k on schools contingency fund although there could be additional commitments during the last two months of the year. This is partly offset by projected overspends of £160k on maternity pay and £17k in SIMS licences. There is additional income of £242k due to the way de-delegated budgets are dealt with when a school becomes an academy. If this conversion happens after 1st September, the authority retains the de-delegated income for the rest of the financial year, though the academy can still access the de-delegated services. Minor variances on other services are expected to result in an underspend of £13k.

2.4 The Growth Fund was initially set at £2,900k, with £2,500k coming from the 2019/20 allocation and £400k from earmarked reserves brought forward from 2018/19. The current projections are that growth fund expenditure will be £1,739k which will result in an underspend of £1,161k. This underspend has increased slightly since month 5 as a small amount of projected expenditure in relation to new pupils in January 2020 has not been required.

3 Early Years Block

3.1 The projected costs and variances within the Early Years block are summarised below:

	Latest Estimate £000	Projection £000	Variance £000	To Date £000
DSG Income Due	(55,877)	(56,436)	(559)	(48,966)
FEEE 3 & 4 Year Olds	45,708	45,169	(539)	32,701
FEEE 2 Year Olds	7,312	7,442	130	6,200
SEN Inclusion Fund	398	618	220	581
Early Years Pupil Premium	478	456	(22)	223
Disability Access Fund	188	108	(80)	66
Early Years Centrally Retained	1,793	1,760	(33)	1,770
	0	(883)	(883)	(7,425)

(note: a bracketed figure is an underspend and a positive figure an overspend)

3.2 Due to the way Early Years is funded (with the final grant income based on the pupil numbers as at January 2019 and January 2020) there is a difference between the number of places funded and the number of places paid to providers. The hourly rate paid to providers in 2019/20 was increased partly in response to the underspends in 2017/18 and 2018/19 despite no increase in funding levels received.

3.3 Final information from the summer 2019 term and initial projections for the autumn 2019 term show that there is projected to be an underspend again in 2019/20.

3.4 Following recent work to ensure greater access to the SEND Inclusion Fund, this is now expected to be £220k overspent. This is partly as a result of late claims from previous years, but mainly due to an increase in claims to this fund. As a result of this, a small part of the expected increase in early years funding for 2020/21 can be used to increase this budget.

3.5 There are further underspends projected on the Disability Access Fund and Early Years Pupil Premium. In addition, it is expected there will be no call on the small Early Years Contingency Fund. For the 2019/20 budget the contingency fund was further reduced to £32k from £170k in 2018/19.

3.6 As part of the 2018/19 outturn it was reported that the Early Years grant for 2018/19 was estimated as the statutory deadlines for finalising the accounts were earlier than the final grant notification. The final grant was for £139k more income than was included in the 2018/19 accounts which can now be utilised in 2019/20 and has been included in the above projections.

4 High Needs Block

4.1 The projected costs and variances within the High Needs Block are summarised in the table below:

	Latest Estimate £000	Projection £000	Variance £000	To Date £000
DSG Income Due	(66,389)	(66,294)	95	(53,328)
Funding Passported to Institutions				
- SILC and Resource Provision Places	12,897	12,562	(335)	12,489
- Outside and external residential placements	6,438	9,521	3,083	8,573
- Alternative Provision (including AIP's)	5,256	5,156	(100)	0
- SEN Top-ups to Institutions	34,124	38,793	4,669	33,870
- Mainstream additional places (£6k blocks)	528	800	272	0
- Mental Health beds for adolescents	100	70	(30)	51
Commissioned Services				
- Hospital & Home Tuition	1,605	1,605	0	822
- PD & Medical Service	97	97	0	0
Children & Families Services				
- Autism support (STARS)	437	432	(5)	343
- Children missing out on education	441	405	(36)	290
- Management of AP	114	114	0	88
- SEN adaptations	141	141	0	131
- SEN Inclusion Team	1,240	1,101	(139)	664
- Sensory Service	2,308	2,167	(141)	1,674
- Virtual school (Children Looked After)	105	110	5	91
Other items				
- Prudential borrowing for SEMH provision	558	558	0	0
	0	7,338	7,338	5,758

(note: a bracketed figure is an underspend and a positive figure an overspend)

4.2 As detailed in the table above, the projected overspend on the High Needs Block is £7,338k. This is following the increase in grant awarded in December 2018 and a transfer of £1.5m from the Schools Block.

4.3 For 2019/20, following the allocation of an additional £1,759k announced in December 2018 the FFI unit rate was increased to £650. This was to support schools in meeting the needs of the most vulnerable learners in the city, without the need for an EHC plan. The FFI unit for SILCs in the city was also maintained at £684.

4.4 The number of new assessments has been steadily increasing which has led to a significant increase in EHC plans. There has been an 80% rise in new assessments in 2018/19 compared to 2014/15. We estimate that if the current high level of demand for support through EHCPs is sustained the number of children supported through these plans is likely to double by 2025 to over 7,000 children. National statistics tell us that around half of learners with a plan are then taught in specialist provision. This current trend has led to a much greater increase in the need for special school places. There is a great deal of work underway to develop additional SILC placements which go some way to meet the additional demand. For some pupils there is the need to place on a residential basis at a high cost to the local authority. This is usually around complex ASC and also in some cases for complex SEMH. A further demand is for places for pupils with ASC who are able to access an academic curriculum but where they have a high level of anxiety and SEMH. There are not sufficient places in city, despite the Springwell Leeds, Carr Manor and Lighthouse provision to meet need. This has led to Leeds needing to source additional places within the independent settings to make provision.

4.5 SEN top-ups to institutions continues to be the largest area of overspend. The projected overspend for 2019/20 is now £4,669k and the largest areas within this are as follows:-

- The 2019/20 budget for top ups to mainstream schools and academies was increased by £940k compared to the previous year's budget to reflect an increase in numbers and the increase in the FFI unit rate. However this budget is still projected to overspend by £2,332k as a result of a significant increase in the number and value of FFI claims for schools. Had the number and value of FFI top ups remained at the same level as 2018/19, the increase in budget would have been sufficient to fund the increase in unit rate from £600 to £650.
- The 2019/20 budget for SILC top ups was increased by £1,227k compared to the previous year's budget to reflect the projected increase in the number of pupils and complexity of provision. The current overspend on this area of £765k is partly due to a further increase in the number of pupils in the SILCs plus a general increase in the average funding for those pupils.
- There has been a significant increase in early years FFI top-ups which is expected to result in an overspend of £603k.
- Due to the increase in number of placements and the complexity of some of those placements top-ups to special free schools and academies is projected to be £325k overspent.

4.6 Another impact of the increase in SEN top-ups to mainstream schools is that the budget for the additional £6k blocks paid to schools who have a higher number of SEN pupils than their notional SEN budget covers is expected to be £272k overspent due to an increased number of SEN pupils within schools meeting the criteria for additional £6k blocks. Coupled with the increase in top ups, high needs funding received by mainstream schools is expected to exceed the transfer from the schools block by over £1m.

4.7 The Outside Placements budget is currently expected to be £3.08m overspent. As detailed above, the number of special school places required has outstripped the availability of places in Leeds. This has resulted in an increase in the number of high cost placements outside the city. There is still a risk that this overspend could increase further.

4.8 There is expected to be a combined underspend in the services provided by Children and Families of £316k. This is a combination of vacant posts, delays in recruitment and additional income.

4.9 There has been a late change notified by the ESFA to the adjustment to reflect the number of pupils who are the responsibility of one local authority but are placed in another local authority. The final grant for 2019/20 is £95k less than budgeted.

5 Central School Services Block

5.1 This block provides funding for LAs to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England. CSSB is split into funding for historic commitments and funding for ongoing responsibilities.

5.2 The projected costs on this block are:

	Latest Estimate £000	Projection £000	Variance £000	To Date £000
DSG Income Due	(4,725)	(4,725)	0	(4,438)
Historic Commitments	646	644	(2)	78
Ongoing Responsibilities	3,879	3,823	(56)	2,876
Severance / Pension costs	200	200	0	167
	0	(58)	(58)	(1,317)

(note: a bracketed figure is an underspend and a positive figure an overspend)

5.3 The majority of this underspend is due to savings in the Admissions Service as a result of vacancies and delayed recruitment.

6 2019/20 Reserves

6.1 The table below shows the expected position as at 31st March 2020 as a result of all the variances detailed above.

	General £000	De-delegated £000	Total £000
Balance b/fwd from 2018/19	(1,097)	(587)	(1,684)
Use of reserves	0	462	462
2019/20 Variances / Contributions			
- Schools Block	(977)	(278)	(1,255)
- Early Years Block	(883)		(883)
- High Needs Block	7,338		7,338
- Central Schools Services Block	(58)		(58)
Balance c/fwd to 2020/21	**4,323**	**(403)**	**3,920**

6.2 The conditions of grant for the Dedicated Schools Grant have been changed slightly for 2020/21. The requirement to submit a deficit recovery plan if the overall DSG deficit is greater than 1% has been removed and replaced with the following requirement.

Any local authority that has an overall deficit on its DSG account at the end of the 2019 to 2020 financial year, or whose DSG surplus has substantially reduced during the year, must co-operate with the Department for Education (DfE) in handling that situation. In particular, the local authority must:

- Provide information as and when requested by the department about its plans for managing its DSG account in the 2020 to 2021 financial year and subsequently.
- Provide information as and when requested by the department about pressures and potential savings on its high needs budget.
- Meet with officials of the department as and when they request to discuss the local authority's plans and financial situation.
- Keep the schools forum regularly updated about the local authority's DSG account and plans for handling it, including high needs pressures and potential savings.

The Secretary of State reserves the right to impose more specific conditions of grant on individual local authorities that have an overall deficit on their DSG account, where he believes that they are not taking sufficient action to address the situation.

6.3 For Leeds, as the movement from 2018/19 to 2019/20 is a reduction in all DSG reserves of £5,604k, it is likely that there will be a requirement to take part in this process.

7 2020/21 High Needs Block Budget

7.1 For the 2020/21 high needs grant allocation, although some elements of funding are still to be confirmed, it is estimated that the allocation prior to deductions will increase by approximately £12.8m to £85.741m. However, the funding due to

Leeds is still subject to a cap. If this cap was not applied a further £4.68m would be due in 2020/21. In addition, Schools Forum have agreed to transfer £2.65m from the schools block and there is a further £350k from the Central School Services Block.

7.2 After taking into account these transfers and deductions for places directly funded by the ESFA, it is estimated that there will be £79.831m available to fund high needs expenditure in 2020/21.

7.3 One of the remaining areas to be confirmed is an adjustment to reflect pupils in places in other local authorities. Although not all information is available to confirm the final adjustment, from the information that is available there a risk that the final adjustment could reduce the grant allocated to Leeds by approximately £200k. This adjustment will not be confirmed until June or July 2020.

7.4 In order to set a budget within available funding, the following changes have been made since the last report presented to schools forum in November 2019:

- Delay starting to repay the deficit reserve until 2021/22.
- Assume a reduced increase in the need for new special school places from September 2020 by managing demand.
- Set the total FFI budget to balance to the funding available, with any potential actions available to achieve this being considered during 2020/21.

7.5 Therefore, the 2020/21 high needs budget is as follows:

	2020/21 Estimate £000
DSG Funding On High Needs	
High Needs Block baseline	85,741
Places funded directly by the ESFA	(8,910)
Funding transferred from Schools Block	2,650
Funding transferred from Central School Services Block	350
Total High Needs Block grant	**79,831**
Funding Passported To Institutions	
SILC and Resourced Provision Places	14,034
Outside placements and external residential placements	8,954
Alternative Provision and AIP's	5,056
SEN Top-ups to Institutions	41,428
Mainstream additional places (£6k blocks)	751
Increase in Special School places	2,106
Education provision for mental health beds	100
Total Passported To Institutions	**72,429**

<u>Commissioned Services managed on behalf of LCC</u>	
Hospital & Home Tuition	1,724
PD & Medical Service	97
Total Commissioned Services	**1,821**
<u>Directly Managed By Children & Families</u>	
Autism support	451
Children missing out on education	445
Management of high needs services	284
SEN adaptations	141
SEN Inclusion Team	1,287
Sensory Service	2,415
Total Directly Managed by Children & Families	**5,023**
<u>Other Costs</u>	
SEMH prudential borrowing costs	558
Total Other Costs	**558**
Total High Needs Block Expenditure	**79,831**

7.6 However, there is still a significant risk within these budgets that the assumed reduction in demand does not materialise along with the risk of pupils needing to be placed in more expensive placements.

7.7 In order to try to mitigate these risks the Directorate will undertake a review of the High Needs Block to identify options to bring forecast spend in line with the anticipated funding and move to a sustainable budget over the next three years.

8 Recommendations

8.1 Schools Forum is requested to note the projected overspend on General DSG of £5,231k which will be added to the surplus on General DSG brought forward from 2018/19. This will make the current projected cumulative deficit £4,134k, with projected de-delegated surplus balances standing at £403k.

8.2 Schools Forum is requested to note the high needs budget for 2020/21.

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Schools Forum forward plan 2020/21

Schools Forum date	Agenda items	Purpose
Thursday 25/06/2020	School balances 2019/20 outturn	Information
	DSG 2019/20 outturn	Information
	High needs block projections	Information
	Carbon reduction officer duties	Information
Thursday 08/10/2020	DSG budget monitoring 2020/21	Information
	School funding update 2021/22, including consultation plans	Information
	Review of SIMS de-delegation	Information
	Early Years action plan review	Information
Thursday 19/11/2020	School funding formula arrangements 2020/21, including any transfers of funding between the DSG blocks	Decision and consultation
	De-delegation 2020/21 decision	Decision
	High needs block projections	Information
Tuesday 19/01/2021	Final school funding arrangements 2021/22	Information
Thursday 25/02/2021	Free Early Education Entitlement rates and centrally retained funding 2021/22	Decision and consultation
	DSG budget monitoring 2020/21	Information

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