
Haringey Schools Forum

THURSDAY, 8TH DECEMBER, 2011 at 15:45 HRS FOR 16:00 HRS – HARINGEY PROFESSIONAL DEVELOPMENT CENTRE, DOWNHILLS PARK ROAD, TOTTENHAM, LONDON, N17 6AR

AGENDA

1. CHAIR'S WELCOME

2. MEMBERSHIP (PAGES 1 - 6)

Clerk to report on any vacancies or changes to the Membership of the Forum and to consider the position of Academy Membership.

3. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report.

4. DECLARATIONS OF INTEREST

Declarations are only required where an individual member of the Forum has a pecuniary interest in an item on the agenda.

5. MINUTES OF THE MEETING OF 22 SEPTEMBER 2011 (PAGES 7 - 14)

6. MATTERS ARISING

7. REVIEW OF FULL TIME NURSERY PLACES (PAGES 15 - 44)

To consult with the Schools Forum on proposed changes to the allocation of full-time places in nursery classes and schools.

8. 2012-13 BUDGET STRATEGY (PAGES 45 - 52)

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2012-13 and its allocation within the context of the Dedicated Schools Budget (DSB).

To seek the views of the Forum so that they can be made available to the Council's Cabinet when making their decisions on the overall 2012-13 budget.

9. SECTION 251 BENCHMARKING 2011-12 BUDGETS (PAGES 53 - 54)

To alert members to the DfE's benchmarking website.

10. MEETINGS AND WORKPLAN 2012-13 (PAGES 55 - 56)

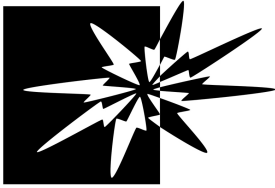
To discuss the proposed timetable of meetings and work plan for 2012/13

11. WORKING PARTY AND WORK PLAN UPDATE (VERBAL REPORT)

12. ANY OTHER URGENT BUSINESS

13. DATE OF NEXT MEETING

- 26 January 2012



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum – 8th December 2011

Agenda Item

2

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Membership of Schools Forum

**Authors: Carolyn Banks, Clerk to the Schools Forum Email:
 carolynbanks73@hotmail.com**

**Steve Worth, Finance Manager Schools Budget Email:
 Stephen.worth@haringey.gov.uk**

Purpose: To consider the position of Academy membership of the Forum

Recommendations:

1. That that the primary sector remains unchanged, the secondary sector lose one representative and the academy sector gain one.
2. That the Academy sector be requested to determine their election procedure including how the places will be split between governor representation and school staff.
3. That the required amendments be made to the Forum's Constitution as appropriate.

1. Academy Membership.

- 1.1. Attention has been drawn to the fact that currently one of the Secondary School Governor places under the Schools block is filled by a representative from Alexandra Park School. The Forum will be aware Alexandra Park has recently converted to an Academy and that Woodside School will be doing so soon.
- 1.2. Since the Forum's constitution states that Members of the Forum will cease to become members if they no longer occupy the office which they were nominated to represent, then the representative from Alexandra Park can no longer fill one of the places specifically for Secondary School Governors. They should however be considered for the place specifically for an Academy representative.
- 1.3. The School Forums Regulations 2010 state that an authority may determine the size and composition of their schools forum and the forum members' terms of office. With regard to Academy membership if there are any Academies in the authority's area, at least one Academies member must be elected or selected.
- 1.4. Schools members and Academies members must together comprise at least two thirds of the membership of the forum. Also primary schools, secondary schools and Academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered at them. Furthermore an authority may determine that the number of members representing schools in a particular school category must be broadly proportionate to the total number of schools in that category when compared with the total number of schools maintained by the authority. Appendix A shows an analysis of pupil numbers based on last January's Plasc for our schools and information supplied by Greig. Representatives from childrens centres and special schools have been excluded. Based on this there is a loss of one representative from secondary schools and a gain of one by the academy sector. Woodside's figures don't significantly alter the balance.
- 1.5. At present there are 34 members on the Schools Forum made up of 26 school members, an academy member and 7 non schools members. The 26 School Members represent 76% of the total, with 7 non school members representing 21% and 1 Academy member representing 3%. All term of office is 3 years, currently ending Sept 2012.
- 1.6. **Recommendation.**
 1. That that the primary sector remains unchanged, the secondary sector lose one representative and the academy sector gain one.

2. That the Academy sector be requested to determine their election procedure including how the places will be split between governor representation and school staff.
3. That the required amendments be made to the Forum's Constitution as appropriate.

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Alex & GCA		23		
			Heads	Govs
Primary	21258	14.04	7	7
Secondary	10923	7.21	4	3
Academies	<u>2646</u>	1.75	1	1
	34827	23	12	11

Alex, GCA & Woodside		23		
Primary	21258	14.04	7	7
Secondary	10085	6.66	4	3
Academies	<u>3484</u>	2.30	1	1
	34827	23	12	11

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**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 22 SEPTEMBER 2011**

Present: School Members

Headteachers:- Tony Hartney (Gladesmore) Jane Flynn (Alexandra Primary), Mike Claydon (Northumberland Park), Evelyn Pittman (Tetherdown), Will Warn (Bounds Green), Patrick Crozier (Highgate Wood)

Governors:- Liz Singleton (Secondary Community – Northumberland Park), Melian Mansfield (Children’s Centres (Pembury House), Sarah Crowe (Devonshire Hill), Asher Jacobsberg (Welbourne), Imogen Pennell (Highgate Wood), Vic Seeborun (Special), Miriam Ridge (Our Lady of Muswell), Laura Butterfield (Coldfall) Nathan Oparaeche (St Mary’s CE Junior), Jeffrey Renaud (Earlham)

Non- School Members

Tony Brockman (Haringey Teachers Panel), Susan Tudor- Hart, (EY Private and Voluntary Sector), Cllr Zena Brabazon, and Pat Forward (Unison)

In attendance: Councillor Lorna Reith, Neville Murton, Steve Worth and Carolyn Banks

MINUTE NO.	SUBJECT/DECISION	ACTION BY
1.	ELECTION OF CHAIR	
1.1	The Clerk reported that she had received nominations from Tony Brockman (TB) and Will Warn (WW) for the appointment of Tony Hartney (TH) as Chair of the Forum for the ensuing year. No other nominations were received. Accordingly Tony Hartney was appointed as Chair.	
1.2	The Clerk reported that she had received a nomination from Imogen Pennell (IP) seconded by Melian Mansfield(MM) for the appointment of Laura Butterfield as Vice – Chair. There were no other nominations received. Accordingly Laura Butterfield was appointed as Vice Chair.	
2.	CHAIR’S WELCOME (Agenda Item 2)	
2.1	The Chair welcomed everyone to the meeting. TH reported that this was TB’s last Forum meeting and he paid tribute to the contribution that TB had made both to this group and to Haringey over the years. Cllr Reith also thanked TB for his business like approach and management of the Forum and for the partnership work he had been involved with around Fair funding. Liz Singleton (LS) also praised him for his work in relation to equalities issues. In reply TB stated that he had enjoyed his work in Haringey since 1974. He also stated that Haringey’s Schools Forum was much more effective than many other Forums in the country. He thanked TH as his Vice Chair and Steve Worth (SW) and Neville Murton (NM) for their work in preparing papers and Haringey’s politicians for the good working relationships. Also he thanked all Headteachers and School Governing bodies that he had worked with and all members of the Forum were thanked for their contributions to the Forum.	

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THURSDAY 22 SEPTEMBER 2011**

2.2	A presentation was given to both Andrew Wickham (AW) and TB. SW stated that he had worked with (AW) since 1995. AW replied that although he had given his thanks at the previous meeting he wished to thank TB for all his hard work on behalf of Haringey's children.	
3.	MEMBERSHIP (Agenda Item 3)	
3.1	Following Andrew Wickham's retirement Evelyn Pittman had been appointed as the Primary Headteacher to the Forum. Linda Sarr was currently filling the outstanding Primary Headteacher vacancy. There were no further vacancies.	CB
4.	APOLOGIES AND SUBSTITUTE MEMBERS (Agenda Item 3)	
4.1	Apologies for absence were received from Peter Lewis, Mark Rowland. Alex Atherton.	
4.2	Bill Barker substituting for June Jarrett and Mike Claydon substituting for Monica Duncan	
5.	DECLARATION OF INTEREST (Agenda Item 4)	
5.1	There were no declarations of interest.	
6.	MINUTES OF MEETING HELD ON 14 JULY 2011 (Agenda Item 6)	
6.1	AGREED: The minutes of the meeting were agreed as a true record subject to the correction to the spelling of Asher Jacobsberg.	
7.	MATTERS ARISING	
7.1	8.3- In response to a request from Cllr Brabazon (ZB) for an update on funding for Stroud Green and for clarification as to why Treetops and Jamboree were closing, Cllr Reith advised that discussions were taking place with parents on the possibility of running Jamboree as a voluntary organisation. NM advised all centres had been treated equitably; the resources provided by the Forum for this year only had been distributed as agreed with Stroud Green receiving a share of the provision for extended services.	
7.2	8.1- In response to MM's request for details as to how the £522,000 transitional funding had been spent it was AGREED that a general report be provided on the provision allocated and spent on a school by school basis.	NM/BE
7.3	12.2- SW gave an update on electronic payments by schools. The Schools Budget Team was currently piloting with one school the BACs payment system with Lloyds Bank, which it was hoped would be rolled out to other schools. RM were also working with the Royal Bank of Scotland and Nat West banks. A development cost of £2000 per banking	

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	group had been quoted by RM for adapting the system for other banks.	
7.4	10.4 - In response to a request for an update NM advised that the subsidy provided by the Authority towards the cost of school meals for primary aged children would be considered as part of the budget strategy. Officers would be examining the subsidy to ascertain whether it was still a useful mechanism and options would be debated at the next meeting.	NM
8.	CONSULTATION ON SCHOOL FUNDING REFORM (Agenda Item 8) <i>report for consultation and views</i>	
8.1	SW gave a detailed presentation on the Government's consultation on school funding reform" proposals for a fairer system" The Forum noted that there were four criteria which would underpin the new funding formula.	
8.2	The consultation acknowledged that there would be a continuing role for Local Authorities and Schools Forum 8.3 It was noted that the document did not provide any exemplifications which meant that it was difficult to draw specific conclusions.	
8.3	The Government planned to run a "shadow settlement" in 2012-13 and would not implement any changes until 2013-14 at the earliest.	
8.4	The national formula for funding local authorities would comprise three main blocks of early years, high needs pupils and schools and a fourth smaller block for centrally retained services. All of these are currently part of the Dedicated Schools Grant (DSG). It was noted that although there would be some discretion to move money within the blocks there would also be pressure to allocate resources in line with the funding formula rather than target it at local priorities.	
8.5	NM stated that it was hoped that Haringey would benefit from the new formula particularly if a more appropriate Area Cost Adjustment was adopted.	
8.6	With regard to the national funding scheme the consultation sought preferences on whether to calculate a budget for each school based on its pupil profile and then aggregate these for each local authority, termed "school level" or to calculate a budget for each authority based on all pupils in the LA area, termed "local authority level"	
8.7	Details as to how the schools block would be derived both for local authorities and then, for schools in each LA area was to be considered as part of the consultation. Details of the factors that the proposed formula would contain were outlined. However some concern was expressed over any proposal which attempted to introduce standardised weighting between sectors because in Haringey the secondary weighting recognised class size of 27 and 20% contact ratios, and this could have significant effect on the overall weightings and therefore had the potential for turbulence in funding levels.	
8.8	The proposals were aimed at making the funding system more transparent and academy budgets easier to calculate, giving greater clarity as to who is responsible for what and how the funding is derived. Details of how the Local Authorities Central Spend Equivalent Grant would be calculated in the future were also outlined.	
8.9	With regard to children and young people who required a high level of support, defined as over £10,000 per year, the proposals had been	

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	designed to complement proposals in the Green Paper on Special Educational Needs and underpinned the Government's desire to create a level playing field for all providers of SEN places.	
8.10	Although the Early Years Single Funding Formula was a new development the DfE were considering introducing a more standardised, transparent and simpler formula but with an element of local discretion.	
8.11	With regard to the pupil premium the consultation revisited the criteria to be used in determining eligibility and only considered options involving free school meals although it did propose to expand coverage to those who have been eligible at any time over a given period i.e three (Ever 3) and six years (Ever 6) were both being considered. The Forum expressed their concerns that systems were not in place to track back six years and with Haringey's migrant population many deprived families may not fulfil this level of residency. Also the pupil premium was currently paid on a flat rate and did not take account of area cost adjustments or deprivation funding already in the system	
8.12	Options for the Area Cost Adjustment (ACA) were part of the consultation. The two being considered are the General Labour Market model and the Combined Approach (formerly called the Hybrid option) The latter was the one supported by Haringey's Campaign for Fair Funding and recognises the additional staffing costs faced by Haringey. The delay in implementing any changes to 2014/15 at the earliest meant that Haringey would be deprived of adequate funding for at least another year. The Forum felt that there was a need to keep a close eye on developments in this regard.	
8.13	The Forum gave detailed consideration to the draft response and made the following amendments/additions, which it was agreed that officers would recirculate for final comments before being sent to schools and submission to the DfE. It was also agreed that a covering letter be produced which set out key areas of concern and that this together with the consultation response be sent to the Minister and local MP's.	SW
	Draft response	
8.14	Q 4 This should be No as it should be delegated to the Schools Fora who should be trusted to make decisions in the best interests of pupils in their area.	
8.15	Q 10 The exclusive use of FSM as a measure of deprivation would build further inequality into the funding system as not every pupil from a deprived background was eligible for or will claim their eligibility. Also there was a particular issue of the transient population of many urban areas and this would not be taken into account.	
8.16	Q12 There were some concerns over the misinterpretation of this question. It was agreed that all primary schools with Year 6 or lower as the highest year-group should be eligible for the lump sum.	
8.17	Q15 The response should include concerns over the lack of information on the relative amounts to be distributed through the various blocks and	

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	<p>factors. It was essential that the allocations for deprivation and area costs adequately reflected the additional costs faced by local authorities and to that end area costs should be applied in all areas with staffing costs.</p>	
8.18	<p>Q16 The comments around EAL needed to be strengthened especially as there were significant additional costs placed on some authorities both by the substantial numbers and the turnover of pupils with EAL. This should be recognised as a major funding factor in targeting underachievement. Funding pupils for a limited number of years may be too simplistic as there was a need for a greater understanding of English as a child progressed through its school career. Support may therefore be required at each stage of schooling and should not be limited to primary age pupils. EAL as a factor may require the use of 'Stages of English Language Acquisition' to inform eligibility, without such an assessment this important factor would be a blunt instrument.</p>	
8.19	<p>Q24 Response changed to No with the comment that whatever approach is adopted it must not deter mainstream schools from taking pupils with special needs. In special schools the current system of fully funded places gives a necessary degree of protection for the high fixed costs they face. It also allows for the stability necessary in planning for integration with mainstream schools.</p>	
8.20	<p>Q29 In special schools the current system of fully funded places gives a necessary degree of protection for the high fixed costs they face. It also allows for the stability necessary in planning for integration with mainstream schools. A pragmatic approach needs to be taken to ensure efficient and good provision does not become financially unviable.</p>	
8.21	<p>Q40 Need to ensure that it reflects the views of locally knowledgeable people and uses supplements to target funding at local priorities; notably at improving the quality of early years provision in the borough and at deprivation. There was a need for freedom to implement a formula that targeted local problems and priorities enabled creative approaches that reflected the great diversities within and between local authorities. A prescriptive national formula would compromise such creativity.</p>	
8.22	<p>Q41 Haringey has placed significant emphasis on deprivation factor within our EYSFF. In part this reflected that nursery age pupils were not in receipt of Pupil Premium and that early intervention, over and above that contained in the reduced Early Intervention Grant, was crucial in narrowing the attainment gap. Such local decisions, informed by local knowledge, would be compromised by a prescriptive national funding formula. It was suggested that something simpler may be more effective</p>	
8.23	<p>Q48 Addition of comment that the guiding principle in responding to this consultation has been that trust should be placed in locally accountable</p>	

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	members of the Council and the Schools Forum. Local difficulties and local priorities are best treated at a local level.	
9.	REVIEW OF FULL TIME NURSERY PLACES (Agenda Item 9) <i>report for information/note</i>	
9.1	SW reported that an officer working group had been set up to examine future funding arrangements for nursery places. It was proposed that a draft policy would be developed and options for the redistribution of funds examined. They would also consider the impact of the Minimum Funding Guarantee on the scope for redistribution.	
9.2	Recommendations from the officer working group would be considered by the Forum, schools and early years settings. This would be followed by a recommendation to Cabinet with the intention that changes would be made to intakes from September 2012 which would be reflected in budget allocations from April 2012.	SW
9.3	ZB stated that the funding of free full time places in nursery classes had been an issue for the last ten years and that this matter had to be progressed quickly in order to be in place for the next academic year. She also stated that there should be a debate at the Forum regarding the principles.	
9.4	In response to a query from Will Warn as to whether there was a proposal to remove funding for all 3 year olds or to reallocate funded places MM advised that she would convene a meeting of the Early years School Funding Steering Group to discuss the options.	MM
9.5	It was AGREED that Maxine Pattison and Linda Sarr be appointed to the Early Years Single Funding Formula Working Party.	SW/MM
10.	WORKING PARTY AND WORK PLAN UPDATE	
10.1	<u>Area Cost Adjustment Working Party</u> NM advised that this Working Party had not met recently but that the response to the current consultation included consideration of the area cost adjustment methodology.	
10.2	<u>Best Value Working Party</u> It was agreed that this Working Party should be reconvened.	NM
10.3	Details of all Working Parties and their memberships to be provided to the Forum	NM/CB
11.	ANY OTHER URGENT BUSINESS	
	There was none.	
12.	DATE OF THE NEXT MEETING – 8 December 2011	
	The Chair thanked everyone for attending and closed the meeting.	

**MINUTES OF MEETING OF THE SCHOOLS FORUM
THURSDAY 22 SEPTEMBER 2011**

The meeting closed at 6.25 pm

TONY HARTNEY

Chair

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The Children and Young People's Service
Haringey Professional Development Centre,
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Tel: 020 8489 5000 Fax: 020 8489 5099
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Haringey Council

Date: 29.11.2011
Ref: Ros Cooke
Direct dial 0208 489 5052
email Ros.cooke@haringey.gov.uk

Dear Colleague

Please find a copy of our consultation document on the distribution and allocation of free full time nursery places, attached.

Within Haringey we have had an allocation of 675 funded full time places in maintained schools across the borough. However it is no longer clear what the reasons for some schools having places and others not has been or what eligibility criteria have been applied.

With the introduction of the 15 hour free entitlement for all 3 and 4 year olds to early education it was decided that there should be a review of the allocation and distribution of the funded full time places.

The Local Authority has a statutory duty to ensure that every child whose parents want it should be able to access a 15 hour free entitlement early education place. These are provided across the maintained and private, voluntary and independent sector in nursery classes, schools, private and independent schools and playgroups.

The Local Authority is presently funded by the government to provide 90% of 3 year old children with a 15 hour free entitlement place. However, currently within Haringey, we have take up of only 77%. The excess funding has been used to support the full time places in school nursery classes.

We are required and expect to improve take up of these places year on year until we reach 90%. As this happens we need to release funding from other


areas of the Schools Budget and propose that this comes from the non-statutory provision of full-time nursery places.

We are now asking for your opinion about our proposal which is contained within the attached consultation document on

- Principles for access and equity for the 15 hour free entitlement for 3 and 4 year olds
- The re-distribution of remaining full time funded places.

Please read the proposal and policy statement and then answer the questions returning the questionnaire to us by 9th January 2012.

With many thanks

A handwritten signature in black ink that reads "R. E. Cooke". The signature is written in a cursive style with a large initial 'R' and 'C'.

Ros Cooke
Head of Early Years

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 6th 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?			
Transition Arrangements				
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,
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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
 - o Children in care
 - o Children with CP plan
 - o 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.

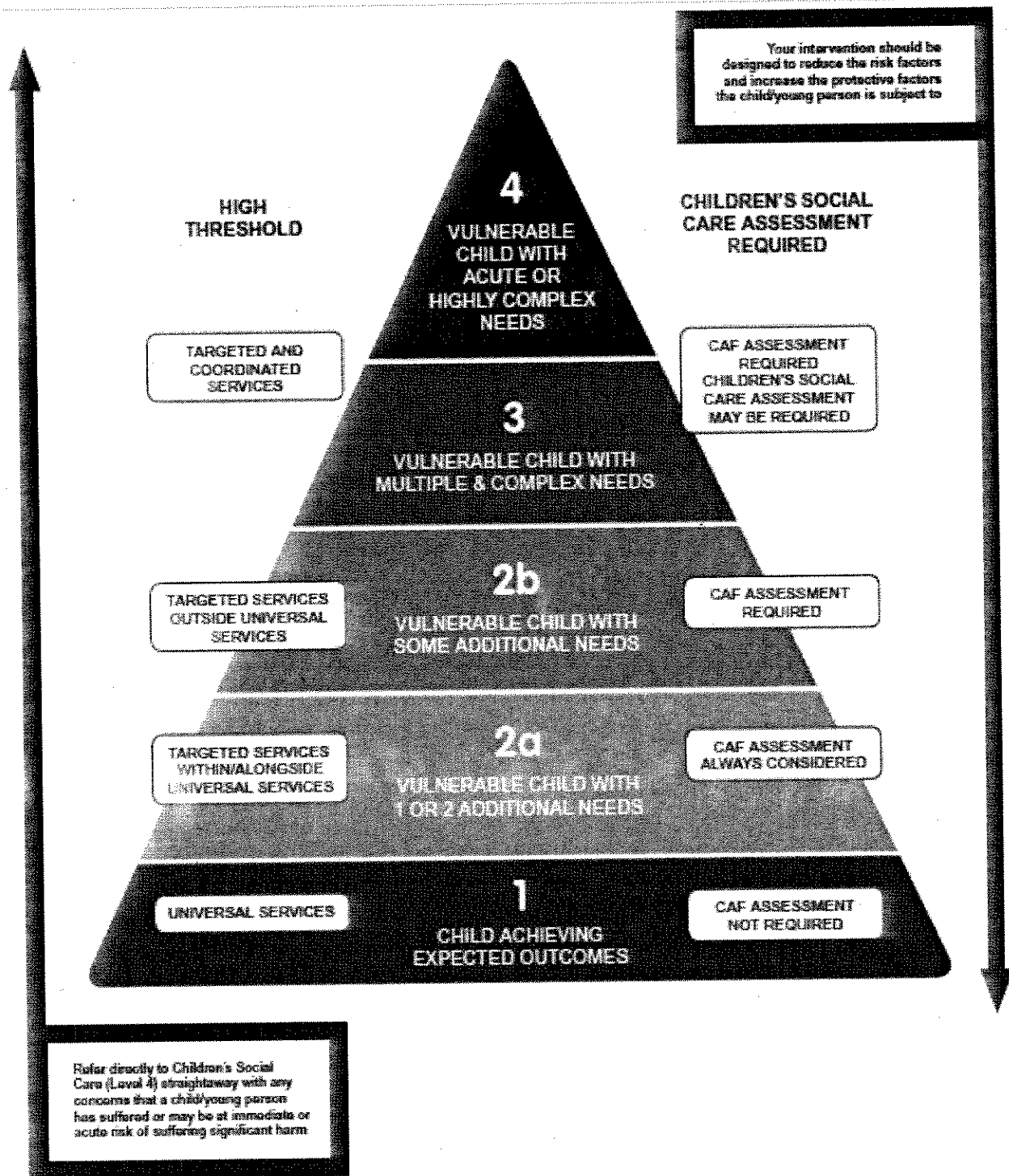
We will be working with schools to monitor access to the free entitlement; identifying gaps in provision in order to ensure that levels of provision meet

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>Health</p> <ul style="list-style-type: none"> o Has severe / chronic health problems o Persistent substance misuse, smoking o Developmental milestones unlikely to be met o Early teenage pregnancy o Serious mental health issues o Dental decay & no access to treatment o Sexual exploitation/ abuse <p>Education & Learning</p> <ul style="list-style-type: none"> o Is out of school o Permanently excluded from school or at risk of permanent exclusion o Has no access to leisure activities <p>Emotional & Behavioural Development</p> <ul style="list-style-type: none"> o Regularly involved in anti-social/ criminal activities o Puts self or others in danger – missing o Suffers from periods of depression o Self-harming or suicide attempts <p>Identity</p> <ul style="list-style-type: none"> o Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability o Is socially isolated & lacks appropriate role models o Alienates self from others <p>Family & Social Relationships</p> <ul style="list-style-type: none"> o Periods of being accommodated by Local Authority o Family breakdown related in some way to child's behavioural difficulties o Subject to physical, emotional or sexual abuse/ neglect o Is main carer for family member 	<p>Social Presentation</p> <ul style="list-style-type: none"> o Poor & inappropriate self-presentation <p>Self-care Skills</p> <ul style="list-style-type: none"> o Neglects to use self-care skills due to alternative priorities, e.g. substance misuse <p>Parent & Carer Factors</p> <p>Basic Care</p> <ul style="list-style-type: none"> o Parents unable to provide "good enough" parenting that is adequate & safe o Parents' mental health problems or substance misuse significantly affect care of child o Parents unable to care for previous children <p>Ensuring Safety</p> <ul style="list-style-type: none"> o There is an instability & violence in the home continually o Parents are involved in crime o Parents unable to keep child safe o Victim of crime <p>Emotional Warmth</p> <ul style="list-style-type: none"> o Parents inconsistent, highly critical or apathetic towards child <p>Stimulation</p> <ul style="list-style-type: none"> o No constructive leisure time or guided play <p>Guidance & Boundaries</p> <ul style="list-style-type: none"> o No effective boundaries set by parents Regularly behaves in an anti-social way in the neighbourhood <p>Stability</p> <ul style="list-style-type: none"> o Beyond parental control o Has no-one to care for him/ her 	<p>Family & Environment Factors</p> <p>Family History & Functioning</p> <ul style="list-style-type: none"> o Significant parental discord & persistent domestic violence o Poor relationships between siblings <p>Wider Family</p> <ul style="list-style-type: none"> o No effective support from extended family o Destructive/ unhelpful involvement from extended family <p>Housing</p> <ul style="list-style-type: none"> o Physical accommodation places child in danger <p>Employment</p> <ul style="list-style-type: none"> o Chronic unemployment that has severely affected parents' own identities o Family unable to gain employment due to significant lack of basic skills or long-term difficulties e.g. substance misuse <p>Income</p> <ul style="list-style-type: none"> o Extreme poverty/ debt impacting on ability to care for child <p>Family's Social Integration</p> <ul style="list-style-type: none"> o Family chronically socially excluded o No supportive network <p>Community Resources</p> <ul style="list-style-type: none"> o Poor quality services with long-term difficulties with accessing target populations
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Level 3: Vulnerable Child with Multiple and Complex Needs

Developmental needs of infant/child/ young person

<p>Health</p> <ul style="list-style-type: none"> o Concerns re: diet, hygiene, clothing o Has some chronic health problems o Missed routine & non-routine health appointments o Overweight/ underweight/ enuresis o Smokes, substance misuse o Developmental milestones are unlikely to be met o Some concerns around mental health <p>Education & Learning</p> <ul style="list-style-type: none"> o Identified learning needs & may have Statement of Special Ed. Needs Not achieving key stage benchmarks o Poor school attendance/ punctuality o Some fixed term exclusions o No interests/ skills displayed <p>Emotional & Behavioural Development</p> <ul style="list-style-type: none"> o Difficulty coping with anger, frustration & upset o Disruptive/ challenging behaviour o Cannot manage change o Unable to demonstrate empathy <p>Identity</p> <ul style="list-style-type: none"> o Subject to discrimination – racial, sexual or due to disabilities Demonstrates significantly low self-esteem in a range of situations <p>Family & Social Relationships</p> <ul style="list-style-type: none"> o Has lack of positive role models o Misses school or leisure activities o Peers also involved in challenging behaviour o Involved in conflicts with peers/ siblings o Regularly needed to care for another family member 	<p>Social Presentation</p> <ul style="list-style-type: none"> o Is provocative in behaviour/ appearance o Clothing is regularly unwashed o Hygiene problems <p>Self-care Skills</p> <ul style="list-style-type: none"> o Poor self-care for age – hygiene o Precociously able to care for self <p>Parent & Carer Factors</p> <p>Basic Care</p> <ul style="list-style-type: none"> o Difficult to engage parents with services o Parent is struggling to provide adequate care o Previously a LAC child o Professionals have serious concerns <p>Ensuring Safety</p> <ul style="list-style-type: none"> o Perceived to be a problem by parent o May be subject to neglect o Experiencing unsafe situations <p>Emotional Warmth</p> <ul style="list-style-type: none"> o Receives erratic/ inconsistent care o Care is often poor quality o Parental instability affects capacity to nurture o Has no other positive relationships <p>Stimulation</p> <ul style="list-style-type: none"> o Not receiving +ve stimulation – lack of new experiences or activities <p>Guidance & Boundaries</p> <ul style="list-style-type: none"> o Erratic/ inadequate guidance provided o Parent not a good role model by behaving in an antisocial way <p>Stability</p> <ul style="list-style-type: none"> o Has multiple carers o Has been a LAC child 	<p>Family & Environment Factors</p> <p>Family History & Functioning</p> <ul style="list-style-type: none"> o Incidents of domestic violence between parents o Acrimonious divorce/ separation o Family have serious physical & mental health difficulties <p>Wider Family</p> <ul style="list-style-type: none"> o Family has poor relationship with extended family/ little communication o Family is socially isolated <p>Housing</p> <ul style="list-style-type: none"> o Poor state of repair, temporary or overcrowded <p>Employment</p> <ul style="list-style-type: none"> o Parents stressed due to “overworking” or unemployment o Parents find it difficult to obtain employment due to poor basic skills <p>Income</p> <ul style="list-style-type: none"> o Serious debts/ poverty impact on ability to have basic needs met <p>Family's Social Integration</p> <ul style="list-style-type: none"> o Parents socially excluded o Lack of a support network <p>Community Resources</p> <ul style="list-style-type: none"> o Poor quality universal resources & access problems to these & targeted services
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Level 2: Vulnerable Child with Some Additional Needs

Development needs of child/ young person

<p>Health</p> <ul style="list-style-type: none"> o Defaulting on immunisations/ checks o Is susceptible to minor health problems o Slow in reaching developmental milestones o Minor concerns re diet/ hygiene/ clothing o Starting to default on health appointments <p>Education & Learning</p> <ul style="list-style-type: none"> o Have some identified learning needs that place him/ her on "School Action" or "School Action Plus" of the Code of Practice o Poor punctuality o Pattern of regular school absences o Not always engaged in learning, e.g. poor concentration, low motivation & interest o Not thought to be reaching educational potential o Reduced access to books/ toys <p>Emotional & Behavioural Development</p> <ul style="list-style-type: none"> o Some difficulties with peer group relationships & with some adults o Some evidence of inappropriate responses & actions o Can find managing change difficult o Starting to show difficulties expressing empathy <p>Identity</p> <ul style="list-style-type: none"> o Some insecurities around identity expressed, e.g. low self-esteem for learning o May experience bullying around 'difference' <p>Family & Social Relationships</p> <ul style="list-style-type: none"> o Some support from family & friends o Has some difficulties sustaining relationships 	<p>Social Presentation</p> <ul style="list-style-type: none"> o Can be over-friendly or withdrawn with strangers o Can be provocative in appearance & behaviour o Personal hygiene starting to be a problem <p>Self-care Skills</p> <ul style="list-style-type: none"> o Not always adequate self-care – poor hygiene o Slow to develop age appropriate self-care skills <p>Parent & Carer Factors</p> <p>Basic Care</p> <ul style="list-style-type: none"> o Parental engagement with services is poor o Parent requires advice on parenting issues o Professionals are beginning to have some concerns around child's physical needs being met <p>Ensuring Safety</p> <ul style="list-style-type: none"> o Some exposure to dangerous situations in home/ community <p>Parental stresses starting to affect ability to ensure child's safety</p> <p>Emotional warmth</p> <ul style="list-style-type: none"> o Inconsistent responses to child by parents o Able to develop other +ve relationships <p>Stimulation</p> <ul style="list-style-type: none"> o Spends much time alone o Child not exposed to new experiences <p>Guidance & Boundaries</p> <ul style="list-style-type: none"> o Can behave in an anti-social way o Inconsistent boundaries offered <p>Stability</p> <ul style="list-style-type: none"> o Key relationships with family members not always kept up o May have different carers o Difficulties with attachments 	<p>Family & Environment Factors</p> <p>Family History & Functioning</p> <ul style="list-style-type: none"> o Parents have some conflicts/ difficulty that can involve the children o Experienced loss of significant adult o May look after younger siblings o Parent has health difficulties <p>Wider Family</p> <ul style="list-style-type: none"> o Some support from family/ friends <p>Housing</p> <ul style="list-style-type: none"> o Adequate/ poor housing o Family seeking asylum or refugees <p>Employment</p> <ul style="list-style-type: none"> o Wage earner has periods of no work o Parents have limited formal education o Parents stressed by unemployment <p>Income</p> <ul style="list-style-type: none"> o Low income <p>Family's Social Integration</p> <ul style="list-style-type: none"> o Family may be new to the area o Some social exclusion problems <p>Community Resources</p> <ul style="list-style-type: none"> o Adequate universal resources but family may have access issues
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Appendix B - 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	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 Cols a and d	Net Funding Released
School/Children Centre										
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										0
Rhodes Avenue Primary	622	-	-	-	-	-	-	-	-	-
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 Cols 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

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 Cols a and d	Net Funding Released
Woodlands Park	29,056	25	17	12	7	3	111,435	82,462	4,471	24,502
Nursery School Total	165,339	115	98	70	42	17	512,601	412,310	13,573	86,719
(1) 3 Yr Old Population	3,601									
(2) 90% Target	3,241									
(3) Current Number of Places Taken	2,773									
(4) Annual Target										
(5) Current Gap	468									
(6) Percentage of 3 Year Population Covered		77%								
(7) Required Increase in Places				107	288	468				
(8) Places for Funding Released										136
(9) Balance of Places for Centrally Retained Places										28

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

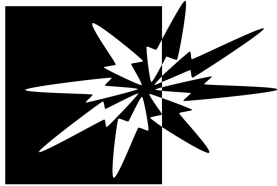
Reallocation of Full-Time Places

Appendix B

a	b	c	d	e	f	g	h	i	j
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 Cols a and d	Net Funding Released
School/Children Centre									
Alexandra Primary	20	6	4	4	3	89,148	53,489	6,223	29,437
Beimont Infant	-	6	4	4	3	-	8,915	-	-8,915
Bounds Green Infant	20	9	6	6	4	89,148	57,946	5,278	25,924
Broadwater Farm Primary	30	23	16	16	10	133,722	102,520	4,609	26,593
Bruce Grove Primary	-	20	14	14	9	-	31,202	-	-31,202
Campsbourne Infant	10	8	6	6	4	44,574	35,659	1,221	7,693
Coldfall Primary	10	2	1	1	1	44,574	24,516	3,584	16,475
Coleridge Primary	-	3	2	2	1	-	4,457	-	-4,457
Crowland Primary	30	11	8	8	5	133,722	84,691	8,389	40,643
Devonshire Hill Primary	50	16	11	11	7	222,870	135,951	15,084	71,835
Downhills Primary	-	13	9	9	6	-	20,058	-	-20,058
Earlham Primary	-	13	9	9	6	-	20,058	-	-20,058
Earlsmead Primary	-	16	11	11	7	-	24,516	-	-24,516
Ferry Lane Primary	-	11	8	8	5	-	17,830	-	-17,830
The Green CE Primary	20	11	8	8	5	89,148	62,404	4,333	22,412
Highgate Primary	10	2	1	1	1	44,574	24,516	3,584	16,475
Lancasterian Primary	-	32	23	23	14	-	51,260	-	-51,260
Lea Valley Primary	-	21	15	15	9	-	33,431	-	-33,431
Lordship Lane Primary	10	28	20	20	12	44,574	66,861	-	-22,287
Mulberry Primary	-	25	18	18	11	-	40,117	-	-40,117
Nightingale Primary	20	16	11	11	7	89,148	69,090	2,915	17,143
Noel Park Primary	15	22	16	16	10	66,861	69,090	-	-2,229
North Harringay Primary	10	14	10	10	6	44,574	44,574	-	0
Our Lady of Muswell RC Primary	-	3	2	2	1	-	4,457	-	-4,457
Rhodes Avenue Primary	-	622	-	-	-	-	-	-	0
Risley Avenue Primary	20	30	21	21	13	89,148	91,377	-	-2,229
Rokesly Infant	-	5	4	4	2	-	8,915	-	-8,915
St Aidan's Primary	10	3	2	2	1	44,574	26,744	3,111	14,718
St Ann's CE Primary	25	9	6	6	4	111,435	69,090	7,306	35,040
St Francis de Sales RC Infant	10	21	15	15	9	44,574	55,718	-	-11,144
St Ignatius RC Primary	-	15	11	11	7	-	24,516	-	-24,516
St James' CE Primary	-	461	-	-	-	-	-	-	0
St John Vianney RC Primary	-	6	4	4	3	-	8,915	-	-8,915
St Martin of Porres RC Primary	-	2	1	1	1	-	2,229	-	-2,229
St Mary's CE Infant	-	12	8	8	5	-	17,830	-	-17,830
St Mary's RC Infant	-	12	8	8	5	-	17,830	-	-17,830
St Michael's CE Primary N6	-	1	1	1	-	-	2,229	-	-2,229
St Michael's CE Primary N22	-	-	-	-	-	-	-	-	0
St Paul's & All Hallows CE Infant	50	22	16	16	10	222,870	147,094	12,721	63,054
Seven Sisters Primary	20	17	12	12	7	89,148	71,318	2,443	15,387
South Harringay Infant	-	11	8	8	5	-	17,830	-	-17,830
Stamford Hill Primary	50	17	12	12	7	222,870	138,179	14,611	70,079
Stroud Green Primary	50	8	6	6	4	222,870	124,807	17,446	80,617
Tiverton Primary	40	13	9	9	6	178,296	109,206	11,973	57,117
Welbourne Primary	30	29	21	21	13	133,722	113,664	2,247	17,812
West Green Primary	-	10	7	7	4	-	15,601	-	-15,601
Weston Park Primary	-	2	1	1	1	-	2,229	-	-2,229

a	b	c	d	e	f	g	h	i	j
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	Net Funding Released
School/Children Centre Nursery Class Total	974,210	576	406	254	101	2,496,144	2,152,924	127,076	216,144
Pembury	77,708	46	33	20	8	200,583	173,839	2,661	24,063
Rowland Hill	58,575	35	25	15	6	200,583	156,009	6,441	38,133
Woodlands Park	29,056	17	12	7	3	111,435	82,462	4,471	24,502
Nursery School Total	165,339	98	70	42	17	512,601	412,310	13,573	86,719
	1,139,549	674	476	296	118	3,008,745	2,565,234	140,649	302,863
(1) 3 Yr Old Population	3,601								
(2) 80% Target	3,241								
(3) Current Number of Places Taken	2,773								
(4) Annual Target			2,881	3,061	3,241				
(5) Current Gap	468								
(6) Percentage of 3 Year Population Covered	77%		80%	85%	90%				
(7) Required Increase in Places			107	288	468				
(8) Places for Funding Released									136
(9) Balance of Places for Centrally Retained Places									28

Notes:
 The allocation of places are rounded to whole numbers.
 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 (?)
 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) It is proposed (paragraph 15) that the balance of places be retained to provide responsive, targeted places for the most vulnerable children through the year.



Haringey Council

The Children's Service

**Agenda Item
8**

Report Status

For information/note
 For consultation & views
 For decision

Report to Haringey Schools Forum – 8 December 2011

Report Title: 2012-13 Budget Strategy

Authors:

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Steve Worth – Finance Manager (Schools Budget)
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Purpose:

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2012-13 and its allocation within the context of the Dedicated Schools Budget (DSB).

To seek the views of the Forum so that they can be made available to the Council's Cabinet when making their decisions on the overall 2012-13 budget.

Recommendations:

- (i) The Forum are asked to note the indicative DSG for 2012-13 at £208.503m. (Para 2.2)
- (ii) The Forum are asked to agree the continuation of the treatment in respect of targeted and universal grants adopted in 2011-12. (Paras 3.2.1 and 3.2.2)
- (iii) The Forum are asked to agree support for the Music Service in 2012-13 through a DSG subsidy of £167,724. (Para 3.3)
- (iv) The Forum are asked to note the proposal to add the resources provided for extended services in 2011-12 to headroom in 2012-13. (Para 3.4)
- (v) The Forum are asked to note the change in arrangements for the pupil premium at new schools. (Para 4.1)
- (vi) In the light of the proposed national changes to schools funding the Forum

- is asked to agree to the continuation of the formula change in respect of Haringey VI Form agreed in 2011-12. (Para 4.2)
- (vii) The Forum is asked to agree to consult on the proposal for the treatment of bulge classes in 2012-13. (Para 4.3)
 - (viii) The views of the Forum are sought in respect of the treatment of paid meal subsidies and the former School Lunch Grant through the school meals factor. (Para 4.4)
 - (ix) The Forum is asked to agree to consult on the proposal to change the basis of the premises factor. (Para 4.5)
 - (x) The views of the Forum are sought in respect of the creation of a small secondary schools factor and to agree to consult on that basis if necessary. (Para 4.6)
 - (xi) The Forum are asked to agree to the continuation of funding for additional places at the ILC and Heartlands Resource Unit (Para 5.1)
 - (xii) The Forum are asked to note the pressures on the centrally retained element of the DSB in respect of: LACSEG, the educational component of LAC and school specific contingencies. (Paras 6.2 – 6.4)
 - (xiii) The Forum are asked to agree that the pressures set out in recommendation (xii) are met from a combination of resources reallocated within central expenditure and the relevant proportion of any pupil number increases. (Para 6.5)
 - (xiv) The Forum are asked to note that any breach of the CEL will be the subject of a specific separate report (Para 6.5)
 - (xv) The Forum are asked to agree the approach in respect of centrally retained contingencies set out in paragraphs 6.6.1 – 6.6.3
 - (xvi) The Forum are asked to note the achievement of the 16% target for resources distributed by deprivation measures. (Para 7.1.1)
 - (xvii) The Forum are asked to agree not to implement a negative MFG in 2012-13 unless insufficient resources are available to meet cost pressures in the ISB. (Para 7.1.2)
 - (xviii) The Forum is asked to agree that any remaining headroom available following the above recommendations should be delegated to schools via Key Stage Funding Units including the hourly rates applicable to the Early Years Single Funding Formula and planned places (Para 7.1.3)

1. Background and Introduction.

- 1.1. The Dedicated Schools Grant (DSG) is a ring-fenced government grant that must be used in support of the Dedicated Schools Budget (DSB). The latter covers both funding delegated to governing bodies and retained funding used for pupil focused central services such as special needs placements and pupil support centres. As well as the DSG the DSB also includes funding for pupils aged 16+ from the Young People's Learning Agency (YPLA) and the Pupil Premium.
- 1.2. In 2011-12 the DSG was increased to include funding previously channelled through various Standards Fund grants and the Schools Standards Grant.
- 1.3. The DfE have consulted on a major proposal to change the methodology for allocating funding to local authorities and schools. The proposals were reported to the Forum on 22 September 2011 and a joint response with the Council was agreed and sent. The outcome of the consultation has not yet been announced but the consultation made it clear that any changes would not be introduced until 2013-14 at the earliest.
- 1.4. The DfE has also consulted on interim funding arrangements for academies proposals for revising the arrangements for calculating the Local Authority Central Services Equivalent Grant (LACSEG) and the outcome of this is also outstanding.

2. Finance Settlement 2012-13.

- 2.1. The financial settlement for 2012-13 will follow the same pattern as in 2011-12 (i.e. the spend plus methodology) with a single Guaranteed Unit of Funding multiplied by the number of pupils recorded in the various pupil censuses in January.
- 2.2. The Guaranteed Unit of Funding (GUF) in 2011-12 was £6,306.81 and will continue at this level in 2012-13. This represents a standstill at cash levels although clearly the effect of inflation means that, for this element of the budget, schools will experience a real terms decrease in their funding in 2012-13. On the basis of the final 2011-12 pupil numbers and the GUF above the estimated DSG for 2012-13 will be set at **£208.503m**.
- 2.3. Pupil numbers are expected to be higher than in January 2011 but for the purposes of this report those for January 2011 will be used. The views of the Forum on the use of any higher DSG, after allowing for variable pupil led costs will be sought as part of this report.
- 2.4. This report will set out in overall terms the current issues and the proposed strategy for the Schools Budget for 2012-13 an updated report will be presented to the next meeting of the Forum on 26th January 2012.

- 2.5. The Pupil Premium was introduced in 2011-12, initially providing £430 per pupil eligible for Free School Meals (FSM) in the January census. In year this was increased to £488 per pupil. In last year's financial settlement the national total was set to double in 2012-13. It is possible that the methodology will also change to bring pupils who have been eligible for FSM within a given period into the eligibility criteria.

3. Reconsiderations.

- 3.1. In 2011-12 the majority of the Standards Funds and Grants were incorporated within the DSG. The Forum agreed the following approaches.
- 3.2. Delegated Grants. Forum agreed two methods depending on whether the grants were 'universal' or 'targeted'.
- 3.2.1. Universal Grants. Forum agreed to provide to schools a lump sum equivalent to the 2010-11 allocation of universal grants reduced by 1.5% to reflect the negative Minimum Funding Guarantee (MFG). In light of the forthcoming national changes to school funding it is recommended that this approach continues.
- 3.2.2. Targeted Grants. For 2011-12 Forum endorsed the recommendation to add the relevant sum to headroom because the strong indication from the government's approach in subsuming these grants into the DSG is that these should no longer be targeted. However, in practice schools in receipt of these various streams will continue to receive protection for their 2010-11 cash amounts through the MFG. Forum agreed to review this position for future years. Given the forthcoming national changes it is recommended that the same approach is continued for 2012-13.
- 3.3. Music Service. Uncertainty over the continuation of the Music Education Grant (MEG) led the Forum to agree 'That the service should be wholly or partly funded from headroom as appropriate.' The Music Education Grant did continue but at a lower rate, leaving a shortfall of £126.6K to be made up from DSG. We have now received details of the Music Grant for 2012-13 and the contribution required in 2012-13 to make up the shortfall is £167,724; the view of the Forum is sought on whether the DSG funding subsidy for the Music Service should continue.
- 3.4. Transitional Funding for Extended Provision. A one-off allocation of £0.522m was made to enable schools to take on the running of breakfast and after school clubs. For the future, the costs are expected to be met from parental contributions. This sum will therefore not be required and it is recommended that this be added to headroom.

4. Formula Changes

- 4.1. Heartlands Pupil Premium. The Forum agreed to provide an additional lump sum for Heartlands because the Pupil Premium did not recognise the disadvantage to new schools of using the January count to determine

allocations. This anomaly has now been rectified by the DfE and so a specific lump sum will no longer be required.

- 4.2. Haringey Sixth Form Centre. The Forum agreed an increase to the Centre's lump sum pending a wider review of Haringey's Schools Funding Formula and in particular funding for Special Units. The local review has been overtaken by the recent consultation proposing a national review and potentially a national Funding Formula and, in the light of this, it is recommended that the changes agreed last year continue pending the outcome of the government's consultation on a national funding formula.
- 4.3. Protection for Bulge Classes. The Council has approached several schools to expand to by a 'bulge' class to accommodate the increase in reception age children. It cannot be guaranteed that the bulge class will remain full and the current arrangements in KS1 only provide for an average of 24 pupils in a year group, providing 'ghost' funding where numbers fall below the minimum. This could disadvantage schools that have agreed to a bulge class and require the diversion of existing resources to support the new class. We are therefore recommending that for bulge classes in KS1 'ghost' funding is applied to ensure that the new class is funded for a minimum of 24 pupils.
- 4.4. Catering. The Council provides £283k as a subsidy of £0.22 per meal for paid primary school meals. In addition, the Forum agreed for 2011-12 to retain funding of £140k equivalent to the former Schools Lunch Grant to provide a further subsidy of £0.12 for primary schools who abide by the Council's recommended charge to parents. The view of the Forum is sought on whether these subsidies should continue.
- 4.5. Premises. All mainstream schools are receiving funding through a general premises factor. This is based 50% on floor area, 25% on building suitability and 25% on building condition. The condition and suitability factors were brought in on the recommendation of the Audit Commission at a time when condition and suitability were regularly reviewed. Such reviews are not now undertaken regularly and the Forum's view is sought on whether we should revert to an allocation based only on floor area. Although this issue affects all schools it is most pressing in respect of the secondary sector following BSF where it is clear that the historic surveys do not reflect the impact of BSF works on building condition or suitability.
- 4.6. Small Secondary School Protection. We have previously identified concerns with the financial viability of secondary schools where they are 'small'; this has tended to be in respect of new schools where numbers build up over time and the problem works itself through the system. In those cases we have recognised the inefficiency through an enhancement to the Minimum Basic Allocation (MBA) that tapers out as numbers grow.
- 4.7. More recently we seen evidence of schools being unable to deal with falls in pupil numbers that are so significant they create a small school and, despite taking action to reduce costs, significant deficits are evident. It is clear that, if the authority wishes to retain such schools, it will need to make provision within

the formula to support the financial inefficiencies that exist for small secondary schools and the Forum's views are sought in respect of the creation of a small school factor which operates in both the situation of a new and growing school as well as a secondary school which is small for other reasons.

5. The Individual Schools Budget (ISB).

- 5.1. The two Inclusive Learning Campuses (ILCs) and the new Resource Unit at Heartlands opened in September 2011. Part of the headroom created last year was used for the phased expansion in planned places in 2011-12 and, on a similar basis, resources are sought for 2012-13; an update on the required resource will be provided to the Forum in January.
- 5.2. Deprivation Funding. The Forum will recall that it had set itself a target of distributing 16% of funding to schools via Deprivation mechanisms. Following the decision of the Forum in 2011-12 to direct headroom generated by applying the Minimum Funding Guarantee (MFG) towards deprivation measures, the target has now been achieved.
- 5.3. As a result the Forum has a number of options available to it in respect of the MFG and headroom which are considered further below.

6. Centrally Retained DSB 2012-13

- 6.1. There are a number of issues relevant to the centrally retained elements of the DSB and, in order to maximise resources for schools and avoid breaching the Central Expenditure Limit (CEL) the Council will endeavour to manage these increase without any transfer of resources from the ISB to fund these pressures; if this does not prove possible the Forum will be alerted in their January report and specific agreement would be sought.
- 6.2. Implications of Academies. The Authority now has two schools that have chosen to convert to Academy status. The financial implications for 2012-13 are that funding equivalent to the school budget shares will be recouped from the DSG plus Local Authority Central Spend Equivalent Grant (LACSEG) of approximately £0.53m.
 - 6.2.1. The amount of LACSEG identified above represents the formulaic calculated reduction in the cost of central services (as opposed to costs that can actually be saved). The speed at which Haringey can reduce relevant costs within the centrally retained DSB will depend on a number of issues including whether economies can be made from delivering services to fewer schools and the Authority's ability to continue to provide services to Academies under trading arrangements.
- 6.3. Placements Budget. The number of Looked After Children (LAC) has risen steadily over the last few years and as part of that increase the number of children placed in residential accommodation outside of the borough, in which there is an educational component has also risen. Complex placements which contain elements of care relating to either health or the Special Educational

Needs (SEN) of those children are generally the subject of joint funding agreements.

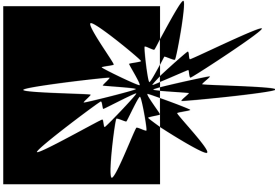
- 6.4. The SEN component is charged against the DSB (and the NHS contribute to the Health component) however, it is now apparent that the educational component, which is provided as part of the placement as opposed to being met through a maintained school, has grown to such an extent that it cannot continue to be met from the Council's placement budget. This is classed as 'Education other than at School' and the Council is seeking to identify the estimated cost in 2012-13 and charge it to the centrally retained element of the DSB.
- 6.5. As these costs will be met from the centrally retained element of the DSB achieving this will be dependent upon making savings or from the centrally retained proportion of the estimated increase in pupil numbers (para 2.3); it is also dependent on not breaching the CEL.
- 6.6. Contingencies are part of the Centrally Retained DSB although they do, in reality, benefit schools. The views of the Forum are sought on the following issues relating to contingencies.
 - 6.6.1. It has been the practice to retain a contingency to cover in year transfers of pupils with special educational needs and new statements issued in year. As the number of pupils with SEN who will form the call on this budget are not currently known, any necessary adjustments for 2012-13 will be reported to the Forum in January.
 - 6.6.2. The Forum agreed to set aside a contingency of £450k for the pressure of new places in 2011-12 (bulge classes). Places in 2011-12 have not been fully resolved but it is anticipated that funding in the order of £383k will be required. Given the continuing pressure on places a similar contingency is requested for 2012-13.
 - 6.6.3. A Contingency for Schools in Financial Difficulties of £250k has been set aside for several years. Members are asked to endorse its continuation.

7. Headroom 2012-13

- 7.1. The Forum's view on the options for allocating any headroom is sought.
 - 7.1.1. In 2011-12 the Forum agreed to apply the negative MFG to most factors in the funding formula. This created headroom that was used to fund the increase in places at the ILCs and Heartlands and create a contingency for bulge classes. The remaining headroom was then redistributed through AEN factors enabling the Council's target of 16% to be reached.
 - 7.1.2. Given the target will be reached, we anticipate that the only current need for additional headroom will be for the expansion in planned places (para 5.1.1). Taking into account that the resources previously applied in support of the extended services will not be needed in 2012-13 (and will therefore also be added to headroom) the Council is of the view that it will only be necessary

to implement the negative MFG should there be insufficient headroom generated through higher pupil numbers and the use of the extended schools funding.

- 7.1.3. It follows from this that any remaining headroom will be distributed using the Key Stage funding mechanisms. The Forum is asked to endorse this approach.



Haringey Council

The Children's Service

Agenda Item
9

Report Status

For information/note
 For consultation & views
 For decision

Report to Haringey Schools Forum – Thursday 8th December 2011.

Report Title: Section 251 Benchmarking – 2011-12 Budgets

Authors:

Steve Worth, Finance Manager (Schools Budget)

Telephone: 020 8489 3708
 Stephen.worth@haringey.gov.uk

Email:

Purpose:

To alert members to the DfE's benchmarking web-site

Recommendations:

1. Members are asked to note the report.

1. Background and Introduction.

1.1. This is a regular report to inform members of the publication of benchmarking tables of planned local authority expenditure. The DfE use the annual return known as the S251 Budget Statement to provide comparative data so that Local Authorities (LAs) and Schools Fora can compare planned expenditure per capita (in most cases per pupil).

1.2. The tables were published in mid-September and allow comparison at gross and net planned spend per capita plus additional information. They can be found at:

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/a00197971/benchmarking-2011-12>

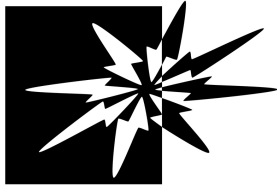
1.3. Any benchmarking table needs to come with a health warning, for instance different LAs will interpret regulations differently and methods of allocating costs such as overheads will vary.

1.4. An additional health warning is needed for the Additional Information site. There were significant changes between 2010-11 and 2011-12, in particular the statutory requirement to introduce the Early Years Single Funding Formula and the mainstreaming of most Standards Funds and Grants. In many instances this has distorted the data and significantly reduced the value of this table.

1.5. An extract from the net per capita table for London authorities is attached. To make the attachment manageable not all columns have been shown; I have concentrated on those that relate to the Schools Budget and related item and have excluded columns that were mostly zeros or small numbers. The full tables can be accessed at the above web address.

2. Recommendation.

2. Members are asked to note the report.



Haringey Council

The Children's Service

**Agenda Item
10**

Report Status

For information/note
 For consultation & views
 For decision

Report to Haringey Schools Forum – Thursday 8th December 2011

Report Title: Meetings and Work Plan 2012-13

Authors:

Steve Worth, Finance Manager (Schools Budget)

Telephone: 020 8489 3708

Email: Stephen.worth@haringey.gov.uk

Purpose:

To discuss the proposed timetable of meetings and work plan for 2012-13.

Recommendations: That members approve the proposed timetable and work plan.

1. Proposed Meeting and Work Plan February 2012 to February 2013

The following table sets out proposed dates and reports for meetings. Meetings will be 15.45 for 16.00 starts unless otherwise stated.

Proposed Date	Proposed Reports
Provisional 23 rd February 2012	School Budget 2012-13
	Haringey Scheme for Financing Schools
	National consultation on DSG formula changes
	Update from working parties (standing item)
24 th May 2012	Arrangements for the use of pupil referral units and the education of children otherwise than at school
	Update on DSG consultation.
	Arrangements for insurance
	Update from working parties (standing item)
5 th July 2012	Arrangements for free school meals
	Update from working parties (standing item)
	Final Dedicated Schools Grant allocation.
	Election procedures for Chair
	Update on DSG consultation.
	School Outturn and Surplus Balances
27 th September 2012	Update on DSG Consultation
	Election of Chair and Vice Chair
	Update from working parties (standing item)
	Section 52 benchmarking 2012-13 budgets and 2010-11 outturn
6 th December 2012	Update on DSG Consultation
	Arrangements for the education of pupils with special educational needs
	Schools Forum Budget
	Update from working parties (standing item)
	Schools Budget 2013/14
24 th January 2013	Update on DSG Consultation
	Schools Budget 2013/14
	Update from working parties (standing item)
	Forward Plan
	Arrangements for early years education
21 st February 2013	School Budget 2013-14
	Update from working parties (standing item)