

Report for:	Cabinet 7 February 2012	Item number	
Title:	Review of the full time nursery class place provision for 3 & 4 year children in Haringey's schools		
Report authorised by :	Libby Blake <i>Libby Blake.</i>		
Lead Officer:	Ngozi Anuforo		
Ward(s) affected: All	Report for Key Decision:		

### 1. Describe the issue under consideration

The re-distribution and re-allocation of the funding for full time places to support the anticipated increased demand for part time places to meet national expectations of 90% take up of the 15 hour per week free entitlement to nursery education for all 3 year olds.

### 2. Cabinet Member Introduction

- Evidence shows that access to good quality early education can make a huge difference to the progress a child makes once they start school. This is particularly marked for children from more deprived backgrounds.
- This report is dealing with two issues. The extension of the 15 hour free entitlement for 3 year olds and a distribution of full-time free places to ensure they have the most impact on children in greatest need.
- There has been consultation with providers and through the Schools Forum. Most responses were favourable and any concerns raised are detailed and responded to in the body of the report.
- I am happy to support the recommendations.

### 3. Recommendations

- To increase the take up of the 15 hour free entitlement for 3 year olds to 90% by 2014 in line with national expectations

- Ensure that our most vulnerable and disadvantaged 3 & 4 year old children benefit from access to free, good quality early education
- To reduce and re-profile the number of full time places currently provided in Haringey schools
- To increase the number of part time places ensuring sufficient places are available in the areas of greatest need.

#### 4. Background information

Haringey's early education provision currently includes the capacity for 560 full time places for 3 and 4 year olds in nursery classes and 115 full time places in nursery schools. At present, these places are not allocated on a consistent basis and it is not clear whether all of these places are being used for those children most in need. When reviewing the past take up of full time places it is clear that a number of children who would not appear to be eligible for free school meals or have an identified additional need have been accessing free full time places.

We are required to ensure that every 3 and 4 year old child, where parents want it, is able to access a free part time (15 hour per week) early education place.

Free places for nursery age children are funded through the Early Years Single Funding Formula and as such, money is provided on a per pupil basis. This means that the more children who take up their entitlement, the more demand this will place on the funding provided by Department of Education (DfE) through the Dedicated Schools' Grant (DSG). The number of 3 year olds in 15 hour free entitlement places in January 2011 was 2773. To reach our target of 90% of all 3 year olds taking up the offer, we would need to provide 3241 places. There is therefore a shortfall of 468 available free 15 hour places which would need to be funded with money that is being used for free full time places presently. If we reduce the number of free full time places to reach our 90% take up we would be left with enough funding to deliver 118 full time places.

The proposed increase in take-up levels will need to be met from existing resources as the Council is unable to draw down any additional funding from the Government until we exceed 90% take-up. Currently, the Council utilises DSG funding to provide full time places across a number of schools in the Borough. As the take up of part time (15 hour free entitlement places) increases to meet the 90% expected by government, a reduction in the number of the funded full time places will be necessary in order to fund the increase in the take-up of 15 hour free entitlement part time places.

In order to meet its statutory obligations, the Council will need to increase the take up of the 15 hour Free Entitlement (part time) provision by approximately 5% per year between 2012-13 and 2014-15; targeting areas where we know there are greater levels of deprivation. While we are required to provide part-time places for all children who wish to take it up, there will continue to be a need to provide full time places for some of our most vulnerable children. In future, the provision of these full time places will be targeted according to individual need and circumstances. On this basis, we do not expect the same level of full time place provision to be required.

Currently we provide capacity for 675 free full time nursery places. 560 places across nursery classes within primary schools and 115 in our 3 nursery schools. The reduction in free full time places in primary schools will have a direct impact on their funding for staffing and resources. However the application of the Minimum Funding Guarantee will provide some level of mitigation for those schools most affected across the next 3 years.

Appendix 2 sets out in detail the proposed shift in allocation of full and part time places across the Borough and associated changes to funding as the expected increase in take up of free part-time (15 hour) places develops from 77% this year to 80% in 2012-13, 85% in 2013-14 and 90% in 2014-15.

## **5. Consultation**

A consultation has taken place with all schools and other providers of places for the 3 & 4 year old free entitlement on the following proposal;

- To reduce and re-profile, based on deprivation indicators, the number of full time places provided for 3&4 year olds in order to increase the uptake of the 15 hour free entitlement and ensure that the remaining funded full time provision is better targeted to those who most need it.
- That schools affected by a reduction in their number of allocated full time places will be protected through the Minimum Funding Guarantee (MFG). Scaled down year on year.
- That where full time places in accordance with set criteria are necessary, the funding for targeted places will be provided as part of Haringey's Early Years Childcare Formula model with a centrally held pot retained to provide responsive, targeted places for the most vulnerable children through out the year – to be reviewed annually.
- That this model will see the introduction of local admissions systems for funded full time places which will be monitored annually by the LA.

Over 200 consultation papers were sent out to schools, chairs of governors, School Forum Members and private, voluntary and independent early years settings. Only 14 replies were received by the closing date.

Most replies agreed with the overall proposal. However there were some concerns which included:

**Consultation reply;** The continuation of full time places within agreed criteria for any child

**Our response;** The number of full time places will reduce as those who are entitled to the 15 hour fee provision increases. Haringey's policy is to create consistent criteria to allocate the full time places fairly but targeted towards vulnerable children..

**Consultation reply;** That vulnerable children should have priority for available full time places and other children should be considered if places allow and there is need

**Our response;** see above, however if enough full time places are available any other child matching the criteria could be offered a place

**Consultation reply;** Concern at the level of reduction of full time places at the same time that Haringey is required to increase the number of places for vulnerable 2 year olds. Nursery headteachers believe that there should be a larger allocation of free full time places in nursery schools to allow those children in the 2 year old programme to move into to ensure them consistent, high quality provision with access for their families to additional family support and other children centre services.

**Our response;** the data on the 2 year old programme shows positive outcomes for children when assessed at 5 years old. However while some children on the programme may benefit from a full time place and would match the agreed criteria some would benefit equally from the continuation of a part time place. The important aspect for those children would be continuity and consistency which need to be taken into account as they move from the 2 year old programme into a 3&4 year old place and then into a reception class. High quality provision is very important to make the difference to outcomes for these children and we will consider the number of FT places we need to allocate to our children's centres including the nursery schools.

**Consultation reply;** Two headteachers did not agree that full time places should be targeted only to the most vulnerable.

**Our response;** Noted please see response above

**Consultation reply;** That only the minimum of funding needed should be retained centrally for in year admissions with the remaining funding allocated to schools

**Our response;** that is the intention

**Consultation reply;** That the Minimum Funding Guarantee will mean the increase in those schools who would gain new full time places will be delayed further and therefore children and families in those schools will continue to be adversely affected.

**Our response;** while this is the case we need to ensure that schools are supported as their funding decreases.

## 6. Other Options

It is an expectation that we provide access to places for at least 90% of all 3 year olds in Haringey. Funding is already provided by the government in the Dedicated Schools Grant (DSG) for up to 90% of the estimated 3 year old population and has been used to support the provision of full time places while take up of the part time places was well below 90%

(77% in January 2011). With the anticipated increase in take up no other option has been considered.

## **7. Financial Implications**

- The Dedicated Schools Grant (DSG) provides part-time funding (0.6) for three and four year olds in nursery provision. There is a national target that at least 90% of three year olds should access this provision and funding is provided within the DSG equivalent to the difference between the actual take-up (77% in January 2011) and this target. Therefore, increases in take-up will not generate additional DSG until the 90% target is passed.
- The additional cost of providing for 675 full-time places in the Early Years Single Funding Formula is £1.5m compared with the additional resources generated through DSG by funding at the 90% level rather than at take-up levels of £1.77m (including funding for centrally retained elements).
- The difference between the current level of take up and the 90% funded level is 467 children and therefore 'freeing up' the resources tied up in full time places would enable the target to be achievable within the overall resource and without needing to create additional places; achievement of the target does, of course, still rely on parents choosing to exercise their right to a place.
- The proposals in this report are mindful that reducing funding for the non-statutory provision of full-time places is preferable to reducing funding for statutory provision. The proposed reallocation of the reducing number of places also better aligns places to those schools serving the most deprived populations.

## **8. Legal Implications**

The Acting Head of Legal Services has been consulted on the contents of this report. Measures in the Child Care Act 2006 formalise the important strategic role that the local authority plays through a set of duties. These duties require the authority to work with its NHS and Jobcentre Plus partners to improve the outcomes of all children up to five years of age and reduce inequalities between them.

Section 1 of the Childcare Act 2006 provides that an English local authority must (a) improve the well-being of young children in their area, and (b) reduce inequalities between young children in their area in relation to their well being which includes their physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by them to society; social and economic well-being.

Section 3 of the Childcare Act 2006 states that for the purpose of their general duty under Section 1 the local authority has the further duties to firstly make arrangements to secure that early childhood services in their area are provided in an integrated manner which is calculated to (a) facilitate access to those services and (b) maximise the benefit of those services to parents, prospective parents and young people and secondly to take steps (a) to identify parents or prospective parents in the authority's area who would otherwise be unlikely to take advantage of early childhood services that may be of benefit to them and their young children and (b) to encourage those parents or prospective parents to take advantage of those services.

In considering its duties as above Section 4 of the Childcare Act 2006 provides that an English local authority must take all reasonable steps to encourage and facilitate the involvement of:

- (a) parents and prospective parents in their area,
  - (b) early years providers in their area, including those in the private and voluntary sectors, and
  - (c) other persons engaged in activities which may improve the well-being of young children in their area
- in the making and implementation of such arrangements.

Section 11 of the Childcare Act 2006 requires that an English local authority must prepare assessments of the sufficiency of the provision of childcare (whether or not by them) in their area at intervals not exceeding three years.

The authority must keep a childcare assessment prepared by them under review until the childcare assessment is superseded by a further childcare assessment and in keeping this under review the authority must:

- (a) consult such persons, or persons of such a description, as may be prescribed, and
- (b) have regard to any guidance given from time to time by the Secretary of State.

The Department for Children, Schools and Families (now the Department for Education) has issued Securing Sufficient Childcare Statutory guidance for local authorities in carrying out their childcare sufficiency duties.

In reaching a decision on any proposals due consideration must also be given to the local authority's public sector equality duty and thus should take into account full equality impact assessments.

The extent of the public sector equality duty on the Council is enforced by the Equality Act 2010 and particular consideration must

be given to the effect of any proposals on a number of specific groups within the community, defined as those with protected characteristics under the Equality Act 2010 (by reason of their ethnicity, sex, age, or disability and to the proposals made to reduce or mitigate any such effects

#### **9. Equalities and Community Cohesion Comments**

Section 149 of the Equality Act 2010 requires the Council to have due regard in all its functions to the need to: eliminate discrimination, harassment and victimisation ; promote equality of opportunity for persons who have the characteristics protected under the Act (these are listed in the Equalities Impact Assessment undertaken on this proposal) and; foster good relations between groups in society. In Haringey, the mechanism for ensuring that Section 149 duty is complied with is the Equalities Impact Assessment of which consultation is an integral part.

We have carried out a full Equalities Impact Assessment which found that: Allocation of remaining full-time funded places targets the most in need; free entitlement uptake will not disadvantage any protected characteristics; parents unable to afford to pay for costs associated with a full-time place will in any case have 15 hours free entitlement; the proposal is likely to produce a more equitable outcome as it is expand provision for part-time places, making it possible for more 3-4 year old and their families to benefit.

Full consultation was carried out with schools, chairs of governors, School Forum Members, private, voluntary and independent early years settings. The issues raised in consultation and the Council's responses are incorporated in the Equalities Impact Assessment the outcomes of which have inform the recommendations of this report.

The proposal carries no adverse implications for community cohesion as it is not likely to impact on relations between groups in Haringey.

#### **10. Head of Procurement Comments**

#### **11. Policy Implications**

Our current policy for full time place provision is being reviewed in light of national developments in early years. The Government has made changes through the latest Education Act that means maintained schools will be able to charge for nursery provision provided over and above the 15 hours free entitlement per week. It is our intention to develop guidance for schools on charging fees.

Any proposed changes to the current profile of full time place provision across Haringey's nursery classes and schools will need to ensure that:

The Council is able to meet anticipated increases in the numbers of part-time 15 hour free entitlement early education places required. Full time places are accessed by those children who need them most. We have greater flexibility and can target places where the need is most.

We can establish effective transition into a good quality 3 year old free entitlement education place for those vulnerable children who have accessed a 2 year old programme place.

The provision of targeted full time places should support reductions in the children's levels of need and also support effective links with social care.

The local authority is required to implement the Government's proposed expansion of the 2 year old programme offering 15 hours per week of targeted early education to our most vulnerable 2 year olds by 2013. Possible eligibility criteria of children likely to access Free School Meals (FSM) provides us with an indicative population of approximately 1000 two year old children. On this basis the Council will need to ensure that these vulnerable children will be able to move into a 15 hour free entitlement place once they become 3. It is possible that some of those most vulnerable children would benefit from accessing a full time 3&4 year old place and are likely to fit the proposed eligibility criteria.

Work is being undertaken to ensure enough places are available to meet the Local Authority's sufficiency and other statutory duties to provide 3&4 year old entitlement and school places for reception aged children. It is important that we are able to offer consistency and continuity of places particularly for those children most in need.

## **12. Use of Appendices**

Appendix 1 – Consultation on the use of Full Time Nursery class Places

Appendix 2 – Spreadsheet showing the re-allocation of full time places

## **13. Local Government (Access to Information) Act 1985**



## Appendix 1

### Haringey Early Years

#### Consultation on the use of Full Time Nursery Class Places

##### Introduction

1. Haringey's early education provision currently includes the capacity for 560 full time places for 3 and 4 year olds in nursery classes and 115 full time places in nursery schools. At present, these places are not allocated on a consistent basis and it is not clear whether all of these places are being used for those children most in need.
2. We recognise the importance of high quality early education and care in making the difference in outcomes for young children. The introduction of a statutory duty on the Council to ensure that all 3 and 4 year olds have access to their free entitlement to 15 hours of early education per week, alongside other national policy changes within the early years sector means that there is a need to review how the Council is meeting its obligations.
3. In 2011, on the basis of the Department for Education's (DfE) estimation that there are 3,601 three year olds in Haringey, we have received funding for the 15 hour free entitlement for 90% of these three year olds.
4. We are required to ensure that every 3 and 4 year old child, where parents want it, is able to access a part time early education place.
5. We therefore propose to:
  - increase levels of take-up from 77% in 2011 to at least 90% of eligible children, in line with national expectations, by 2014-15.
  - ensure that our most vulnerable and disadvantaged 3 and 4 year old children are benefiting from access to good quality early education.
6. Free entitlement places are funded through the Early Years Single Funding Formula and as such, money for nursery provision is provided on a per pupil basis. This means that the more children who take up their entitlement, the more demand this will place on the funding provided by DfE through the Dedicated School Grant (DSG).
7. This proposed increase in take-up levels will need to be met from existing resources as the Council is unable to draw down any additional funding from the Government until we exceed 90% take-up. Currently, the Council utilises DSG funding to provide full time

places across a number of schools in the borough. As the take up of part time (15 hour free entitlement places) increases to meet the 90% expected by government, a reduction in the number of the funded full time places will be necessary in order to fund the increase in the take-up of 15 hour free entitlement part time places.

8. In order to meet its statutory obligations, the Council aims to increase the take up of the 15 hour Free Entitlement (part time) provision by approximately 5% per year between 2012-13 and 2014-15; targeting areas where we know there are greater levels of deprivation. While we are required to provide part-time places for all children who wish to take it up, there will continue to be a need to provide full time places for some of our most vulnerable children. In future, the provision of these full time places will be targeted according to individual need and circumstances. On this basis, we do not expect the same level of full time place provision to be required.

#### Issues under consideration

9. Our current policy for full time place provision is being reviewed in light of national developments in early years. The Government has made changes through the latest Education Act that means maintained schools will be able to charge for nursery provision provided over and above the 15 hours free entitlement per week. It is our intention to develop guidance for schools on charging fees.
10. Any proposed changes to the current profile of full time place provision across Haringey's nursery classes and schools will need to ensure that:
  - The Council is able to meet anticipated increases in the numbers of part-time 15 hour free entitlement early education places required.
  - Full time places are accessed by those children who need them most.
  - We have greater flexibility and can target places where the need is most.
  - We can establish effective transition into a good quality 3 year old free entitlement education place for those vulnerable children who have accessed a 2 year old programme place.
  - The provision of targeted full time places should support reductions in the children's levels of need and also support effective links with social care.
11. The local authority is planning to implement the Government's proposed expansion of the 2 year old programme offering 15 hours per week of targeted early education to our most vulnerable 2 year olds. Possible eligibility criteria of children likely to access Free School Meals (FSM) provides us with an indicative population of

approximately 1000 two year old children. On this basis the Council will need to ensure that these vulnerable children will be able to move into a 15 hour free entitlement place once they become 3.

12. The Policy Statement at the end of this document sets out Haringey Council's underpinning approach and continued commitment to investing in early years education and should be read with this proposal.

## **Proposal for future provision**

13. As part of this consultation, we are asking you to consider the following proposal and let us have your views.
14. As the take up of part time (15 hours free entitlement places) increases to meet the 90% expected by government, a reduction in the number of the funded full time places will be required in order to fund the increase in the take-up of part time places. In this context, the current numbers of full time places could be retained only if funding was found in other areas of the DSG. This would have an impact on other areas of school provision.

### **15. Therefore we propose:**

- To reduce and re-profile, based on deprivation indicators, the number of full-time places provided for 3 & 4 year olds in order to increase the uptake of the 15 hours free entitlement and ensure that the remaining funded full time place provision is better targeted to those who need it most.
- That schools affected by a reduction in their numbers of allocated full time places will be protected through Minimum Funding Guarantee (MFG). MFG to be determined by the Haringey Schools Forum. This would be scaled down year on year.
- That where full time places in accordance with set criteria are necessary, the funding for targeted places will be provided as part of Haringey's Early Years Childcare Formula model.
  - While the majority of part and full time places would be funded through the formula, a funding pot would be retained to provide responsive, targeted places for the most vulnerable children through the year. This will be reviewed annually.

- That this model will see the introduction of local admissions systems for funded full time places which will be monitored annually by the LA.

16. **Appendix B** sets out the financial effect of the model over a three year period. The figures are illustrative and reflect the impact in a full academic year. Any changes would be implemented partway through a financial year with effect from the September intake of children.

## Key milestones

### 2011 -12

- Re-profile all free places across schools based on deprivation indicators: **December 2011**
- Development of new admissions criteria for full time targeted places: **December 2011**

### 2012 -13

- Final proposals to School Forum: **January 2012**
- Report to Cabinet: **February 2012**
- **Guidance on charging policies issued.**
- Changes to funding model: **April 2012**. This would take into account minimum funding guarantees as agreed by the Schools Forum.
- Implementation of Phase 1 changes to full-time places profile within nursery classes: **September 2012**.
- Local Authority evaluation and review carried out: **December 2012**

### 2013-14

- Implementation of Phase 2 changes to full-time places profile within nursery classes: **September 2013**.
- Local Authority evaluation and review carried out: **December 2013**

### 2014-15

- Implementation of Phase 3 changes to full-time places profile within nursery classes: **September 2014**.

- Local Authority evaluation and review carried out: December 2014

We are seeking your view on these proposals and ask you to complete and return the form below by Friday 6<sup>th</sup> January 2012

### Response to Consultation on Use of Full Time Places.

Response from: .....

School/Provider represented (if applicable) .....

1. Do you currently offer 15 hours free early education places for 3 & 4 year olds?

Yes

No

If yes how many places do you offer?

How many were filled?  
(as of 1/12/2011)

2. Do you currently offer local authority full time early education places for 3 & 4 year olds?

Yes

No

If yes, how many places do you offer?

How many are filled?  
(as of 1/12/2011)

**3. Do you offer other full-time places?**

Yes

No

If yes, how many places do you offer?

How many are filled?  
(as of 1/12/2011)



Do you charge for these places?

Yes

No

**4. Do you agree that we need to change the way we use and allocate funded full-time places?**

Yes / No

Please comment:

**5. Please give your views on the following.**

Policy		
Do you agree with the principle that all 3 & 4 years olds should have their entitlement to a 15 hour part time place and full time places are only provided in exceptional circumstances?	Yes	No
Do you agree with the approach to target and distribute full time places based on deprivation factors?	Yes	No
Do you agree that targeted full time places should be available to the most vulnerable children only?	Yes	No
If not, which groups of children do you think should		

also be able to access a targeted full time place?	
Do you agree with the proposal?    Yes          No	
Comments:	

If there were no full time nursery class places, how likely are you to offer, and charge for, early education provision for 3 & 4 year olds over and above the free 15 hours entitlement?	Already do so	Very likely	Likely	Not likely at all
	If not likely at all, please explain your reasons for not doing so?			
<b>Transition Arrangements</b>				
Do you agree that transitional support be provided through the Minimum Funding Guarantee?			Yes	No

Thank you for taking the time to respond.

Please return to:            **Anabela Valente**  
**Level 5**  
**Alexandra House,**  
**10 Station Road,**  
**London N22 7TY**

**[Anabela.valente@haringey.gov.uk](mailto:Anabela.valente@haringey.gov.uk)**

# The Provision of Targeted Early Education and Childcare Places in Haringey

## Policy Statement

### Introduction

Haringey has a long and successful tradition of investment in Early Years education and care. We recognise the importance of high quality early education and care in making the difference in the outcomes for young children. One of the objectives of our Early Years Policy is to narrow the gap between the 20% most disadvantaged in our community and others, by targeting our early years provision and resources effectively. Ensuring that we reach the neediest children in our communities is a fundamental part of Haringey's Early Years Strategic Plan 2011-12, and reflects our commitment to addressing our six strategic priorities;

- Prevention and early intervention
- Supporting vulnerability
- Safeguarding
- Reducing inequalities
- Raising attainment
- Improving children's health

### Targeted Places

Within this policy statement, the term "targeted places" refers to the provision of free early education or childcare places for children aged under 5 years of age who it is felt would benefit from access to good quality early education. Where it is deemed necessary to offer a child aged 3 or 4 years old a targeted early education or childcare place, this will be to offer surety that the child is accessing their 15 hours free entitlement and not a guarantee of a full time place.

The provision of targeted places for young children in Haringey's primary and nursery schools, children's centres and private, voluntary and independent providers across the borough reflects the Council's commitment to ensuring children are able to access the best start, particularly those facing greater disadvantage than others. There has been, however, a need to review the provision for these places in light of changes, in recent years, in Government policy on early education and childcare.

The context for the continued provision of targeted early education and childcare places in Haringey has changed since such places were first introduced and there is a need for our approach to reflect the impact of national policy drivers for change such as;

- The introduction of an early years single funding formula,



- The extension of the free entitlement for all 3 and 4 years olds to 15 hours per week; with an element of increased flexibility,
- The Government's children centre reform programme,
- The programme of 15hrs free early education for disadvantaged 2 year olds.
- Changes to the school funding regulations that now allow schools to charge for childcare.

Underpinning this policy statement is our Early Years policy. In the provision of targeted early education and childcare places, we are fully committed to the aims set out in the policy which are to ensure that:

- Families have easy access to the services they need
- We work with partners to engage families, offering the right early years provision and support for them and their children in a timely and effective way using our universal services wherever possible, and signposting to other targeted or more specialist services when needed
- Parents and carers are actively engaged and involved in the provision
- Interventions are evidence based and well-matched to the different levels of need so they have a lasting and positive impact on children and their families.

### Statutory duties

The legislative context for this policy statement is set in the duties placed on the Local Authority under the Childcare Act 2006 which require the Council to;

- Secure sufficient high quality childcare for working parents
- Secure prescribed early years provision free of charge
- Meet a general duty in relation to well-being of young children
- Meet specific duties in relation to early childhood services
- Provide information, advice & training to childcare providers
- Assess the sufficiency of childcare
- Provide comprehensive information to parents of children and young people up to 20
- Early Years Outcomes Duties;
  1. Improvement duty  
To raise the overall attainment of all children when assessed at the end of the Early Years Foundation Stage
  2. Equalities duty  
To narrow the gap in attainment between the children in lowest 20% and the median of the rest when assessed at the end of the Early Years Foundation Stage

The provision of targeted early education and childcare places is one approach that we believe will enable us to meet our statutory duties and address our Early Years strategic priorities.

## Haringey's Continuum of Need and Intervention

Our assumption is that the needs of most of our young children can be met through the universal delivery of early education and childcare across the borough. In light of increasingly limited resources, in the provision of targeted early education and childcare places, priority will be given to those children who we believe are most at risk or vulnerable, and whose outcomes are likely to be poor without additional support and intervention.

The purpose of targeted places will be to enable identified children to access high quality early education or childcare, engage their families in appropriate support, and improve outcomes for those children. To this end, access to targeted places will be provided on the basis that children identified as in need of a place will be located within Tiers 2a and above on the continuum of need.

Appendix A sets out the tiers and thresholds within Haringey's Continuum of Need and Intervention.

We do know these are some of the circumstances that can have a significant impact on outcomes for children and that children within these groups will often have poor educational outcomes.

The provision of targeted places will support the step down for children and families from the highest levels to the lower levels of need and intervention; providing the scope for children to access appropriate support for themselves and/or their families.

Given that we know that, for some children and families, the challenges they are facing may continue for significant periods of time, the approach set out in this policy recognises the importance of transition and emphasis will be placed on ensuring that those children identified as vulnerable as part of the 2 Year Old programme are able to move as seamlessly as possible into a free entitlement place by the time they reach the term after their third birthday.

## Principles

The principles that underpin this policy approach are;

- Quality
- Transparency
- Equity
- Transition
- Flexibility

### Quality

Our knowledge of the positive impact that good quality, early learning and care opportunities can have on outcomes for young children means that we will be seeking to ensure that settings where targeted places are available to 3 and 4 year olds will be rated by Ofsted as good or better.

### **Transparency**

We will ensure that the process for the provision of places and access to them are clear and easily understood by all. Providers and parents should be able to access information easily about who places are for, how they can be accessed, how to complain about the process and to whom. We will ensure the allocation of places is fair and focused on the best interests of the child.

We will employ mechanisms for the allocation of targeted places that ensure that where children are in need of such a place, the criteria for access is fair, clear and unambiguous, known and understood by provider and parent and applied consistently across the borough.

### **Equity**

We will ensure that children identified as in need of a targeted early education place are able to access a place that is available for at least the same number of hours that are the minimum entitlement for all 3 and 4 year olds. We will ensure that children with Special Educational Needs (SEN) or a disability are able to access a place for the minimum of 15 hours per week, 38 weeks of the year, in line with other children and as appropriate for the individual child's needs.

### **Transition**

It is crucial that the transition for young children from one provision or stage to another is as seamless and supportive as possible. Transition needs to be undertaken in such a way that the needs of the child are at the heart of the planning and preparation for change. We are committed to transition for our disadvantaged two year olds into three year old places that enable support they or their families may be receiving to continue and their needs met, alongside the provision of high quality early education.

### **Flexibility**

We will review the capacity, utility and location of any targeted places allocated on a planned basis, annually. Targeted places need to be offered on either a full-time or part-time basis, dependent on the needs of the child and the child's family circumstance.

We will introduce a greater degree of responsiveness to local needs by exploring mechanisms for funding that support us to do so.

## **What will we do?**

We will employ a strategy for the provision of targeted early education and childcare places that;

- Sees the provision of targeted places as a preventative measure, enabling services to intervene early and support needs at the earliest opportunity
- Enables us to target places at those children who need it most
- Prioritises safeguarding and is part of the provision of integrated support for our most vulnerable and disadvantaged young children
- Supports children with SEN and disabled children to access early education appropriate to their needs
- Enables those disadvantaged 2 year olds, identified and accessing an early education place through the two year old programme to make successful transitions to their free entitlement when they turn three
- Strengthens the links between the Early Years Service, Schools and Children's Social care
- Establishes clear and consistent admissions criteria and processes for the allocation of targeted places
- Supports the delivery of high quality early education and care and the narrowing of the achievement gap.
- Compliments the delivery of the universal offer of 15 hours per week free entitlement to early education for all three and four year olds
- Allows us to respond flexibly to the needs of young children within our communities and delivers on our changing strategic priorities
- Delivers measurable outcomes for children accessing targeted early education places

### **Accessing Targeted Childcare Places**

This approach sits within a context where all children aged 3 and 4 years old are entitled to a free, universal offer of 15 hours of early education. In some circumstances, where it is felt that a child would benefit from accessing more

than their 15 hours entitlement, the additional hours will be funded as targeted early education or childcare.

It is therefore necessary to ensure that in the first instance;

- 3 and 4 year olds meeting the threshold of need at 2a and above are able to access their free entitlement in all the schools and children's centres in their locality. These children may be offered a full time nursery class place if they meet the specific criteria for admissions.
- It is clear to all that targeted places offered within school nursery classes are offered on a 9 – 3.30pm, 38 weeks of the year basis. The allocation of such places will be subject to admissions criteria that will be transparent and applied consistently across all schools where such places are provided.
- It is clear to all that targeted places offered within children's centres are offered between the hours of 8-6pm and on a '48 week of the year' basis. The allocation of a full time place will be subject to need, will be transparent, and applied consistently across all children's centres where such places are provided.

The LA will hold back a pot of money for emergency full time nursery places that may need to be purchased during the year. These will be allocated through the following routes:

1. CAF Panel (tiers 2a and above)
2. Early Support Panel (tiers 2a and above)
3. Placement by children's social care teams.

### Local Admissions

This refers to the provision of targeted places by schools with an allocation of full time places. Places will be primarily allocated in September at the start of the academic year. Guidance will be provided by the LA so that there is an equitable process of admission across schools. An Admissions Criteria will be applied that encompasses;

- a) Direct referral to places by other professionals e.g. social worker, health visitor, family support worker.
- b) The allocation of a place by the school to children of known families where the child meets the criteria for a full time place.

## Eligibility criteria for full time funded nursery places

Full time places may be offered to families where the child meets one or more of the following criteria. Criteria may be scored and weighted to prioritise places for children with greatest need:

- Teenage parents
- Lone parents
- Parents with health difficulties (mental or physical)
- Family breakdown
- Family experiencing domestic abuse
- Family experiencing substance/alcohol misuse
- Black and minority ethnic groups
- Family whose first language is not English
- Asylum seeking families
- Family in temporary accommodation
- Children from traveller families
- Child from family with 3 or more children under 5
  - Children in care
  - Children with CP plan
  - Children in need (social care)
- Child with emotional /behavioural needs or language delay
- Sibling of children with disabilities/complex needs
- Children from a household with low income, claiming benefits or no recourse to public funds
- Children who have accessed the 2 year free offer

Where places are allocated by schools, the expectation will be that, where it is required, appropriate support and interventions are provided; particularly where there is transition from a 2 year old programme place to a 3 year old place. It is expected that any children accessing a targeted place will also be considered during annual Vulnerable Children Conversations.

## Monitoring and Evaluation

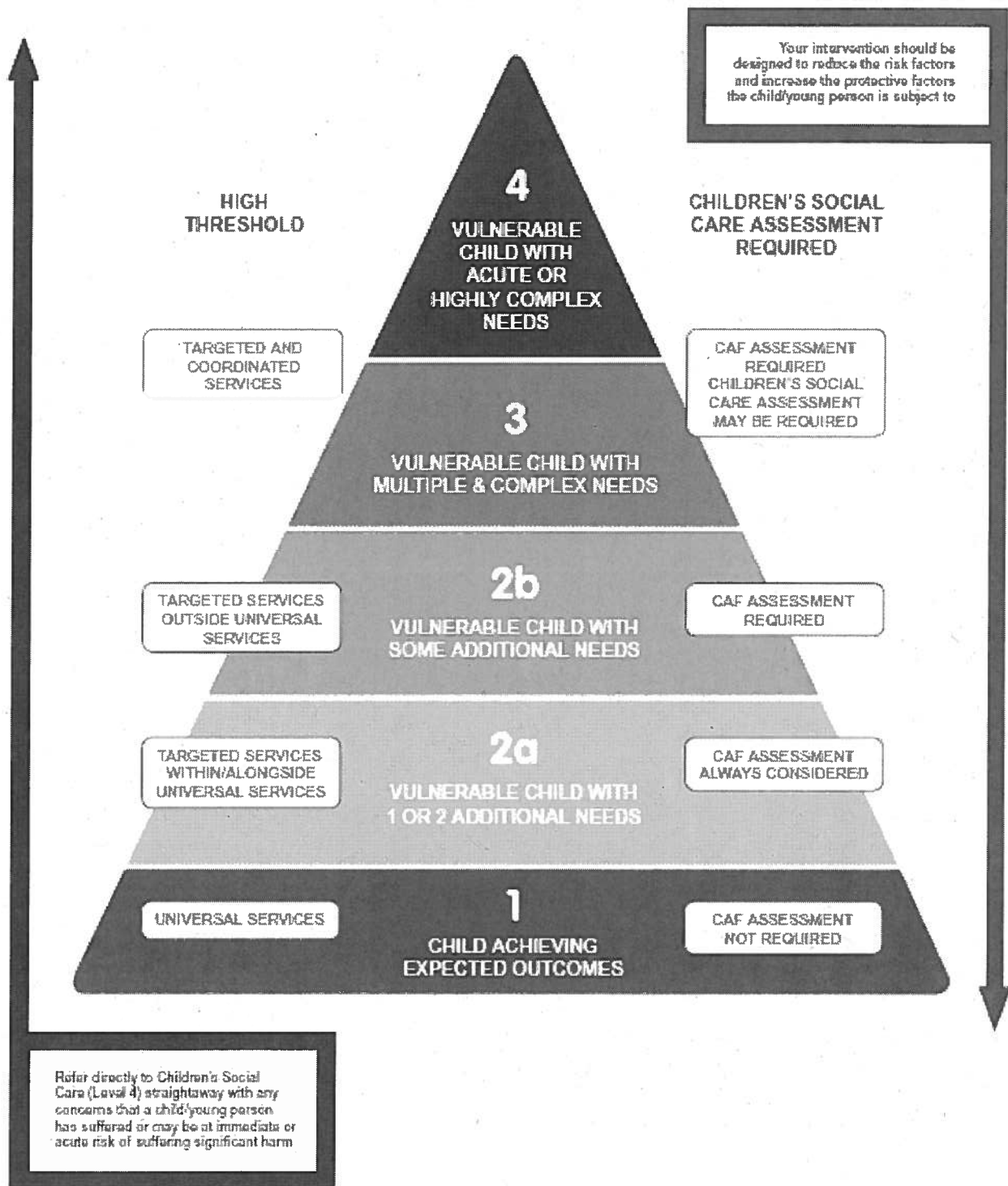
Monitoring the use of targeted places is key to establishing effective models of practice and ensuring provision matches needs. The allocation, use and impact of targeted places on improved outcomes for children will be monitored on an annual basis.

We will be working with schools to monitor access to the free entitlement; identifying gaps in provision in order to ensure that levels of provision meet local demand. We will also evaluate how targeted early education places are supporting improved outcomes for our most vulnerable children.

We will have mechanisms in place to identify and track the movement of those children who have accessed a 2 year old programme place into nursery classes.

## **Appendix A Tiers and thresholds within Haringey's Continuum of Need and Intervention**

# HARINGEY CONTINUUM OF NEED AND INTERVENTION





## Level 4: Vulnerable Child with Acute or Highly Complex Needs

*Developmental needs of infant/child/ young person*

<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Has severe / chronic health problems</li> <li>• Persistent substance misuse, smoking</li> <li>• Developmental milestones unlikely to be met</li> <li>• Early teenage pregnancy</li> <li>• Serious mental health issues</li> <li>• Dental decay &amp; no access to treatment</li> <li>• Sexual exploitation/ abuse</li> </ul> <p><b>Education &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Is out of school</li> <li>• Permanently excluded from school or at risk of permanent exclusion</li> <li>• Has no access to leisure activities</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Regularly involved in anti-social/ criminal activities</li> <li>• Puts self or others in danger – missing</li> <li>• Suffers from periods of depression</li> <li>• Self-harming or suicide attempts</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability</li> <li>• Is socially isolated &amp; lacks appropriate role models</li> <li>• Alienates self from others</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Periods of being accommodated by Local Authority</li> <li>• Family breakdown related in some way to child's behavioural difficulties</li> <li>• Subject to physical, emotional or sexual abuse/ neglect</li> <li>• Is main carer for family member</li> </ul>	<p><b>Social Presentation</b></p> <ul style="list-style-type: none"> <li>• Poor &amp; inappropriate self-presentation</li> </ul> <p><b>Self-care Skills</b></p> <p>Neglects to use self-care skills due to alternative priorities, e.g. substance misuse</p> <p><b>Parent &amp; Carer Factors</b></p> <p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Parents unable to provide “good enough” parenting that is adequate &amp; safe</li> <li>• Parents’ mental health problems or substance misuse significantly affect care of child</li> <li>• Parents unable to care for previous children</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• There is an instability &amp; violence in the home continually</li> <li>• Parents are involved in crime</li> <li>• Parents unable to keep child safe</li> <li>• Victim of crime</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Parents inconsistent, highly critical or apathetic towards child</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• No constructive leisure time or guided play</li> </ul> <p><b>Guidance &amp; Boundaries</b></p> <ul style="list-style-type: none"> <li>• No effective boundaries set by parents Regularly behaves in an anti-social way in the neighbourhood</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Beyond parental control</li> <li>• Has no-one to care for him/ her</li> </ul>	<p><b>Family &amp; Environment Factors</b></p> <p><b>Family History &amp; Functioning</b></p> <ul style="list-style-type: none"> <li>• Significant parental discord &amp; persistent domestic violence</li> <li>• Poor relationships between siblings</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• No effective support from extended family</li> <li>• Destructive/ unhelpful involvement from extended family</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Physical accommodation places child in danger</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Chronic unemployment that has severely affected parents’ own identities</li> <li>• Family unable to gain employment due to significant lack of basic skills or long-term difficulties e.g. substance misuse</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Extreme poverty/ debt impacting on ability to care for child</li> </ul> <p><b>Family’s Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family chronically socially excluded</li> <li>• No supportive network</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Poor quality services with long-term difficulties with accessing target populations</li> </ul>
---	---	---

### Level 3: Vulnerable Child with Multiple and Complex Needs

#### *Developmental needs of infant/child/ young person*

<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Concerns re: diet, hygiene, clothing</li> <li>• Has some chronic health problems</li> <li>• Missed routine &amp; non-routine health appointments</li> <li>• Overweight/ underweight/ enuresis</li> <li>• Smokes, substance misuse</li> <li>• Developmental milestones are unlikely to be met</li> <li>• Some concerns around mental health</li> </ul> <p><b>Education &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Identified learning needs &amp; may have Statement of Special Ed. Needs Not achieving key stage benchmarks</li> <li>• Poor school attendance/ punctuality</li> <li>• Some fixed term exclusions</li> <li>• No interests/ skills displayed</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Difficulty coping with anger, frustration &amp; upset</li> <li>• Disruptive/ challenging behaviour</li> <li>• Cannot manage change</li> <li>• Unable to demonstrate empathy</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Subject to discrimination – racial, sexual or due to disabilities Demonstrates significantly low self-esteem in a range of situations</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Has lack of positive role models</li> <li>• Misses school or leisure activities</li> <li>• Peers also involved in challenging behaviour</li> <li>• Involved in conflicts with peers/ siblings</li> <li>• Regularly needed to care for another family member</li> </ul>	<p><b>Social Presentation</b></p> <ul style="list-style-type: none"> <li>• Is provocative in behaviour/ appearance</li> <li>• Clothing is regularly unwashed</li> <li>• Hygiene problems</li> </ul> <p><b>Self-care Skills</b></p> <ul style="list-style-type: none"> <li>• Poor self-care for age – hygiene</li> <li>• Precociously able to care for self</li> </ul> <p><b>Parent &amp; Carer Factors</b></p> <p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Difficult to engage parents with services</li> <li>• Parent is struggling to provide adequate care</li> <li>• Previously a LAC child</li> <li>• Professionals have serious concerns</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Perceived to be a problem by parent</li> <li>• May be subject to neglect</li> <li>• Experiencing unsafe situations</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Receives erratic/ inconsistent care</li> <li>• Care is often poor quality</li> <li>• Parental instability affects capacity to nurture</li> <li>• Has no other positive relationships</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Not receiving +ve stimulation – lack of new experiences or activities</li> </ul> <p><b>Guidance &amp; Boundaries</b></p> <ul style="list-style-type: none"> <li>• Erratic/ inadequate guidance provided</li> <li>• Parent not a good role model by behaving in an antisocial way</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Has multiple carers</li> <li>• Has been a LAC child</li> </ul>	<p><b>Family &amp; Environment Factors</b></p> <p><b>Family History &amp; Functioning</b></p> <ul style="list-style-type: none"> <li>• Incidents of domestic violence between parents</li> <li>• Acrimonious divorce/ separation</li> <li>• Family have serious physical &amp; mental health difficulties</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Family has poor relationship with extended family/ little communication</li> <li>• Family is socially isolated</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Poor state of repair, temporary or overcrowded</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Parents stressed due to “overworking” or unemployment</li> <li>• Parents find it difficult to obtain employment due to poor basic skills</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Serious debts/ poverty impact on ability to have basic needs met</li> </ul> <p><b>Family’s Social Integration</b></p> <ul style="list-style-type: none"> <li>• Parents socially excluded</li> <li>• Lack of a support network</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Poor quality universal resources &amp; access problems to these &amp; targeted services</li> </ul>
---	---	--

## Level 2: Vulnerable Child with Some Additional Needs

### *Development needs of child/ young person*

<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Defaulting on immunisations/ checks</li> <li>• Is susceptible to minor health problems</li> <li>• Slow in reaching developmental milestones</li> <li>• Minor concerns re diet/ hygiene/ clothing</li> <li>• Starting to default on health appointments</li> </ul> <p><b>Education &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Have some identified learning needs that place him/ her on "School Action" or "School Action Plus" of the Code of Practice</li> <li>• Poor punctuality</li> <li>• Pattern of regular school absences</li> <li>• Not always engaged in learning, e.g. poor concentration, low motivation &amp; interest</li> <li>• Not thought to be reaching educational potential</li> <li>• Reduced access to books/ toys</li> </ul> <p><b>Emotional &amp; Behavioural Development</b></p> <ul style="list-style-type: none"> <li>• Some difficulties with peer group relationships &amp; with some adults Some evidence of inappropriate responses &amp; actions</li> <li>• Can find managing change difficult</li> <li>• Starting to show difficulties expressing empathy</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Some insecurities around identity expressed, e.g. low self-esteem for learning</li> <li>• May experience bullying around 'difference'</li> </ul> <p><b>Family &amp; Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Some support from family &amp; friends</li> <li>• Has some difficulties sustaining relationships</li> </ul>	<p><b>Social Presentation</b></p> <ul style="list-style-type: none"> <li>• Can be over-friendly or withdrawn with strangers</li> <li>• Can be provocative in appearance &amp; behaviour</li> <li>• Personal hygiene starting to be a problem</li> </ul> <p><b>Self-care Skills</b></p> <ul style="list-style-type: none"> <li>• Not always adequate self-care – poor hygiene</li> <li>• Slow to develop age appropriate self-care skills</li> </ul> <p><b>Parent &amp; Carer Factors</b></p> <p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Parental engagement with services is poor</li> <li>• Parent requires advice on parenting issues</li> <li>• Professionals are beginning to have some concerns around child's physical needs being met</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Some exposure to dangerous situations in home/ community Parental stresses starting to affect ability to ensure child's safety</li> </ul> <p><b>Emotional warmth</b></p> <ul style="list-style-type: none"> <li>• Inconsistent responses to child by parents</li> <li>• Able to develop other +ve relationships</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Spends much time alone</li> <li>• Child not exposed to new experiences</li> </ul> <p><b>Guidance &amp; Boundaries</b></p> <ul style="list-style-type: none"> <li>• Can behave in an anti-social way</li> <li>• Inconsistent boundaries offered</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Key relationships with family members not always kept up</li> <li>• May have different carers</li> <li>• Difficulties with attachments</li> </ul>	<p><b>Family &amp; Environment Factors</b></p> <p><b>Family History &amp; Functioning</b></p> <ul style="list-style-type: none"> <li>• Parents have some conflicts/ difficulty that can involve the children Experienced loss of significant adult</li> <li>• May look after younger siblings</li> <li>• Parent has health difficulties</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Some support from family/ friends</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Adequate/ poor housing</li> <li>• Family seeking asylum or refugees</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Wage earner has periods of no work</li> <li>• Parents have limited formal education • Parents stressed by unemployment</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Low income</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family may be new to the area</li> <li>• Some social exclusion problems</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Adequate universal resources but family may have access issues</li> </ul>
--	--	--

Appendix 2 - Reallocation of Full-Time Places

	a	b	c	d	e	f	g	h	i	j
School/Children Centre	Early Years Single Funding Formula (EYSFF) Deprivation Element £	Current Max	Reallocation Across Sectors Based on EYSFF Deprivation	Col c adjusted for 80% take-up	Col c adjusted for 85% take-up	Col c adjusted for 90% take-up	Hourly Funding per Col a	Hourly Funding per Col d	Minimum Funding Guarantee Implications of Col a and d	Net Funding Released
Alexandra Primary	10,561	20	6	4	3	1	89,148	53,489	6,223	29,437
Belmont Infant	10,885	-	6	4	3	1	-	8,915		-8,915
Bounds Green Infant	15,887	20	9	6	4	2	89,148	57,946	5,278	25,924
Broadwater Farm Primary	39,201	30	23	16	10	4	133,722	102,520	4,609	26,593
Bruce Grove Primary	33,551	-	20	14	9	3	-	31,202		-31,202
Campsbourne Infant	13,282	10	8	6	4	1	44,574	35,659	1,221	7,693
Coldfall Primary	2,629	10	2	1	1	-	44,574	24,516	3,584	16,475
Coleridge Primary	5,719	-	3	2	1	1	-	4,457		-4,457
Crowland Primary	18,794	30	11	8	5	2	133,722	84,691	8,389	40,643
Devonshire Hill Primary	26,820	50	16	11	7	3	222,870	135,951	15,084	71,835
Downhills Primary	21,998	-	13	9	6	2	-	20,058		-20,058

School/Children Centre	Early Years Single Funding Formula (EYSFF) Deprivation Element	Current Max	Reallocation Across Sectors Based on EYSFF Deprivation	Col c adjusted for 80% take-up	Col c adjusted for 85% take-up	Col c adjusted for 90% take-up	Hourly Funding per Col a	Hourly Funding per Col d	Minimum Funding Guarantee Implications of Col a and d	Net Funding Released
Earlham Primary	21,330	-	13	9	6	2	-	20,058		-20,058
Earlsmead Primary	26,311	-	16	11	7	3	-	24,516		-24,516
Ferry Lane Primary	18,999	-	11	8	5	2	-	17,830		-17,830
The Green CE Primary	19,276	20	11	8	5	2	89,148	62,404	4,333	22,412
Highgate Primary	3,689	10	2	1	1	-	44,574	24,516	3,584	16,475
Lancasterian Primary	53,663	-	32	23	14	6	-	51,260		-51,260
Lea Valley Primary	35,487	-	21	15	9	4	-	33,431		-33,431
Lordship Lane Primary	46,996	10	28	20	12	5	44,574	66,861		-22,287
Mulberry Primary	42,637	-	25	18	11	4	-	40,117		-40,117
Nightingale Primary	26,864	20	16	11	7	3	89,148	69,090	2,915	17,143
Noel Park Primary	36,803	15	22	16	10	4	66,861	69,090		-2,229
North Harringay Primary	23,660	10	14	10	6	2	44,574	44,574		0
Our Lady of Muswell RC Primary	5,188	-	3	2	1	1	-	4,457		-4,457

School/Children Centre	Early Years Single Funding Formula (EYSFF) Deprivation Element	Current Max	Reallocation Across Sectors Based on EYSFF Deprivation	Col c adjusted for 80% take-up	Col c adjusted for 85% take-up	Col c adjusted for 90% take-up	Hourly Funding per Col a	Hourly Funding per Col d	Minimum Funding Guarantee Implications of Col a and d	Net Funding Released
School/Children Centre										
Rhodes Avenue Primary	622	-	-	-	-	-	-	-	-	0
Risley Avenue Primary	51,078	20	30	21	13	5	89,148	91,377		-2,229
Rokesly Infant	7,887	-	5	4	2	1	-	8,915		-8,915
St.Aidan's Primary	4,842	10	3	2	1	1	44,574	26,744	3,111	14,718
St.Ann's CE Primary	15,173	25	9	6	4	2	111,435	69,090	7,306	35,040
St.Francis de Sales RC Infant	35,880	10	21	15	9	4	44,574	55,718		-11,144
St.Ignatius RC Primary	25,895	-	15	11	7	3	-	24,516		-24,516
St.James' CE Primary	461	-	-	-	-	-	-	-	-	0
St.John Vianney RC Primary	10,147	-	6	4	3	1	-	8,915		-8,915
St.Martin of Porres RC Primary	2,860	-	2	1	1	-	-	2,229		-2,229
St.Mary's CE Infant	20,960	-	12	8	5	2	-	17,830		-17,830
St.Mary's RC Infant	20,800	-	12	8	5	2	-	17,830		-17,830
St.Michael's CE Primary N6	923	-	1	1	-	-	-	2,229		-2,229

School/Children Centre	Early Years Single Funding Formula (EYSFF) Deprivation Element	Current Max	Reallocation Across Sectors Based on EYSFF Deprivation	Col c adjusted for 80% take-up	Col c adjusted for 85% take-up	Col c adjusted for 90% take-up	Hourly Funding per Col a	Hourly Funding per Col d	Minimum Funding Guarantee Implications of Col a and d	Net Funding Released
St.Michael's CE Primary N22			-	-	-	-	-	-	-	0
St.Paul's & All Hallows CE Infant	37,285	50	22	16	10	4	222,870	147,094	12,721	63,054
Seven Sisters Primary	28,455	20	17	12	7	3	89,148	71,318	2,443	15,387
South Harringay Infant	18,677	-	11	8	5	2	-	17,830		-17,830
Stamford Hill Primary	28,524	50	17	12	7	3	222,870	138,179	14,611	70,079
Stroud Green Primary	13,375	50	8	6	4	1	222,870	124,807	17,446	80,617
Tiverton Primary	21,445	40	13	9	6	2	178,296	109,206	11,973	57,117
Welbourne Primary	48,840	30	29	21	13	5	133,722	113,664	2,247	17,812
West Green Primary	16,257	-	10	7	4	2	-	15,601		-15,601
Weston Park Primary	3,597	-	2	1	1	-	-	2,229		-2,229
Nursery Class Total	974,210	560	576	406	254	101	2,496,144	2,152,924	127,076	216,144
Pembury	77,708	45	46	33	20	8	200,583	173,839	2,661	24,083
Rowland Hill	58,575	45	35	25	15	6	200,583	156,009	6,441	38,133





**Notes:**

Column a The allocation of deprivation in the 2011-12 Indicative Early Years Single Funding Formula  
Column b The current maximum number of full-time places, 675  
Column c The current maximum allocated pro-rata to Col a  
Column d - f The reduction in numbers to release funding for increase in part-time places (7)  
Column g Sum of hourly funding for existing maximum number  
Column h Sum of hourly funding for number in Column d  
Column i National Minimum Funding Guarantee that applies to the reduction in pupil numbers and funding. This is in addition to funding in Column h

- (1) Haringey's 3 year old population as determined by the Department for Education (DfE) for funding purposes
- (2) DfE's 90% target for 3 year old take-up
- (3) Current take-up of 3 year olds as determined in the January 2011 censuses.
- (4) Annual target of places taken to achieve percentage targets (6)
- (5) Current difference between actual and target take-up of 3 year old places
- (6) Current and target percentage take-up
- (7) Increase in places required to achieve percentage target
- (8) Places represented by Net Funding Released
- (9) Places available for central allocation.

