

# Public Document Pack



## Northumberland County Council

**Your ref:**

**Our ref:** AT

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**Tel direct:** 01670 622606

**Date:** 10 November 2022

Dear Sir or Madam,

A virtual meeting of the **SCHOOLS' FORUM** will be held on **WEDNESDAY, 16 NOVEMBER 2022** at **9.30 AM**. You will be sent a link to the meeting and I would be grateful if you could accept or decline the invitation accordingly.

I remind you that if you are unable to attend, you should arrange for an appropriate substitute to attend on your behalf. Alternatively forward any written representations to me in advance.

In the current situation can I ask that Forum members read all papers prior to the meeting and forward any questions or contributions to me in advance of the meeting, however, we will do everything possible to take comments at the meeting too.

Yours faithfully

Andrea Todd  
Clerk to the Forum

**To: Members of the Schools' Forum**

## AGENDA

It is expected that the matters included in this part of the agenda will be dealt with in public.

		Decision/Consultation/ Information/Action
1.	<b>MEMBERSHIP AND MEMBERSHIP UPDATE</b>	Information
2.	<b>APOLOGIES FOR ABSENCE</b>	Information
3.	<b>DISCLOSURES OF INTERESTS (IF ANY)</b>	Information
4.	<b>MINUTES AND MATTERS ARISING (Pages 1 - 6)</b> Minutes of the meeting of the Schools' Forum held on Wednesday 28 September 2022, as circulated, to be confirmed as a true record, and signed by the Chairman.	Action
5.	<b>COMMUNICATION (Pages 7 - 12)</b> FFC Committee Draft Minutes 02 November 2022  F40 Letter to Rishi Sunak	Information
6.	<b>FUNDING FOR UKRAINIAN STUDENTS (Pages 13 - 14)</b>	Information
7.	<b>SEN UPDATE - NORTHUMBERLAND INCLUSIVE EDUCATION SERVICE (NIES) (Pages 15 - 22)</b>	Information
8.	<b>USE OF 2021/22 DSG CARRY FORWARD (Pages 23 - 26)</b>	Information/ Consultation
9.	<b>2022/23 DSG BUDGET UPDATE (Pages 27 - 30)</b>	Information
10.	<b>NATIONAL FUNDING FORMULA AND 2022/23 SCHOOL FUNDING CONSULTATION (REPORT TO FOLLOW)</b>	Information/ Consultation
11.	<b>2022/23 WORK PROGRAMME AND MEETING DATES (Pages 31 - 32)</b>	Information
12.	<b>ANY OTHER BUSINESS</b>	Information/ Action
13.	<b>DATE OF NEXT MEETING</b> The next scheduled meeting of the Schools' Forum is Wednesday, 18 January 2023.	Information

## NORTHUMBERLAND COUNTY COUNCIL

### SCHOOLS' FORUM

At a virtual meeting of the Schools' Forum on Wednesday, 28 September 2022 at 10.30 a.m.

#### PRESENT

C. Pearson (Chair, in the Chair)  
Three Rivers Learning Trust

#### Headteacher Representatives

A. Mead, Cramlington Hillcrest  
School

#### Governor Representatives

B Mansfield, Newbrough Primary  
School

B. Watson, St Robert's RC First  
School

G. Wilkins, St Wilfrid's RC Primary  
School

#### Academies Representatives

C. Hodgson, West, Prudhoe  
Academy

G Atkins, Hadrian Learning Trust

A. Hardie, NCEA Trust

#### Roman Catholic Diocese – Vacant Post

EYDCP-PVI – K. Dickinson

#### Pupil Referral Unit Representative – Vacant Post

#### Trades Union Representative – Vacant Post

#### OFFICERS IN ATTENDANCE

A. Kingham  
D. Street  
S. Aviston  
M. Finlay  
B. Parvin

Service Director – Education and Interim DCS  
Deputy Director of Education  
Head of School Organisation and Resources Team  
Head of Inclusive Education Services  
Educations and Skills Business Manager

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C. Ponting  
A. Russell  
N. Turnbull

Senior Manager – Schools HR  
Principal Accountant – Non-Team Leader  
Democratic Services Officer

## **10. MEMBERSHIP AND MEMBERSHIP UPDATE**

- 10.1 B. Parvin, Education and Skills Business Manager reported that they would be looking to fill a number of vacant posts in advance of the next meeting in November.

## **11. APOLOGIES FOR ABSENCE**

- 11.1 Apologies for absence were received from S. Barron, M. Deane-Hall, F. Hartland, N. Threlfall, Councillor G. Renner-Thompson, Councillor R. Wearmouth,

## **12. MINUTES AND MATTERS ARISING**

- 12.1 The Vice Chair, had asked that the Forum's appreciation be recorded within the minutes in respect of Nicola Taylor, Head of Inclusive Education and SEN Transformation for her contribution to the work of the Forum. The Chair confirmed that he had written to her to wish her well in her new job.

**RESOLVED** that the minutes of the meeting of the Schools' Forum held on Wednesday, 6 July 2022, as circulated, be confirmed as a true record and signed by the Chair, subject to the above amendment.

## **13. COMMUNICATION: F40 NFF CONSULTATION RESPONSE SEPTEMBER 2022**

- 13.1 B. Parvin, Education and Skills Business Manager referred to the DfE Consultation: 'Implementing the Direct National Funding Formula' which had been open for responses between 7 June 2002 and 9 September 2022. (A copy of the Council's response has been filed with the signed minutes).
- 13.2 He thought it would be beneficial to circulate the response to the consultation on the national funding formula (NFF) to set the context before consideration of the formula values and potential formula values for 2023/24 in the next report.
- 13.3 The consultation responses were shared on screen with the following areas being highlighted:
- 13.4 - The principles of fairness, simplicity and transparency.
- 13.5 - Q1 Whether there should be transfers from mainstream schools to local education budgets. F40 were of the view that flexibility should be retained in the new system. The Schools' Forum had agreed transfers in the past

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although the amount between schools block and high needs block had been significantly reduced due to the numbers of high needs students increasing.

- 13.6 - Q2 Whether an indicative SEN budget should be set nationally rather than locally. The response was no, however ESFA guidance on notional funding budgets would be desirable. The notional SEN budget had been amended so that it was more meaningful to schools to reduce the qualification threshold for additional SEN support. A further 30 schools had been funded above the core group of 10 funded previously.
- 13.7 - The Schools' Forum had agreed that there were additional costs for schools operating from split sites. The consultation included criteria and guidance for proposed figures.
- 13.8 - Exceptional circumstances had been agreed for 2022/23 where rental costs had exceeded 1% of DSG totals for 2 small schools. This was £21,000 out of budget of over £200 million budget.
- 13.9 - A minimum funding guarantee was to continue as a factor under NFF.
- 13.8 - Flexible budgeting was essential for income on pupil numbers as well as expenditure on wage inflation etc.

**RESOLVED** that the information be noted.

#### **14. NATIONAL FUNDING FORMULA AND SCHOOL FUNDING UPDATE**

- 14.1 B. Parvin, Education and Skills Business Manager, introduced the report which provided an update on the implementation of the National Funding Formula (NFF) and initial information published by the ESFA in relation to school Funding for 2023/24 including updated NFF values.
- 14.2 Members were reminded of the timetable for the setting of the 2023/24 budget which included circulation of communications received over the summer period, consideration of reports by the Schools' Forum in September and November, consultation with schools in December with budget setting meetings in January and February 2023.
- 14.3 Northumberland fell within Category B where at least 7 out of 9 factors 'mirrored' the NFF. Only the mobility factor differed at 50% of the NFF value. This element had only been introduced in 2022/23 and accounted for approximately £40,000 of the £200 million total budget. It was proposed that the NFF value of £945 be adopted for 2023/24.
- 14.4 The ESFA are introducing "tightening" criteria for 2023/24 requiring authorities to move a funding factor a minimum of 10% closer to the NFF value. The table on page 38 of the agenda pack demonstrate this. This will impact on the mobility factor for Northumberland but will be satisfied by the proposed approach.

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14.4 The following issues were highlighted:

- 14.5 - Overall school funding would increase by 1.9% in 2023/24 compared to 2022/23 with core factors increasing by 2.4%.
- 14.6 - There had been emphasis that additional funding had been received in 2022/23 in the schools block with a 7.9% per pupil increase compared to 2021/22. The same level of increase could not be budgeted for within 2023/24.
- 14.7 - More funding was being targeted at IDACI and Free School Meals 6 factors.
- 14.8 - The Schools Supplementary Grant for schools and high needs had been paid in 2022/23 as a separate grant. They had been introduced to help support schools with the additional costs arising from the 1.5% health and social care national insurance levy and additional inflationary energy costs. These had been incorporated within overall formula values for 2023/24.
- 14.9 - Minimum per pupil funding had increased by 0.5% after the Schools Supplementary Grant was taken into consideration. The Primary and Key Stage 4 totals for 2023/24 should have read £4,405 and £6,033 respectively.
- 14.10 - A 6.3% increase was proposed for High Needs funding nationally which was lower than the 9.6% increase in 2022/23. LAs were expected to receive an increase of between 5-7% per head based on population aged between 2 and 18. This was estimated between £2.1 million and £3 million in Northumberland, although final allocations were awaited.
- 14.11 - The 20% reduction in historic commitment element of the Central Schools Services Block was expected to cover Northumberland's costs in 2023/24. An increase of 2% was expected for ongoing responsibilities although would need to be set against pay and price pressures.
- 14.12 - There was no information as yet for the Early Years block.
- 14.13 - Information would be shared with schools at the earliest opportunity so they could make informed budgeting decisions.
- 14.14 - The ESFA NFF values for 2023/24 were included at Appendix A with 2022/23 data included in the right-hand columns. The FSM6 figures might appear higher due to the Schools Supplementary Grant elements being rolled in.
- 14.15 - The minimum funding guarantee per pupil increase was to be capped by the DfE for 2023/24 at 0.5%. Previously this had been a range of between 0.5-2.0% with the higher level being utilised where possible to give schools the highest possible per pupil increase. Anything above 0.5% would require a disapplication request and approval by the ESFA.

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- 14.16 - School census day was 6 October 2022, it would be important to ensure that returns were correct and completed on time including free school meal applications. Other important deadline dates included:
- 20 January 2023 deadline for submission of Authority Proforma Tool.  
28 February 2023 for confirmation of schools budget shared to mainstream maintained schools.
- 14.17 Members of the Forum discussed the lower increase for the minimum per pupil funding. There had been suggestions within ESFA seminars that school balances be utilised to meet budget deficits. However, these could only be used once and gaps tended to be recurring. The ESFA figures had been challenged given the teaching pay and support staff pay increases of between 5.6-10% were expected. It would be increasingly difficult for schools to balance budgets particularly with information not being received in advance. It was expected that the F40 would make additional representations given the number of members affected. In Northumberland, 23 schools had benefitted minimum per pupil funding in 2022/23. It was noted that there was a lot of uncertainty at the present time commented on the uncertainty of the
- 14.18 A Formula Funding Committee meeting be scheduled at 9.30 am on Wednesday 2 November 2022, in advance of the next Forum meeting on 16 November 2022. All members of the Schools' Forum would be invited to attend but particularly Graeme Atkins, Graham Wilkins and Ben Watson as the Chair considered that their views and input would be particularly helpful.
- 14.19 C. Ponting, Senior Manager – Schools HR, stated that the outcome of the pay award consultation for 2023/24 was not expected to be known until the end of October 2022. To date, only the outcome from the Unison ballot was known as results were also awaited from Unite and GMB. The majority of members from all three unions would need to accept the pay award proposals.
- 14.20 A Russell, Principal Accountant reported that the proposed pay award exceeded the estimates for maintained schools which had been budgeted in December 2021. In 2022/23 this was approximately £2 million with the largest increases for local government staff on lower pay bands. It was hoped that there would be additional funding to meet the costs in 2023/24. Reserves would be impacted with 5 or 6 schools expected to go into deficit. The backdating of pay increases would be more problematic for academies whose financial years commenced 1 September to 30 August. It was noted that the situation was hugely volatile, and the Chair hoped there would be clarity in advance of the meeting on 2 November 2022.
- 14.21 The Education and Skills Business Manager reported that they did not anticipate making any disapplication requests at the present time.

**RESOLVED** that:

- a) The report be noted.

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- b) A further report, as part of formula school funding consultation with the Schools' Forum, be considered at the meeting on 16 November 2022.

## 15. 2022 WORK PROGRAMME AND MEETING DATES

- 15.1 The schedule of dates had been circulated with the agenda papers and a copy filed with the signed minutes.
- 15.2 Reference was made to a recent SEN briefing given to the Chair and Vice Chair of the High Needs Committee and the importance that the information be shared with members of the High Needs Committee and / or Schools' Forum members. A brief summary of the update was provided by D. Street, Deputy Director of Education. The Education and Skills Business Manager agreed to liaise with officers as to whether a presentation could be included on the next Schools' Forum agenda on 16 November 2022.

**RESOLVED** that the information be noted.

## 16. ANY OTHER BUSINESS

- 16.1 The Chair reported that he had given notice that he would be resigning as Chair at the end of the 2023/24 academic year, allowing a period of time to recruit a replacement in the intervening period.
- 16.2 A Kingham, Service Director - Education and Interim DCS, on behalf of officers and members, wished to recognise the work undertaken by the Chair and the commitment he had given to continue until the end of the current academic year. It was helpful that a significant period of notice had been given to enable recruitment of a replacement and hopefully a transition period to enable handover of responsibilities.

**RESOLVED** that the information be noted.

## 17. DATE OF NEXT MEETING

**RESOLVED** that the next meeting would take place on Wednesday, 16 November 2022 at 9:30 a.m.

**CHAIR** \_\_\_\_\_

**DATE** \_\_\_\_\_

Ch.'s Initials.....





# Northumberland County Council

## Wellbeing and Community Health Services Group

Education and Skills Service

Meeting: Formula Funding Sub Committee of the Schools Forum  
Date: 01/11/2022  
Time: 9.30am  
Venue: Virtual Teams Meeting

<b>Present:</b> <b>Bruce Parvin</b> (Education & Skills Business Manager) <b>Ben Watson</b> (Business Manager Seaton Valley Federation) <b>Graeme Atkins</b> (Headteacher QEHS)	<b>Mike Finlay</b> (Head of Inclusive Education Services) <b>Darren Warburton</b> (Director of Finance Bede Academy) <b>Graham Wilkins</b> (Governor at St Wilfrid's RC Primary School)
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Notes Lisa Headington

Start time: 9.30am		Action:
1.	<b>Welcome And Introductions:</b> Ben Watson to Chair today's meeting.	
2.	<b>In Attendance:</b> As above	
3.	<b>Apologies For Absence</b>  Colin Pearson and Mike Deane-Hall.	
4.	<b>Membership And Membership Update</b> No update on Membership given. BP confirmed that the quorum for Schools Forum is 40% and would be above that for the subcommittee so has no concerns about that.	
5.	<b>Declaration Of Personal Or Pecuniary Interest In Any Agenda Item</b> No declaration of pecuniary interest declared by members.	
6.	<b>Minutes And Matters Arising</b>  Minutes have been previously shared. Items were subsequently agreed at the 17 November 2021 School Forum meeting, for example in relation to the Falling Rolls Fund and Mobility factor for 2022/2023. Members will recall following the decision of the School's Forum, we introduced the mobility factor of 50% at the national funding value with an intention to move to the full value from 2023/24, subject to affordability. We introduced a very small falling rolls fund of £25,000. The key thing about the falling rolls fund is that it should be temporary, and the school capacity is still required in the medium term. We haven't had any applications to the falling roles fund yet.	



# Northumberland County Council

	<p><b><i>All agreed true record of the meeting held on 3rd November 2021.</i></b></p>	
7.	<p><b>ESFA School Funding 2023/24 Operational Guide Presentation</b></p> <p>BP shared an ESFA presentation highlighting the key issues for consideration for 2023/24.</p> <p>The FFC were reminded that their delegated role was to advise School Forum on the most appropriate way to distribute the DSG in 2023/24. It was highlighted that schools funding was increasing by 1.9% per pupil compared to 22/23, which didn't match inflationary pressures. A reminder that the meeting is about the distribution of the DSG for 23/24. Following consultation with Schools Forum, a consultation will be held with Schools during December, to inform the report to go to Cabinet in January, prior to the ESFA deadline of 20th January 2023. The Cabinet report recommendations seek delegated powers to the Interim Director, Children's Services and Service Director, Education i.e., Audrey to set the final formula figures, once the overall funding available is received in December.</p> <p>Discussions took place in relation to some of the details, and in particular the impact of the narrowing of the Minimum Funding Guarantee (MFG) rates. Further information was requested for School Forum in respect of this.</p> <p><b>Minimum Per Pupil Funding</b> It was highlighted that Schools in receipt of MPPF would receive only a 0.5% increase as dictated by the increase in MPPF levels. For 2022/23, there were 23 schools within Northumberland, who received funding via this mechanism.</p> <p><b>Transfers between Blocks</b> The FFC asked if no transfer from the Schools Block to the High Needs Block would be requested this year in light of the overall surplus reported to July's School Forum. BP indicated that he was not in a position to make that decision, but it should be noted that any decision should not be taken as setting a precedent as there were a number of significant costs pressures with increasing numbers and the need to fund the new Gilbert Ward Free School opening in September 2023.</p> <p><b>Capping and scaling</b> continues to be an option in order to balance the overall distribution, but this was seen as a "tool of last resort", and we should be working towards reducing its influence, so schools kept more of their NFF gains</p>	BP



# Northumberland County Council

	<p><b><i>It was agreed BP to share an abridged version of the presentation with the wider Schools Forum and that the Schools Forum report would include information in relation to the differing impact of MFG at 0% and 0.5%.</i></b></p>	
8.	<p><b>2022-23 Local Authority Funding Formula Data</b></p> <p>BP shared an Excel file and an accompanying ESFA document with members on the funding formula values for last year. In practice previously information was compared with the 12 NE authorities plus Cumbria as a near neighbour.</p> <p>BP highlighted some of the key factors. All authorities are generally far closer to National Funding Formula (NFF) levels than was the case previously. The vast majority of authorities are now at national funding formula for primary, key stage 3 and key stage 4 AWPU. respectively.</p> <p><b>Free school meals</b> – All but two authorities are using the national funding formula factors.</p> <p><b>Mobility</b> – All LAs now have a mobility element, we introduced ours at half of the NFF figures for 2022/23.</p> <p><b>Low Prior Attainment</b> - is largely in line with the exception of Sunderland, who have a lower value</p> <p><b>Lump sum</b> - Everybody is in line except for Newcastle and Stockton.</p> <p><b>Sparsity</b> - We are in line with NFF, and this is more significant for us than for most other NE authorities, Durham and Cumbria also have significant sparsity funding.</p> <p><b>Growth Fund</b> - Northumberland has redistributed much of the growth fund element through the main funding formula, this may not always be possible It was highlighted that several other authorities had higher figures set aside for potential growth. Northumberland's element continues to be reviewed according to anticipated need,</p> <p><b>Falling Rolls fund</b> - £25,000 was set aside last year, no applications have yet been made in respect of this and the general feeling of FFC is that no additional provision should be made in 2023/24.</p>	
9.	<p><b>2023-24 NFF And School Funding Update</b></p>	



# Northumberland County Council

	<p>A draft School Forum report was shared with members to provide further additional information in respect of the continuing implementation of the National Funding Formula, the Dedicated Schools Grant (DSG) and associated 2023/24 Schools Funding information. This includes formal consultation with Schools Forum in relation to funding for 2023/24.</p> <p>FFC was reminded that when considering the respective formula values for 2022/23 and 2023/24, the 2023/24 figures now included the School Supplementary Grant (SSG) paid separately in 2022/23.</p> <p>BP reminded FFC that any figures at this stage could only be based on October 2021 data and were subject to change when the October 2022 School Census data was available and incorporated into the 2023/24 APT Funding tool.</p> <p>On behalf of Colin Pearson, BW raised a couple of issues, pointing out mobility had been incorporated into the formula and suggesting we no longer needed to consult on it, and seeking clarification in relation to any potential block transfers.</p>	
10.	<p><b>Any Other Business</b> No further business discussed.</p>	
<p><b>End: 10.30am</b></p> <p><b>Date and Time of Next Meeting: To be confirmed</b></p>		



October 28, 2022

## **f40 urges Government to make education and SEND a priority**

Dear Prime Minister

Congratulations on your appointment as Prime Minister. We are confident that your appointment will lead to a period of stability in Government and will enable us to meet the undoubted challenges ahead of us.

I am contacting you as the Chair of f40 – the cross-party fair education funding campaign group. As the MP for Richmond (N Yorks), you will, I'm sure, be well aware of f40 and how we campaign for fair and increased funding for education, including Special Educational Needs and Disabilities (SEND).

We have serious concerns about the growing financial hardship of many schools across the country, which are struggling to make ends meet during the current cost of living crisis.

We know that in the coming weeks you will be focusing your attention on budgets, and where savings can be made, and we are urging you to bolster education funding, not to reduce it.

A lack of funding in education during the last ten years has led to a crisis in both schools and SEND, and we are urging you to reverse this trend and to make education your priority during your tenure as Prime Minister.

Schools are very good at balancing their books, but that does not mean they have sufficient funding. They have cut back in all the areas they can to make their budgets stretch and are now struggling to afford a basic curriculum and the teaching and support staff they require. Some schools and MATs could be insolvent within two years if this continues.

For some schools, this means being unable to replace key staff when they leave, such as deputy headteachers; reducing support staff, which includes much needed pastoral and SEND practitioners; cutting back on activities; being unable to replace materials or repair the building; and relying more heavily on contributions from already-stretched parents.

The basic funding should be enough to run a school before add-ons for specific school and pupil needs. If the basic level of funding was enough, there would be no need to have the Minimum Per Pupil Funding Level (MPPFL), which adversely impacts many small and rural schools – many of which will be struggling in your own constituency.

Increases to the Living Wage and to teachers' pay, which we support, have presented an additional burden to schools, particularly special schools that require a higher number of support staff. Some schools are reporting a 10% rise in support staff costs alone this year, which are not being supported through additional education funding. Schools are also struggling to recruit teaching assistants and are unable to compete on pay.

f40 continues to be concerned about the fairness of funding. For those schools in receipt of the lowest funding, their problems are exacerbated even further during the cost of living crisis.

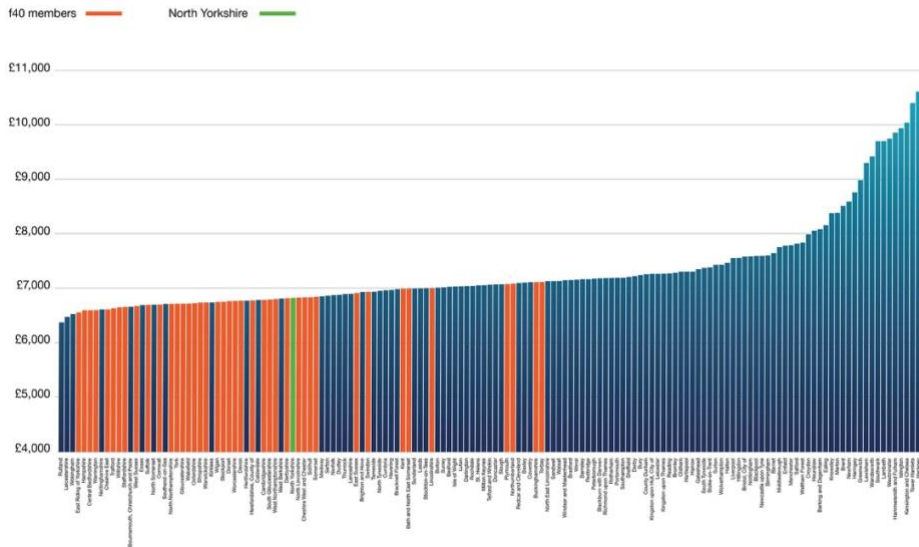
We appreciate Government has recognised the unfairness and, with the National Funding Formula, is attempting to level up – without reducing the funding provided to the better off schools – however, progress is extremely slow. At the current pace, it will take 15-20 years for the gap in funding to close. That is the education of more than a whole generation of children at stake.

We do not wish to see money taken away from the better funded schools, but we do wish to see more provided to those that are poorly funded. With the current cost of living crisis, schools are facing greater pressures than ever, and many may struggle to pay their energy costs this year.

We urge Government to act more quickly and make urgent changes to the National Funding Formula to make it fairer, more transparent, and proportionate.

You can see the variation in Dedicated Schools Grant (DSG) funding for local authority areas in this graph below. While we appreciate there will always need to be some variation, it is the extent of the variation that we believe is wrong. North Yorkshire DSG funding is highlighted in green.

Gross DSG allocation per mainstream pupil by local authority (July 2022)



f40 is also very concerned about the deepening SEND crisis, which requires bold and urgent improvements, as well as more funding, to ensure the most vulnerable young people are provided with the best education and support. The SEND Green Paper has many good intentions but, we fear that without significant funding, it will have no short or long-term impact.

At present, SEND funding is based on historic need and does not take into consideration the growing number of children with SEND or their increasing complexity of need. Funding has not kept pace with need, resulting in more than £1 billion overspend in local authorities across England, which is expected to rise to £2.4bn by March 2025. A copy of a letter we have sent to the SEND Review Team and Department for Education is attached here for your information.

We appreciate there are many financial pressures on Government but believe the nation's children should be a priority, and we would urge you to ensure that the impact of the cost of living crisis on education is at the forefront of your mind when making the difficult decisions that are to come.

We support the Government in its ambition to level up the country, but we strongly believe that it must start with education funding.

Best wishes in your new role as Prime Minister

Cllr Alex Dale  
Chair of f40, and Cabinet Member for Education at Derbyshire County Council  
[alex.dale@derbyshire.gov.uk](mailto:alex.dale@derbyshire.gov.uk)

Cc The Rt Hon Jeremy Hunt MP  
Chancellor of the Exchequer

Cc Department for Education

Cc Karen Westcott  
Secretary of the f40 group  
[karen@dtw.co.uk](mailto:karen@dtw.co.uk)



**Northumberland  
County Council**

**Wellbeing and Community Health**

**Agenda Item 6**

**SCHOOLS FORUM**

**16 November 2022**

**Funding for Ukrainian Students**

**1. Purpose of the Report**

To update School Forum regarding the approach to be taken in relation to the distribution of Education funding for Ukraine students arriving under the Homes for Ukraine Scheme.

**2. Recommendations**

It is recommended that Schools Forum notes this report.

**3. Background**

Initial information was circulated to Schools via the E-courier in June. The latest information and the grant conditions are available at the link below:

<https://www.gov.uk/government/publications/homes-for-ukraine-education-and-childcare-funding>

It should be noted that while funding is being distributed on a quarterly basis by the DfE, it is appreciated that this does not fit the typical education pattern of 3 terms per year, therefore it is proposed to pay schools one third of the annual amounts below for each term a student attends the school/phase of education, in line with the figures previously circulated by the DfE.

Phase	Summer 2022	Autumn 2022	Spring 2023	TOTAL
Early Years	1,000	1,000	1,000	3,000
Primary	2,193	2,193	2,194	6,580
Secondary	2,918	2,918	2,919	8,755

**4. Latest Information**

Payments for the Summer 2022 term will be made by the end of October, with Autumn term payments following by the end of December. Payments will be made in respect of all students arriving under the Homes for Ukraine Scheme provided that they have completed a minimum of 4 weeks in School during the respective term. Schools may be asked to sign a statement to confirm expenditure has been incurred in line with the grant conditions. For students who have not entered under the Homes for Ukraine Team and requiring assistance, schools should see support through the existing services available.

**5. Summary and Conclusion**

There is an indication of funding currently only for the current 2022/23 financial year, as it is anticipated that student will feature in the October 2022 School Census thereby attracting funding into schools via the standard funding formula for 2023/24. We will continue to monitor the situation and share updates when available in relation to this.

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## Agenda Item 7

# Northumberland County Council

## School Forum: 16 November 2022 Special Education Needs Update

### 1. Purpose of Briefing Note

To provide Schools Forum with impact assessment of the new model of delivery for NIES HINT Teams made possible by transfer of funds from DSG, operationalised in September 2020

### 2. Background

In September 2020, a new model of delivery was introduced and implemented across the teams within HINT; Autism Support, Emotional Wellbeing and Behaviour Support (EWB), Specific Learning Difficulties (SpLD), and Speech, Language and Communication Support (SLCN). There had been growing concern that the provision of services to children and young people was inconsistent across the County, with access affected by schools' purchase of service level agreements (SLAs). OFSTED inspection of the local area in October 2018 had identified that there were inconsistencies in implementation of the graduated approach to meeting the needs of SEND learners across Northumberland schools, and that outcomes for those with SEND were not good enough. In addition, data indicated that identification of primary need amongst children and young people was discrepant when compared to national benchmarks, with higher than national use of the 'other' category. In the county wide consultation of 2017, parents/carers reported that access to support services was inconsistent, with some schools stating they were 'unable to afford' the support they needed.

In November 2019, Schools Forum agreed to the continued transfer of £1m from the DSG into the High Needs Block in order to support the delivery of the proposed new model which would introduce 'free on delivery' support. This model was introduced in September 2020 as a 2-year pilot. The transfer from the Schools Block to the HN Block has subsequently been reduced due to the increases in HN Block funding.

The proposal presented to Schools Forum in February 2020 highlighted the following objectives:

1. Opportunities to support school staff with strategies which will be of wider benefit than simply to individual pupils, and therefore help to build confidence and capacity.
2. Opportunities for discussions with schools about levels of need, and advice about timing and appropriateness of COSA requests (requesting EHC Needs Assessment).
3. Emphasis on the central tenet of the Code of Practice that parents/carers should be involved in planning provision for children and young people
4. Equitable access to specialist advice for all learners

In addition to providing access free on delivery, the new model created an opportunity for a single point of referral into the teams, streamlining the process for schools and allowing referrals to be reviewed and allocated to the correct team by the HINT Manager and Lead Practitioners, based on referral information. Inter team referrals have also been made possible where previously this

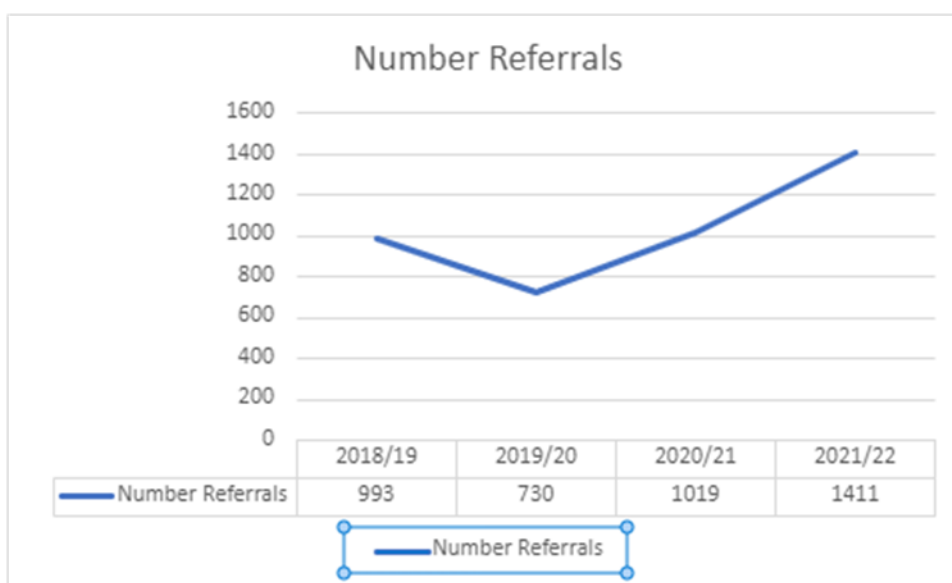
would have been dependent on school purchase of SLA time with the second and subsequent teams following referral.

### 3. Quantitative Data

Data provided below is a comparison over 4 years. 2018/19 was the last full academic year prior to the pandemic, and at that time the teams were operating the traded offer. The pandemic period brought a different set of challenges and opportunities, and the data for that period is also included. Ready and free access to the teams during this period was possible due to the new funding arrangements being in place.

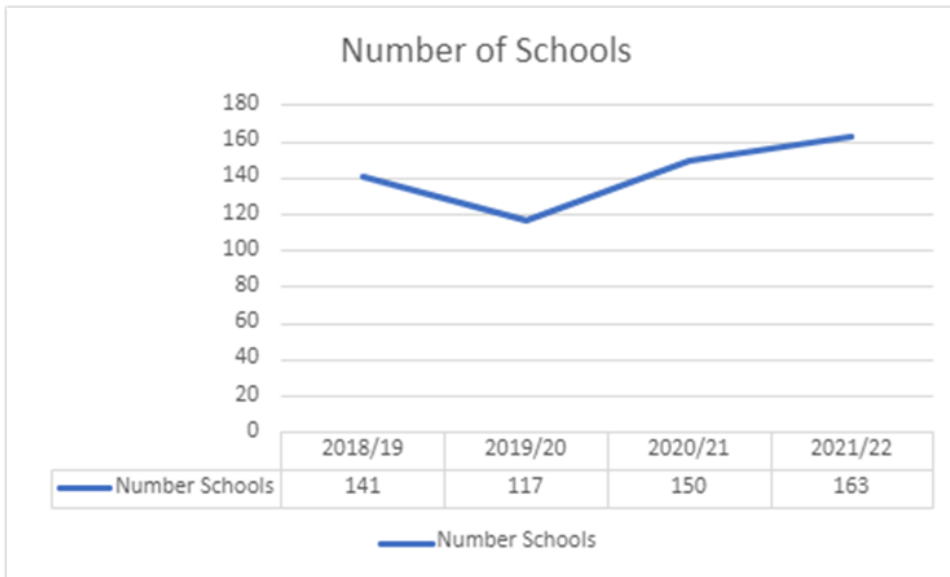
\*Please note that all data for 21/22 has been extracted at the end of June 2022, there will have been further small increases before the end of the academic year.

#### (i) Number of referrals made by schools



The number of referrals received and responded to by HINT shows a 42% increase from 2018/19 to 2021/22, demonstrating that it has been possible to reach more children and young people with SEND in our schools, and that schools have been requesting more support for more children. Demand has been very high this year, reflecting high levels of need in schools post pandemic.

#### (ii) Number of schools making referrals

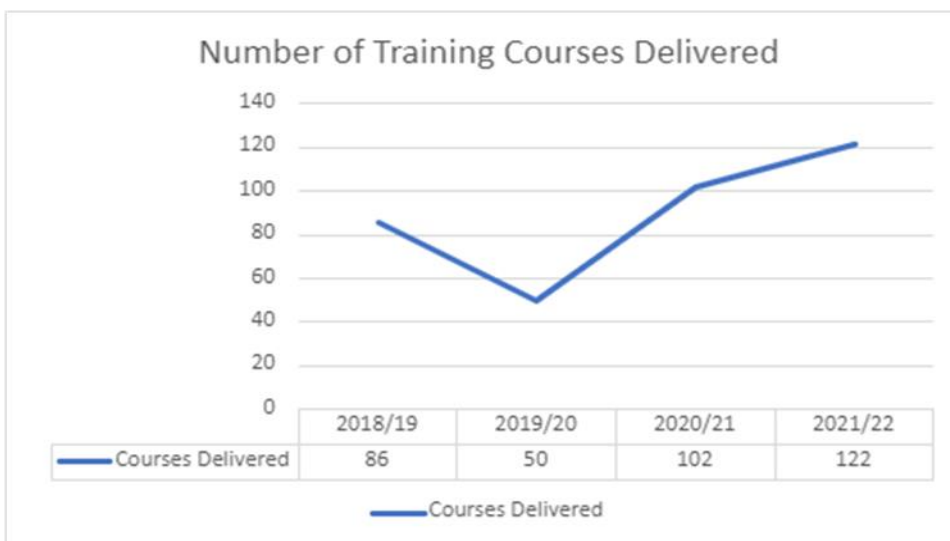


The number of schools who have utilised HINT has shown an increase of 16% when comparing 2018/19 with 2021/22. Of note is that the teams have worked into almost every school across the County during this academic year, a total of 163 out of 167.

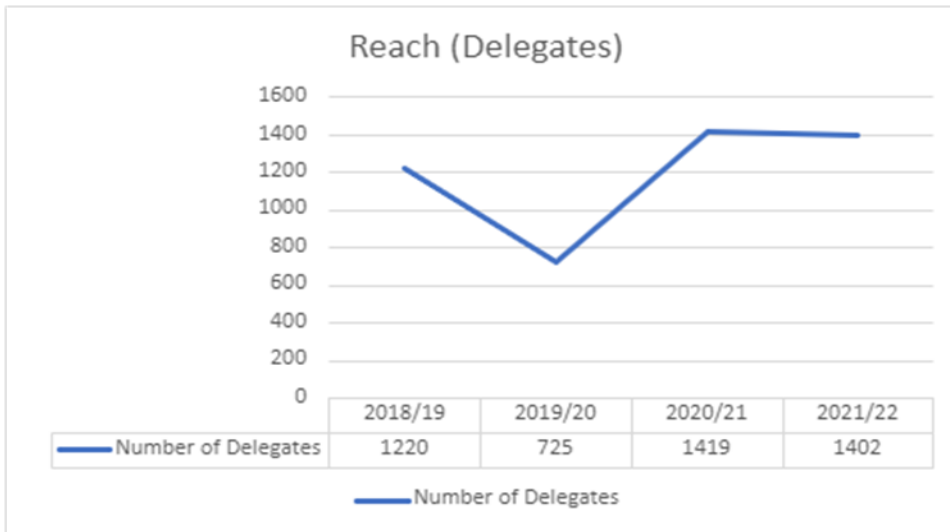
**(iii) Workforce Development (Training Delivered into Schools)**

Key to the local SEN improvement plan and improving outcomes for children and young people, as defined within the Northumberland SEND Strategy 21-24, is enhancing the confidence within schools and settings to meet need via a high-quality training offer. Training is a crucial aspect of the work of the support teams.

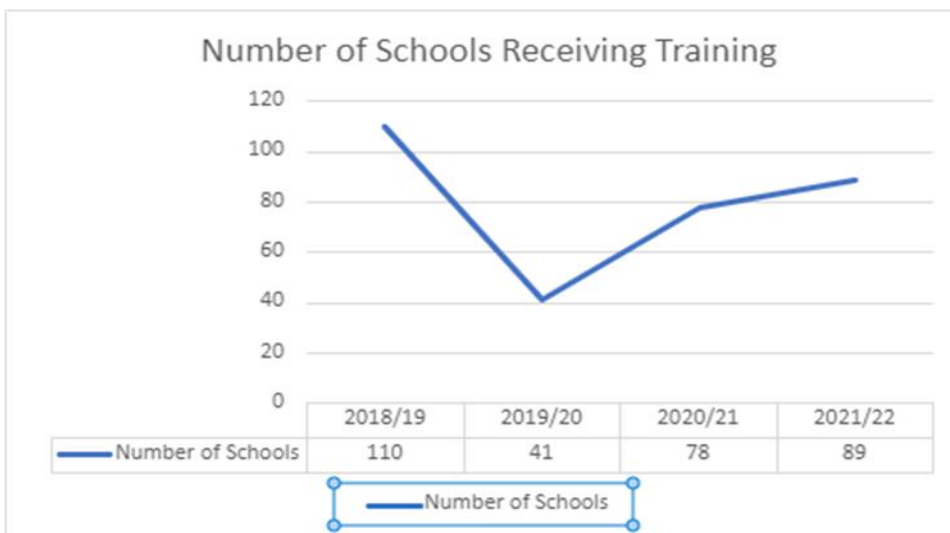
From 2018/19 to 2021/22 there has been a 42% increase in the number of training courses delivered into schools. The training offer is wide and varied, covering both training specifically around the needs of individual learners and importantly whole school approaches to identifying and supporting the different areas of need.



The data below shows an 15% increased reach in terms of delegates from 2018/19 to 2021/22.



Interestingly the number of schools receiving training was higher in 2018/19 than in 2021/22, indicating a 19% decrease. This is likely due in part to a slow return to certain courses which need to be delivered face to face, related to school health and safety practices. A robust virtual offer is in place, and the number of schools receiving training has been rising since the understandable low point in 2019/20. This will continue to be closely monitored as all restrictions have been lifted.

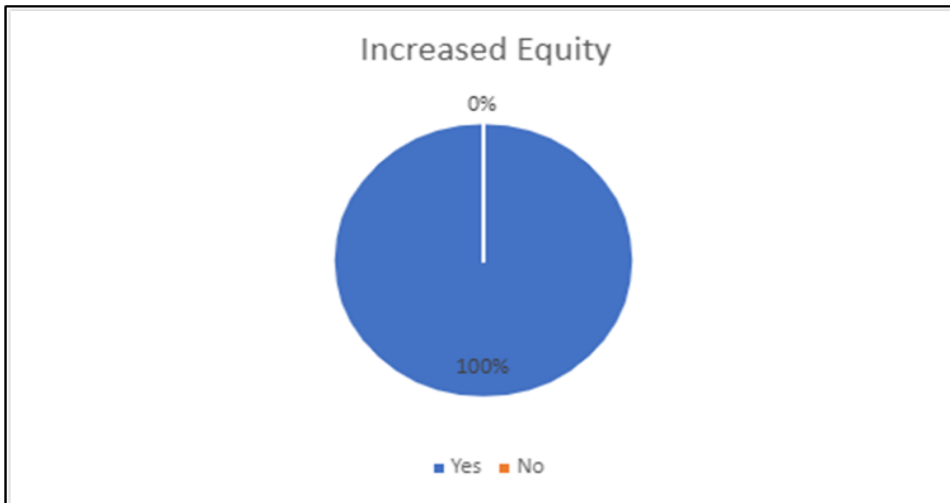


#### 4. School and Staff Views

All work undertaken by the teams is evaluated by parents/carers, young people and schools for individual support work, and by schools/delegates for training. Annual HINT development plans reflect feedback and incorporate views in a coproductive way.

In addition, in May 2022, a survey seeking to understand the views of schools and staff was undertaken to provide insight into the impact of the new model of service delivery. It was completed by 72 respondents, 49 school SENCOs and 23 HINT staff. It posed a series of hypotheses:

- a. *HINT staff are now able to work with more children, in more schools, improving equity of access to specialist support across the County*



Summary of additional comments:

1. Schools and teams report that overall access has vastly improved and there has been greater flexibility in the offer
2. Schools report high levels of satisfaction with the input received
3. Schools have reported high value in resources available via padlets and virtual training
4. 13 of the 49 schools who responded (26%) made reference to longer waiting times in their responses, expressing concern about the capacity within the teams

Capacity within the Autism Team and Emotional Wellbeing and Behaviour Team has increased over the past year. Despite this, changes had to be made to the service offer for the second half of the summer term with a telephone consultation line providing immediate advice, quick tips for immediate implementation and signposting to resources in place of formally accepting new referrals. The teams were still responding to crisis situations.

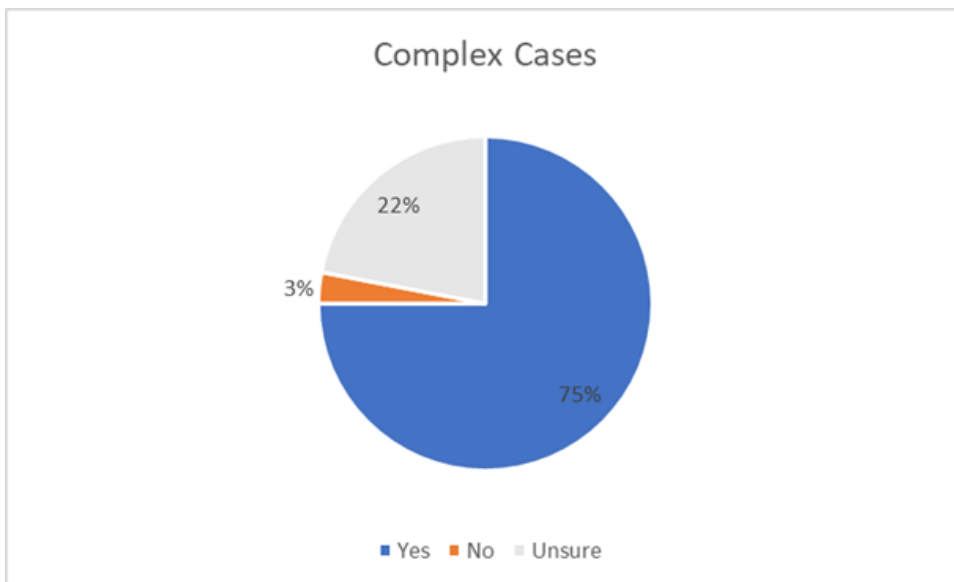
Full feedback from the survey is being considered by NIES Managers in relation to further actions required.

- b. HINT staff are now in a better position to support schools in their understanding, implementation and embedding of the graduated approach than before*



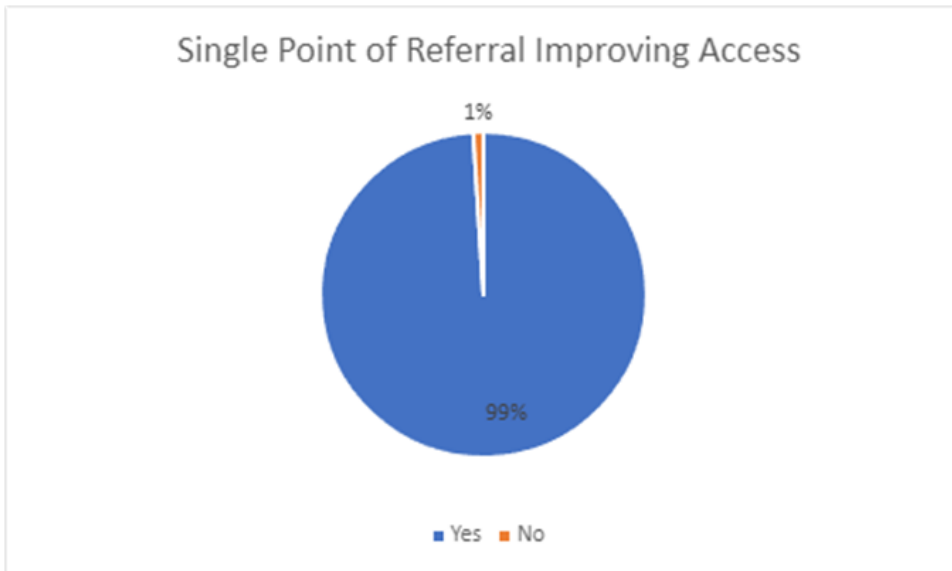
Summary of additional comments:

1. HINT staff reported that they are better placed to make decisions about the best course of action for a child/young person based on professional knowledge and understanding as opposed to the availability of time purchased by the school. They are also able to offer wide ranging training and whole school support
  2. This works optimally when schools are able to make TAs available to observe assessments and interventions so that carry over is possible
  3. Schools reported the benefit of having HINT staff to support levels of confidence of class teachers, working alongside staff to develop classroom practice, the construction of SEN Support Plans, reviewing the strategies already in place and providing recommendations for next steps
  4. 4 of the 49 (8%) schools who responded made reference to feeling the impact of waiting times and staff capacity in the response to this question
- c. *Complex cases can receive support from multiple HINT teams to ensure that support is provided by the most appropriate team(s) at any point in time*



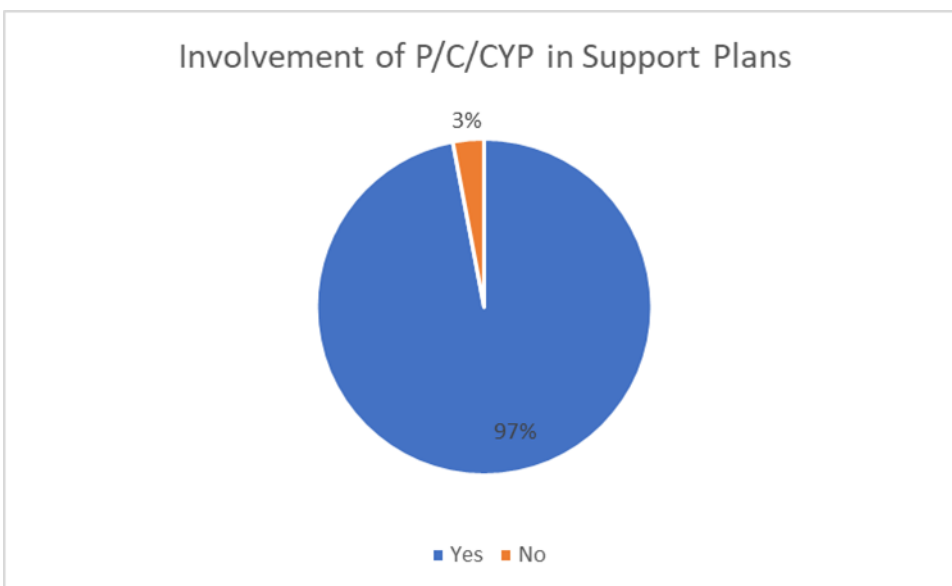
Summary of additional comments:

1. Unsure responses were all as a result of schools not having referred children and young people with complex needs
  2. HINT staff suggested ways to improve internal processes to support this aim
  3. Schools report, in the main, that they feel the benefit of internal referrals within HINT with examples given of where one referral has led to a range of specialists becoming involved, saving time for schools and increasing the advice and guidance provided in a collaborative way. They also note communication between teams being largely good. There were 2 contrary views from schools
  4. 3 out of 49 school responses to this question (6%) made reference to capacity and wait times being an issue
- d. *There is a single point of referral for HINT, which has improved pathways to support*



Summary of additional comments:

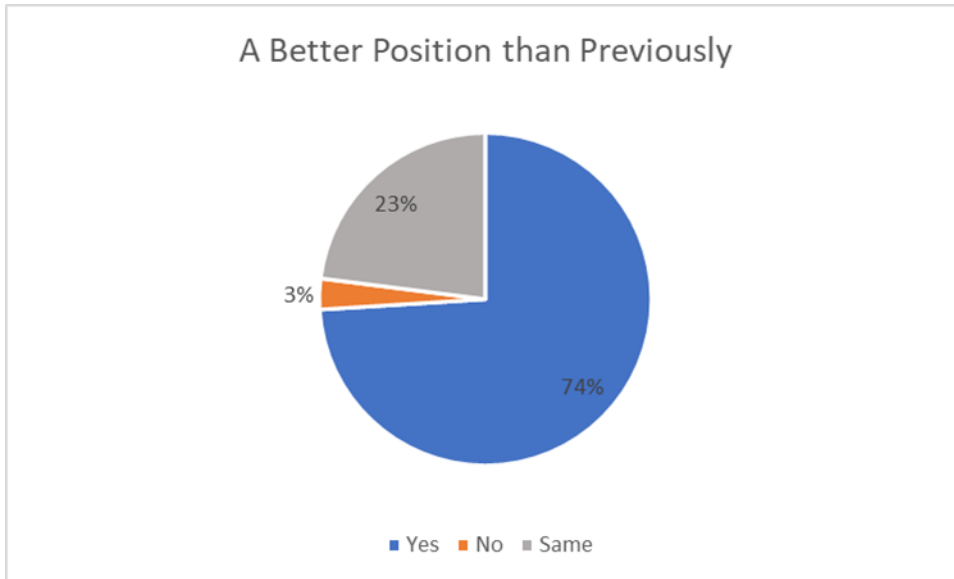
1. Schools reported that this has streamlined referrals from their perspective, saving time and ensuring pathways are smoother. They have found the referral form straightforward in comparison to others
- e. *NCC staff can promote an expectation that parents/carers and young people themselves are involved in work undertaken*



Summary of additional comments:

Schools and HINT staff reported that this is always the aim, and that the teams work effectively in schools to support it, engaging parents/carers and young people in support work

- f. *I am in a better position than previously to meet the individual needs of children and young people*



The negative responses (2) were based on practice being the same as before, and also one school reported the depth of work possible when the services were traded is now not possible due to capacity issues.

## 5. Conclusion

Schools and HINT Staff report unequivocally that access to the teams has improved since the paid SLA was removed, enabling support to more children and young people, and to training. This is confirmed by referral and activity data which demonstrates reach into almost every school across the County. Increased demand has been evident, and this has led to some delays in schools receiving support.

The objectives set in 2020 have been met, and the recommendation is that HINT should continue to work free at the point of delivery in the longer term. Practice will continually be reviewed in order to continue to maintain high standards of service in the face of increasing demand.

Northumberland has a unique offer in comparison to neighbouring local authorities, and schools continue to describe high impact of the teams. The Northumberland County Council SEND Strategy identifies support for mainstream schools as a key area, and the Education and Skills Priority 3 is ensuring 'inclusive schools as close to home as possible'. Access for all schools to the NIES teams and all the specialist staff therein is an important component in success.

Nicola Taylor  
 Head of Inclusive Education Service and SEN Transformation  
 August 2022





## Northumberland County Council

Wellbeing and Community Health Services Group  
Education and Skills Service

Agenda Item 7

### SCHOOLS' FORUM

**16 November 2022**

#### **Dedicated Schools Grant (DSG) Use of carry forward from 2021-22**

**1. Purpose of the Report**

This report provides details of the intended use of the Dedicated Schools Grant (DSG) carry forward from 2021-22 to School Forum members.

**2. Recommendations**

Schools Forum is asked to:

- a) Note the carry forward to 2023-24 in advance of £2,969,440 from the overall surplus in 2021-22 of £4,031,990 in line with the request attached at Appendix A.
- b) Note the intention to carry forward the respective DSG blocks (Central Services Schools Early Years, High Needs and Schools Block) on a ringfenced basis into 2022-23 and 2023-24.
- c) Note the intended use of £1,062,550 in 2022-23 of the carry forward from 2021-22.

**3. Background**

- a) The School and Early Years Finance (England) Regulations 2020 were updated to establish that those authorities with a positive balance on the overall Dedicated Schools Grant should create an earmarked usable reserve to carry forward a surplus balance. This reserve should be separately identified to the total reserves held by schools.
- b) The CIPFA Code of Practice includes a requirement to consult with Schools forum about proposals to carry forward surplus grant from a previous year into a future year, rather than distribute funds in the current year.

**4. Proposed use of 2021-22 surplus carry-forward**

The final position for the 2021-22 financial year was an underspend of £4.032 million, with an underspend across all blocks as show below.

	2021-22 Carry Forward	Planned use in 2022-23	Proposed Carry forward to 2023-24
	£m	£m	£m
<b>Central Schools block</b>	0.148	0.022	0.126
<b>Early Years block</b>	1.003	0.734	0.269
<b>High Needs block</b>	1.804	0.132	1.672
<b>Schools block</b>	1.077	0.175	0.903
<b>Overall</b>	<b>4.032</b>	<b>1.063</b>	<b>2.970</b>

- a) Whilst the Authority has the power to transfer a surplus carry forward between blocks, at the present time, it is proposed that the surplus on each block is ring-fenced.
- b) Discussions have taken place with the relevant Heads of Service to assess the commitments that exist within their own DSG Block for 2022-23, the availability of funding in the current year and future pressures. This has identified where we can use the surplus from 2021-22 to support in-year expenditure and where we should set aside funds for the rising demands in 2023-24 onwards.
- c) Budget pressures identified for 2022-23 include the following:
  - Pay Award for 2022-23
  - Extension of fixed term posts previously funded by the Contain Outbreak Management Fund. These posts have supported schools and pupils with emerging and existing levels of SEND.
  - Ring-fenced funding for de-delegated services and the Disability Access Fund
  - Contingency to support 2/3/4-year-old nursery funding
- d) A detailed list of the commitments for 2022-23 can be found at Appendix A

## **5 Future pressures for 2023-24 onwards**

- a) The balance of the 2021-22 surplus of £2.970 million will be retained in the DSG Reserve. Should the DSG overspend at the end of 2022-23 then a drawdown from the reserve will be required to meet the balance. The future use of the reserve will be considered by Heads of Service when planning for the 2023-24 budget year and beyond.
- b) The following upcoming pressures have already been identified for 2023-24 and beyond:
  - Future pay awards
  - The impact of inflation on contracts and fuel
  - Continued rise in demand for alternative provision, special school places and number of pupils with an EHCP. This links to additional top-up funding and place funding.
  - Upcoming school re-organisations across the Berwick and Coquet partnerships

## Detailed list of proposed commitments for 2022-23

	Proposal	Amount (£m)
<b>Central Schools Block</b>		
	SACRE Syllabus Review	0.011
	2022-23 Pay award	0.012
<b>Early Years Block</b>		
	Disability Access Fund	0.109
	2022-23 Pay award	0.030
	Contingency funding for 2/3/4-year-old nursery funded places	0.239
	Shortfall in estimated 2021-22 Early Years Block allocation	0.356
<b>High Needs Block</b>		
	Extension of various fixed term posts up to end of 2022-23 (previously grant funded)	0.132
<b>Schools Block</b>		
	English as an additional language Service	0.081
	Trade Union facility time	0.093
<b>Total</b>		<b>1.063</b>

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## Northumberland County Council

Wellbeing and Community Health Services Group  
Education and Skills Service

Agenda Item 9

### SCHOOLS' FORUM

**16 November 2022**

### **Dedicated Schools Grant (DSG) budget performance update 2022-23**

#### 1. Purpose of the Report

The purpose of the report is to ensure that the Schools Forum is informed of the current financial position of the Dedicated Schools Grant (DSG) against the Budget for 2022-23.

#### 2. Recommendations

Schools Forum is asked to:

- a) Note the financial performance to the end of September 2022 and the projected year end position on the DSG at the present time.

#### 3. Current DSG allocation

- a) The budget for the DSG was agreed by Schools Forum in February 2022 based upon the initial allocation for 2022-23 that was released in December 2021. Since that time there has been two further updated allocations in March 2022 and July 2022. These account for changes in the following areas:

- Recoupment of funding for Maintained schools converting to academies.
- Updated Early Years Block allocations following January 2022 census.
- Updated commissioned place numbers for Special School Academies.
- Updated import/export information for our special school places in Northumberland

The table shows the current DSG allocation after recoupment and including the drawdown of £1.063 million from the 2021-22 DSG surplus.

	Original Budget after recoupment	Transfer between blocks	March and July updates	Carry forward from 2021-22	Revised Grant allocation
	£m	£m	£m	£m	£m
Central Schools Block	2.455	-	-	0.022	2.477
Early Years Block	17.610	-	0.288	0.734	18.632
High Needs Block	43.492	0.516	(0.010)	0.132	44.130
Schools Block	88.481	(0.516)	(2.027)	0.175	86.113

Total	152.038	-	(1.749)	1.063	151.352
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#### 4. DSG Budget performance: September 2022 update

The DSG projected revenue position at the end of September within each service area is shown below. The forecast position overall is a £0.275 million overspend.

	Budget	Forecast Expenditure	Projected (Surplus)/Deficit
	£m	£m	£m
Central Schools block	2.477	2.304	(0.173)
Early Years block	18.632	18.552	(0.080)
High Needs block	44.130	44.716	0.586
Schools block	86.113	86.055	(0.058)
Overall	151.352	1151.627	0.275

The main factors contributing to the overall position are identified below:

##### a) Central Schools Block – forecast underspend £0.173 million

- There is an underspend of £0.244 million on the revenue contribution to capital budget. This is an historic commitment where funding is decreasing by 20% year on year. At the end of 2021-22 contributions to a historical project at Hexham Priory school ceased, when the funding reduces in 2023-24 the budget line will come back into line.
- There continues to be 5 young people without an EHCP plan in a residential placement due to a social care need at a forecast overspend of £0.083 million.

##### b) Early Years Block – forecast underspend £0.080 million

- There is an underspend on the Early central team of £0.080 million due to an underspend on staffing and travel along with an overachievement of SLA income.

##### c) High Needs Block – forecast overspend £0.586 million

- The forecast overspend on top-ups is £0.770 million based on the summer term payment and adjusted for year-on-year growth in numbers of around 10% for the 2022-23 academic year.
- The Independent Special Schools budget is currently overspent by £0.492 million. This includes a contingency of £0.300 for new placements and the impact of inflation on existing contracts. There are currently 250 active placements which is an increase of 26 since the July position.
- The Inclusion service is anticipating an overspend of £0.091 million. Permanent exclusions have increased by 50 compared to 2021-22 and a further 10 exclusions per month are forecast up to year end. There is also additional pressure due to the inflationary impact of the rise in fuel costs from transporting the pupils.
- There is a projected underspend of £0.518 million on staffing and travel across SEN Support services due to vacancies across the service.
- The formula for allocating additional notional SEN funding to mainstream schools was updated for 2022-23. The costs for the summer term have been less than expected and there is a forecast underspend of £0.084 million. This is dependent on the cohort in the new academic year and will be revised throughout the year.

**d) Schools Block – forecast underspend £0.058 million**

- The English as an additional language team is expecting to underspend by £0.058 million, this is due to carry forward from 2021-22 of £0.065 million which is earmarked to be carried forward again into 2023-24. This funding will be held to support the continuation of two fixed term posts working with Ukrainian children.

**5. Summary**

- a) The current forecast shows that all areas of the DSG are underspending with the exception of the High Needs Block. If the transfer from the Schools Block had not taken place, then the overspend would be £1.102 million on the block instead of the £0.586 million we are currently reporting.
- b) The forecast is subject to change, particularly for the High Needs Block and Early Years Block. As we near the end of the Autumn term, we will have clarity around the size of the autumn term top-up payments and nursery funding and also additional SEN place funding. This will allow us to forecast the impact of the spring term payments with more accuracy.
- c) Should the DSG overspend at year end then this will be met by a drawdown from the DSG reserve. The reserve holds the balance of the surplus carry forward from 2021-22. Any surplus balances at year end will continue to be ring-fenced by DSG block and will be transferred into the reserve for future use.

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## Northumberland County Council

### SCHOOLS' FORUM

Agenda Item 11

16 November 2022

**Wednesday 16 November 2022 : 9.30-12.00 (Virtual Meeting)**

National Funding Formula Update & Consultation for 2023/24  
SEN Update

**Wednesday 18 January 2023: 9.30-12.00 (Virtual Meeting)**

Setting the DSG for 2022/23 – overall allocations  
De-delegation decisions for 2022/23

**Wednesday 15 February 2023: 9.30-12.00 (Virtual Meeting)**

Setting the DSG budget for 2022/23 – individual budgets  
Review of Schools Forum Membership

**Wednesday 05 July 2023: 9.30-12.00 (Virtual Meeting)**

DSG Provisional Outturn  
Scheme for Financing Schools  
Analysis of School Balances

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