
Haringey Schools Forum

THURSDAY 4 DECEMBER 2014 AT 15:45 HRS FOR 16:00 HRS PDC– HARINGEY PROFESSIONAL DEVELOPMENT CENTRE, DOWNHILLS PARK ROAD, TOTTENHAM, LONDON, N17 6AR

AGENDA

1. CHAIR'S WELCOME

2. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report

3. DECLARATIONS OF INTEREST

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

4. MINUTES OF THE MEETINGS OF 23 OCTOBER 2014 (PAGES 1 - 6)

5. MATTERS ARISING

6. TRADE UNION REPRESENTATION BUDGET (PAGES 7 - 12)

To inform members of recent developments in trade union representation in schools and to propose a course of action to provide for the costs in 2014-15.

7. THE EARLY YEARS FUNDING BLOCK (PAGES 13 - 26)

To inform Schools Forum members of the funding of the Early Years Block in 2014-15 and projections for 2015-16.

8. DEDICATED SCHOOLS BUDGET STRATEGY 2015/16 (PAGES 27 - 70)

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2015-16 and its allocation within the context of the Dedicated Schools Budget (DSB).

To introduce the Schools Block budgets that the Council will seek permission to retain in 2015-16 and those it will seek permission to de-delegate. A decision on these will be sought at this and subsequent meetings of the Forum.

9. FEEDBACK FROM WORKING PARTIES: (VERBAL)

- High Needs
- Early Years

10. WORK PLAN 2014/15 (PAGES 71 - 74)

To inform the Forum of the proposed work plan for 2014-15 and provide members with an opportunity to add additional items.

11. ANY OTHER URGENT BUSINESS

12. DATE OF FUTURE MEETINGS

- 15 January 2015
- 25 February 2015
- 21 May 2015
- 8 July 2015

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 23 OCTOBER 2014**

Schools Members:

Headteachers: **Special (1)** - *Martin Doyle (Riverside),
Children's Centres (1) - *Julie Vaggers (Rowland Hill),
Primary (7) *Dawn Ferdinand (A)(The Willow), *Fran Hargrove (St Mary's CE), *Will Wawn (Bounds Green) *Cal Shaw (Chestnuts), *Julie D'Abreu (Devonshire Hill), Nic Hunt(A) (Weston Park) *James Lane(St Francis de Sales)
Secondary (2) Helen Anthony (A) (Fortismere), *Tony Hartney (Gladesmore),
Primary Academy (1) Sharon Easton (St Paul's and All Hallows),
Secondary Academies (2) Elma McElligott (A) (Heartlands), Michael McKenzie (A) (Alexandra Park)

Governors: **Special (1)** * Michael Connah
Children's Centres (1) *Melian Mansfield (Pembury)
Primary (7) Miriam Ridge (Our Lady of Muswell), Asher Jacobsberg (A) (Welbourne), *Louis Fisher (Earlsmead), *Laura Butterfield (Coldfall), *Andreas Adamides,(Stamford Hill), 2 vacancies
Secondary (3) *Liz Singleton (Northumberland Park),* Imogen Pennell (Highgate Wood), Keith Embleton (Hornsey)
Primary Academy (1) *Liza Sheikh Wali
Secondary Academy (1) *Marianne McCarthy (Heartlands),

Non School Members:- **Non – Executive Councillor** -Cllr Opoku(A)
Professional Association Representative - Vacancy
Trade Union Representative -Pat Forward
14-19 Partnership - June Jarrett (A)
Early Years Providers - *Susan Tudor-Hart
Faith Schools - Mark Rowland
Pupil Referral Unit – Gordon McEwan (A)

Observers:- **Cabinet Member for CYPS** (*Cllr Ann Waters)

Also attending: Steve Worth, Finance Manager (Schools and Learning)
Carolyn Banks, Clerk to Forum
Jon Abbey, Assistant Director, Schools and Learning
Katherine Heffernan, Head of Finance (CCAPS)
Paul Smith, Interim Head of Schools HR
Ngozi Anufoyu, Early Years Commissioning Manager
Lucy Vaughan, Project Manager,
Charlotte Levey, National Management Trainee
Wendy Sagar, Consultant

- * Members present
- A Apologies given

TONY HARTNEY IN THE CHAIR

MINUTE NO.	SUBJECT/DECISION	ACTION BY
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**MINUTES OF MEETING OF THE SCHOOLS FORUM
THURSDAY 23 OCTOBER 2014**

1	CHAIR'S WELCOME The Chair, welcomed everyone to the meeting.	
2.	APOLOGIES AND SUBSTITUTE MEMBERS	
2.1	Apologies for absence received from Nic Hunt, Gordon McEwan, Asher Jacobsberg, June Jarrett, Mike McKenzie, Helen Anthony, Cllr Opoku and Elma McElligott,	
	The Clerk advised that Simon Garrill had resigned and Elma McElligott had been appointed as a Secondary Academy Headteacher representative. Sharon Easton had been appointed as the Primary Academy Headteacher representative.	
2.2	There were no substitute members for this meeting.	
3	DECLARATION OF INTEREST (Agenda Item 3) There were no declarations.	
4	MINUTES OF MEETINGS HELD ON 3 JULY 2014	
4.1	The minutes of the meetings held on 3 July 2014 were agreed as a correct record, subject to the correct spelling of Laura Butterfield's name.	
5.	MATTERS ARISING	
	28 February – SW advised that an item on overheads would be included within the budget strategy report to the Forum meeting in December.	
	7.8 – SW informed the Forum that the Panel to consider the allocations from contingency for schools in financial difficulty would shortly be convened.	
6.	UPDATE ON EARLY HELP AND PROPOSALS FOR RELATED EXPENDITURE	
6.1	NA provided the Forum with a report and presentation in respect of proposals for Early Help linking to Family support and the LAC Residential Placements and the development of an Early Help Strategy. It was hoped that there would be a strong focus on the family and early intervention designed to enable sustainable family cohesion, equipping families to deal better with future needs.	
6.2	It was expected that there would be full engagement and cooperation of partners and this would lead to fewer families being in need of social care provision. NA explained that the aim was that there would be strong partnerships working together to enable families to be self resilient, achieving better outcomes for children and young people. It was noted that there was some to work to do around ensuring that there was a skilled workforce in place. The Forum also noted that it could mean that the offer could vary across the borough. There was also work to be done around engaging with the community and ensuring that the offer was what families would want.	
6.3	An Early Help Partnership Board has been established, which included Forum members including STH representing the PVI sector. This board had taken ownership of the draft strategy. Also an Early Help pathway	

**MINUTES OF MEETING OF THE SCHOOLS FORUM
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	was being developed, with six early years co-ordinators recruited to deliver advice and guidance to agencies across the pathway and ensure better access to coordinated support Furthermore Family Support Services across the Council has been integrated into a single Early Help team, allowing a single point of access to a full range of dedicated family support.	
6.4	There was currently four Early Help Forums in operation, based in the Network learning community localities with the remaining two to be established in November 2014. These Forums engaged with a range of stakeholders facilitating multi agency work around children and families with more complex needs, who did not reach the threshold for social care.	
6.5	The Forum noted that there would be a further report to the next meeting in respect of the combined allocation from the Schools and High Needs Blocks to support the early help team and in respect of the allocation for the LAC Residential Placements budget.	
6.6	In response to a query it was noted that narrowing the gap could relate to a number of areas including health, housing, well being etc. Consequently it was important to establish action priorities.	
6.7	WW asked for clarification around the cost of Early Help team and the request for £1.35m from the Schools and High needs block and whether any monies would come from the general fund. He also asked for more details as to what the money would be spent on. NA advised that the initial first step was to move to an integrated team and to ascertain how support from the universal offer within the mainstream setting worked. It was then hoped that at a later date there would be benefits from economies of scale, with the prevention of duplication of work.	
6.8	With regard to the timescales for an operational plan JA advised that it was necessary to put in the building blocks first, to ensure that the right people were engaged, to carefully determine resources, involve schools in planning and in due course, which was probably 3 -4 year away it was hoped that there would be financial savings. The Forum would receive regular reports on progress.	
6.9	In response to JV's concern over the lack of any mention of children's centres, NA advised that it was more about health visiting as a type of service rather than being built around a centre model. JV felt that there had been some pioneering work undertaken around integration in children's centres which could inform this work. JA confirmed whilst that children's centres needed to be included it was important to look across all services and to be forward thinking.	
6.10	NA advised that there was work to do around CAMS in respect of a redesign and working on a commissioning framework. NA also provided clarity around Priority 3 (Sustaining resilience for children, young people and families) stating that the concept was to look at how in the first instance to support families to become resilient and prevent dependency. JA advised that an early help offer had to be in place and there had to be an assessment of impact. A redesign of the offer was crucial and a number of proposals were currently being explored. The Forum noted that they would receive regular updates.	
6.11	In response to a query around the use of CAMS tiers the forum noted this system was not being recommended for use.	
6.12	The Forum AGREED to note the proposals and that there would be a	NA

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	further report on the Early help pathway, model and offer to future meetings.	
7.	DEDICATED SCHOOLS BUDGET STRATEGY	
7.1	In advance of a further report to the December meeting the Forum received an outline of the proposed DSB strategy. It was noted that with the increasing emphasis on schools as commissioners and with an incremental increase in funding delegated to schools or devolved to NLC's, the Council would be able to restructure its service offer to ensure that only the highest quality services were traded.	
7.2	For the schools block of the DSB no changes were likely to be proposed to the local funding formula in 2015/16, other than the creation of an In Year Fair access panel budget from within the High Needs Block for late admissions to Year 11. There was some concern expressed as to why this should come from the already over pressurised block. SW explained the money would not affect this block; at present secondary schools were asked to contribute every year, but the proposals would mean effectively a top slicing of funds through a central streamlined budget. It was noted that this affected around 30- 40 pupils admitted after the October census per year. Further details around size would also be presented in respect of the retention of the growth fund. De -delegation would be sought for the schools in financial difficulty and for support to underachieving ethnic minority groups.	
7.3	With regard to centrally retained budgets the Forum would be asked to retain funding, but for some areas this would be at a lower level than in 2014/15, and there was a likelihood of further reductions in 2016/17 and 2017/18.	
7.4	There was pressure on the early years block to find savings in the long term to fund the £6 per hour rate for 2 year olds, which exceeded the £5.28 received per hour. Whilst the Forum would be asked at the next meeting to approve the retention of the current central budgets, work was continuing on full time places from September 2015, childcare subsidy, and three and four year old funding formula. The next meeting would also receive an update on the projected outcome for the High Needs block and it was noted that the High Needs block working party would be reconvened to consider prior to the next meeting.	SW
7.5	Clarification was sought around the role of the school as a commissioner, which would mean that schools would have the money in their budgets and be able to purchase services from the Council. Consequently the Local Authority was seeking to ensure that their services were of high quality to be attractive to schools.	
8.	TRADED SERVICES TO SCHOOLS	
8.1	LV informed the Forum that the offer of traded services was part of a programme started last year. In line with other Councils a review of the suitability and structure of services to schools was being undertaken. It was noted that the Council having agreed to invest in a traded model was currently exploring delivery vehicles for the services. The objective was to provide high quality support to schools to meet their requirements and to	

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	assess the potential for setting up a new delivery model to support traded activity and increase the involvement of schools. With these proposals schools would become commissioners for services.	
8.2	It was important for the Local Authority to have a good understanding of schools requirements and for schools to be clear in their understanding of what they would be buying into. To assist with this an outline offer was being developed which highlighted what was currently provided by the DSG allocation and what the traded offer would provide. Details of the next stage of the process were noted. A more detailed report would be presented to the next meeting. The Forum also noted that a programme Board was being set up to oversee delivery. The Forum also noted that the proposals had been presented to some Headteachers through the NLC's and three Headteachers were involved providing critical challenge and support.	LV
8.3	In response to questions it was noted that prices would be competitive and subject to benchmarking, with evidence as necessary being provided. It was therefore important that there was sufficient clarity over what was provided as part of the core offer and what was offered as a traded service.	
8.4	Some concern was expressed that there could be a loss of expertise in the event of people with schools experience and expertise being replaced with corporate people.	
8.5	JA confirmed that the proposals were not about making money but providing a good service for schools, The alternative to the traded offer would be for the LA to only provide the statutory services and to signpost for other services. In response to a further comment JA stated that he was happy for governor representation to be included on the Programme Board.	
9.	UPDATE ON THE DELIVERY OF THE TWO YEAR OLD PROGRAMME IN HARINGEY AND BUDGET PROJECTIONS FOR 2014-2019	
9.1	NA updated the Forum on progress on the delivery of the two year old programme. An overview of the programme was provided together with a revised profile of the budget and projected expenditure for the financial years 2014 to 2019. The Forum was also reminded of the budgetary pressures envisaged in meeting the £6 per hour funding rate which would create budgetary pressures from 2018/19 on an annual basis.	
9.2	The Forum noted that the DfE were satisfied with the planned number of places set to increase to 846 by the end of December 2014. It was also hoped that there would be around 1100 children taking up places by January 2015, this was attributed to the work being undertaken with childcare providers to develop two year old early years free entitlement places. It was therefore pleasing to note that the anticipated shortfall would not happen until 2018/19.	
10.	WORK PLAN 2014/15	
10.1	The proposed workplan for 2014/15 was noted	
11.	ANY OTHER URGENT BUSINESS None	
12.	DATE OF FUTURE MEETINGS • 4 December 2014	

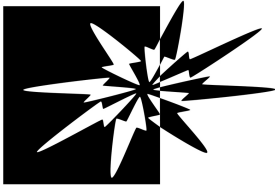
**MINUTES OF MEETING OF THE SCHOOLS FORUM
THURSDAY 23 OCTOBER 2014**

	<ul style="list-style-type: none">• 15 January 2015• 25 February 2015• 21 May 2015• 8 July 2015	
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The meeting closed at 5.20 pm

TONY HARTNEY

CHAIR



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum – Thursday 4th December 2014.

**Agenda Item
6**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: Trade Union Representation Budget.

Authors:

Steve Worth – Finance Manager (Schools Budget)
 Contact: 0208 489 3708 Email: Stephen.worth@haringey.gov.uk

Purpose:

To inform members of recent developments in trade union representation in schools and to propose a course of action to provide for the costs in 2014-15.

Recommendations:

That members endorse the use of surplus capacity in the Growth Fund in meeting the 2014-15 costs for trades union facilities time.

1. Introduction.

- 1.1. In the budget setting for 2014-15 Forum decided not to de-delegate budgets for trade union representation. Issues have arisen from this and from concerns raised by both schools managers and trade unions this subsequently led to a dispute.
- 1.2. Productive talks took place at ACAS Headquarters on Monday 17th November, between Schools Forum and trade union representatives leading to significant agreement on key points of trade union representation and to an agreed protocol (see attached).
- 1.3. As a consequence, the NUT agreed to recommend to members in schools affected by strikes and ballots that these be suspended. This was agreed.
- 1.4. The representatives of the Schools Forum also agreed to recommend to that body a funding arrangement which will, if adopted, bring an end to the dispute with recognised trade unions.
- 1.5. In reaching an agreement a commitment was given to seek the Forum's agreement to fund the trade union facility time for the current SLA, until April 2015 – therefore eliminating the need for schools to sign up to an SLA for the current financial year. The Forum's agreement would also be sought to de-delegate this budget

2. Proposals.

- 2.1. The 2014-15 Dedicated Schools Grant was fully allocated; the centrally retained element included £1.5m for the Growth Fund. The use of this fund will be reported to Schools Forum on 15 January but it will not be fully used. There will therefore be a balance on the centrally retained DSG.
- 2.2. Any underspend in the Growth Fund would normally be rolled forward to the next financial year and allocated through the Schools Funding Formula. However, it is proposed that this balance be used in the first instance to cover trade union representation costs in 2014-15. If Forum members endorse this approach a more detailed report on the funding of trade union representation for 2014-15 together with a proposal to de-delegate the funding for representation in 2015-16 will be brought to the next meeting of the Forum.

AGREED PROTOCOL.

Employment Relations Protocol for Teaching Associations/ Unions and Support staff unions

Introduction

Good employment relations are the cornerstone of managing change and people successfully in any organisation. This protocol sets out the principles for communications and engagement between stakeholders involved in running our schools. The aim is to secure a good education for our children and young people and to provide good working conditions for staff.

This protocol is not designed to replace the industrial relations frameworks and time off agreements that are already in place but they do supplement them.

Principles for engagement

Relevant stakeholders to this protocol recognise that effective employment relations takes place in an atmosphere of mutual respect for the professional expertise and a recognition and understanding of the various responsibilities, of those involved.

It is important for managers to have positive working relationships with employees, based on good communications. It is at this basic level that many issues are raised and resolved informally, without the need to invoke formal procedures. Employee representatives provide an additional channel for employees to communicate with managers, and vice versa.

Employee representatives should improve understanding, lead to better decision making and improve employment relations. Representatives should help to develop trust and cooperation, improve the quality of decisions and encourage employees to feel more responsible for the performance of a school, helping to understand and manage change.

To this end all stakeholders agree that any level of communication and engagement must be conducted in a way that is relevant and necessary, accurate and factual, fair and balanced, and not offensive in any way. Communication and engagement should be conducted using appropriate communication lines and recognise the relevant hierarchies involved before considering escalation of an issue to a different stakeholder.

Stakeholder roles

In adhering to the principles it is important for each stakeholder to this protocol to understand the respective roles and accountabilities that each party plays. More information is provided in the appendix to this protocol but the key roles of head teachers and unions are summarised below.

Trade unions are independent bodies certified by a statutory independent committee. Unions have a number of legal rights under statute/ employment law as follows:

- disclosure of information by the employer for collective bargaining purposes, including hours, pay and benefits information; policies on recruitment, redeployment, training, equalities, appraisal, health & safety; numbers employed by grade, department, location, age; financial cost structures.
- reasonable time off, with pay, for union officials to carry out union duties concerned with negotiations on terms and conditions of employment; engagement, non engagement, termination, suspension of workers; allocation of work or duties; matters of discipline or grievance.
- reasonable time off, with pay, for union reps to undergo training in aspects of industrial relations relevant to carrying out their trade union duties.
- consultation prior to redundancy
- consultation prior to business transfers (TUPE)

Note – the law provides workers with the right to be accompanied at disciplinary related hearings or grievance hearings. The worker may choose a companion or a trade union official to accompany him/her. The worker chooses the companion and the union chooses its officials. The employer has no right to choose who the particular companion or union rep is.

Head teachers have responsibility for managing the school including developing policy, goals and objectives for the adoption by the school governors. Head teachers are also responsible for providing detailed plans, procedures, schedules and specifications for daily operations in the school and actions to be taken by school staff.

Action for Complaints

CONCERNS RAISED BY A HEADTEACHER

Level one – Informal Process

Where the headteacher has a concern over the conduct of a borough level union representative when acting in his or her capacity as a trade union representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. By agreement, the parties may contact a paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

Where the headteacher has a concern over the conduct of a school based union representative when acting in his or her capacity as a trade union representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. That school based representative may choose to be accompanied to the meeting by a trade union colleague.

All meetings will take place as soon as possible.

Level two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the headteacher will refer the concern to the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a paid official of the trade union. The official will meet with a designated Governor to reach a formal resolution. That meeting may be attended by the headteacher and elected trade union official. The resolution could include by agreement (but is not limited to):

- (i) mediation, including involvement of an external mediator;
- (ii) a recommendation as to the future conduct of the trade union representative;
- (iii) a recommendation as to the future management of issues arising between the headteacher and the trade union representative;
- (iv) no further action taken.

CONCERNS RAISED BY A TRADE UNION REPRESENTATIVE

Level one – Informal Process

Where a borough level or school based union representative has a concern over the conduct of a headteacher or a governor, which has arisen out of relations with that trade union, then as a first step this will be raised with the headteacher or governor to discuss. By agreement, the parties may contact a

paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

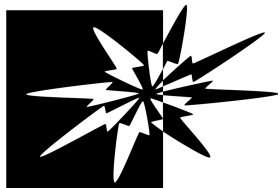
All meetings will take place as soon as possible.

Level two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the trade union representative will refer the concern to the full time official at a regional level, who, if appropriate will liaise with the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a designated governor. The governor will meet with a paid trade union official to reach a formal resolution. That meeting may be attended by the headteacher and the trade union representative. The resolution could include by agreement (but is not limited to):

- (i) mediation, including involvement of an external mediator;
- (ii) a recommendation as to the future conduct of the headteacher;
- (iii) a recommendation as to the future management of issues arising between the trade union representative and the headteacher (or his or her representative);
- (iv) no further action taken.

This protocol will be reviewed in 12 months from 17/11/14.



Haringey Council

The Children and Young People's Service

Agenda Item

7

Report Status

For information/note
 For consultation & views
 For decision

Report to Haringey Schools Forum – 4th December 2014

Report Title: The Early Years Funding Block.

Authors:

Ngozi Anuforo, Early Years Commissioning Manager
 Contact 020 8489 Email: ngozi.anuforo@haringey.gov.uk

Purpose: To inform Schools Forum members of the funding of the Early Years Block in 2014-15 and projections for 2015-16.

Recommendations:

1. That Schools Forum notes the profiled funding for the Early Years Block in 2014-15;
2. That Schools Forum notes the indicative funding for the Early Years Block in 2015-16;
3. That Schools Forum endorses the proposed allocation of the Early Years Block for 2015/16

1. Introduction

- 1.1 The purpose of this paper is to provide an overview for Schools Forum of current funding and projections for the Early Years Block contained within Haringey's Dedicated Schools Grant Allocation, outlining in detail how the proposals for use of the Early Years Block are intended to support improvements in outcomes for children.
- 1.2 It is a requirement of the School and Early Years Finance Regulations that the Schools Forum agrees proposals for the use of DSG funding, including centrally retained budgets

2. Background

- 2.1 The Dedicated Schools Grant (DSG) is split into three notional blocks: the Schools Block for years Reception to 11; the High Needs Block for Special Educational Needs (SEN), outside of delegated budgets, and Alternative Provision (AP); and the Early Years Block (EYB), which is the subject of this paper.

3. The Vision for Early Years in Haringey

- 3.1 The provision of good quality early education and childcare places across the borough underpins our ambitions for all children and young people to look ahead to adulthood having developed a sense of responsibility, independence and self determination.
- 3.2 Evidence suggests that by giving children a quality pre-school experience, we can support their all round development; particularly cognitive and social skills development. We recognise that the early years are the foundation for the development of confident, resilient and able learners and therefore, there is a clear focus on narrowing the gap between our most disadvantaged children and all other children.
- 3.3 A fundamental part of our strategic approach in Haringey is to ensure that all young children, regardless of circumstance or where they live within the borough, are able to access the opportunities and support they need to develop well and become confident learners by the time they reach statutory school age.
- 3.4 Proposals for the use of the Early Years Block within DSG are shaped by both statutory requirements derived from the Childcare Act 2006 and the strategic aims of Haringey Council as set out in its Corporate Plan.
- 3.5 A key priority for the Council over the next three years is improving opportunities to thrive for children from conception to five and achieving better outcomes for children, young people and families through the development and implementation of our Early Help strategy. The vision

for Early Help is held jointly with partners and reflected in Haringey's Corporate Plan.

"We will work together to ensure that every child in Haringey will have the very best start in life , through world class education and delivering the best outcomes for our children, young people and families which are sustainable and designed around their needs"

The Early Help Partnership Board will provide a steer for the development of early help strategy in Haringey over the next three years and be accountable for the implementation of the strategy and delivery plan. Membership of the Board includes Schools Forum, early years settings, schools, health providers, the police, the Clinical Commissioning Group (CCG), the voluntary and community sectors and the Council.

3.6 Our approach to the delivery of improved outcomes for the children begins in the early years and will be informed by an early help strategy that will provide a framework for delivering the following outcomes:

- Improved family and community resilience
- Thriving children, young people and families
- Strong partnerships, making effective use of resources

3.7 It is intended that the use of the three DSG funding blocks is underpinned by Haringey's overarching strategic aim for children and young people and the strategic priorities set out below:

- Delivering prevention and early intervention to reduce escalation of need
- Increasing equity of access to quality provision for all children young people and families
- Improving and sustaining resilience amongst children. Young people and families
- Developing the workforce to be more confident and empowered practitioners
- Enhancing access to, and coordination of, integrated services

It is worth noting that funding for the family support team which is part of the early help service in the Council is funded from the Schools and High Needs Blocks and not by the Early Years Block.

3.8 Within an overall strategic framework for school improvement, our early years quality improvement approach focuses on improving the quality across all providers of early education and childcare so more children benefit from access to good quality provision.

3.9 An important part of this approach is to build greater collaboration across the sector as part of a drive to increase knowledge and skills amongst

practitioners and maximise their impact on improved outcomes for children.

4. Early Years Block Funding 2014-15 and proposals for 2015-16.

- 4.1 The Early Years Block helps to meet its statutory duties under the Childcare Act 2006 which includes funding the free early education entitlement for all three and four year olds from the term after their third birthday and the free entitlement for eligible two year olds.

The total amount of funding within this block is determined by two elements, which generate the funding set out in the table below.

The elements in 2014-15 are:

- (i) The Full Time Equivalent (FTE) number of three and four year olds recorded in the January censuses multiplied by £5,345.46. The number funded in 2014-15 was 2,423 FTE this represents 4,038 children at an equivalent hourly rate of £5.6268

Both the January census preceding the start of the financial year and the January census during the financial year are used to determine the DSG, with any resulting adjustments being made to the allocation.

- (ii) The target number of two years olds funded by DfE at £5.28 per hour, the total allocation is £5.048m.

4.2 Early Years Block Funding 2014-15

Element	Number of Children	Funding Rate per Hour £	£000
3 and 4* Year Olds	4,038	5.6268	12,952
2 Year Olds		5.2831	5,048
Total In Year			18,000
Estimated DSG Uplift Jan 15			127.1
Funding B/F			544.7
			18,671.8

*Only refers to 4 year olds in PVI settings and not those in reception classes in schools. Does not include in-year adjustments expected for January 2014 census numbers

4.3 Estimated Early Years Block Funding 2015-16

4.3.1 It is anticipated that future year DSG settlements will be based on the following two elements.

Projected Early Years Block Funding 2015-16

Element	Number of Children	Funding Rate per Hour £	£000
3 and 4 Year Olds	*4,290	5.6268	13,760
2 Year Olds	1,700	5.2831	5,119
Total			18,879

*4,290 is the number required to achieve the target of 94% take up over a four year period.'

4.4 We would expect recommendations for the use of Early Years Block Funding from 2015-16 onwards to be informed by Haringey's Early Help Strategy and shaped by the strategic work to transform our early years and improve quality, equity and access for children across Haringey.

5. Application of Early Years Block Funding in 2014-15.

5.1 The Schools Forum in February 2014 agreed to maintain the centrally retained budgets set out below. The application of the funding is set out in **Table 1**.

Table 1: Breakdown of Early Years Block Funding 2014-15

Budget Area	Budget
3 and 4 Year Old Formula Funding	£000
Children Centres(Formula Allocation)	530.8
Nursery Schools (Formula Allocation)	1,711
Nursery Classes (Formula Allocation)	5,903.4
PVIs (Formula Allocation)	3,709.3
2013-14 Claw back (Schools Only)	(155.0)
Sub-total	11,699.5
2 Year Olds	
Place and child led funding	5,048
Sub-total	5,048
Centrally Retained Budgets	
Childcare Subsidy	1,557.0
Early Years Team	260.0
De-delegated services	91.4

Overheads	15.9
Sub-total	1,924.3
Total	18671.8

6. Use of the Early Years Block Funding

- 6.1 Free entitlement places offer each eligible child 15 hours per week of early education, up to a maximum of 570 hours per year.
- 6.2 The estimated populations of 2, 3 and 4 year olds in Haringey for 2011 are shown in the table below.

Table 2: Haringey's population numbers for 2, 3 and 4 year olds*

	2 year olds	3 year olds	4 year olds
Haringey	3,603	3,573	3,383

*Source: 2011 Census

- 6.3 In 2013, DfE increased the expected participation rate for 3 year olds to **94%**. This represents a 10 % increase on current levels of participation in the borough and will mean ensuring that a further **355** 3 year old children are taking up a part-time place.

7. Delivery of the three and four year old free entitlement

- 7.1 In 2014, Haringey's participation rate of 84% represented a total of 3,001 3 year old children taking up a place during the, 2013-14 academic year. To meet the DfE target of 94%, we are working towards increasing our 3 year old participation on the following trajectory.

Census Year	Academic Year	Participation rate target	Number of children participating	Increase in numbers of children
2015	2014-15	86%	3072	71
2016	2015-16	90%	3214	142
2017	2016-17	94%	3356	142
2018	2017-18	96%	3427	71

- 7.2 The current profile of take up for Haringey's three and four year olds can be broken down as follows;

Table 4: Comparative summary of take up rates for 3 & 4 year olds

Benefitting from the free entitlement	2010	2011	2012	2013	2014
Haringey 3 year olds	76%	80%	82%	84%	84%
Haringey 4 year olds	92%	89%	95%	95%	95%
Haringey 3 & 4 year olds	83%	84%	88%	90%	90%
England for 3 & 4 years olds	94%	94%	95%	96%	97%
London for 3 & 4 years olds	88%	88%	90%	91%	90%

8. Development and delivery of the Two Year Old Free Entitlement programme in Haringey

- 8.1 All local authorities have a statutory duty to provide 15 hours per week of free early education for all eligible two year olds. Eligibility is limited to those children:
- whose parents would be eligible to claim for Free School Meals (FSM) 'Looked A
 - who are deemed to be 'Looked after Children'.
 - whose families receive Working Tax Credit and have annual gross earnings of no more than £16,190 a year
 - receiving a current statement of SEN or an education, health and care plan
 - attracting Disability Living Allowance
 - leaving care through special guardianship or through an adoption or residence order

DfE estimate that in Haringey, 1790 children will be eligible from September 2014. This figure is adjusted on a regular basis and the expectation is that take up is likely to be 80% of all those eligible; approximately 1432 children.

- 8.2 The DSG Early Years Block funding for the Two Year Old Free Entitlement in 2014-15 comprises:
- £5.048 million revenue funding for statutory place provision
- 8.3 From April 2015, DfE will be funding the two year old programme through the Dedicated Schools Grant (DSG) on a participation-led basis, in line with the current funding arrangements for the universal three and four year old 15 hours per week free entitlement. Take up levels by January 2015 will need to be high in order to mitigate against potential reductions in future levels of DSG Early Years Block funding.

- 8.4 Current delivery of the two year old programme has highlighted some key challenges for Haringey in meeting DfE's expectations including;
- Ensuring there are sufficient good quality places to meet our statutory responsibilities;
 - Ensuring high levels of participation in the programme over the next two years. We will need to continue our brokerage role and strengthen early help pathways into the programme to ensure that children, particularly those facing the most disadvantage, are enabled to take up the place they are eligible for and parents are supported to place their children in an appropriate setting.
 - Maintaining a funding formula that is able to encourage provider participation, secure and increasing number of places and be sustainable within the agreed financial settlement in order to maximise the number of children able to take up their free entitlement.

9. Discretionary use of DSG Early Years Block Funding 2014-15 and Proposed discretionary use of Early Years Block Funding 2015-16

- 9.1 In addition to meeting the funding requirements of the free entitlements, Early Years Block funding in Haringey has been allocated to the following in 2014-15;

9.1.1 Early Years Single Funding Formula (EYSFF) Elements
Total allocated: £1,774m

There are currently a number of supplements (deprivation, flexibility and quality) added to the basic part-time hourly funding rate. The only statutory requirement is a supplement for deprivation which accounts for £1.307m of this figure.

It is not anticipated that the costs of these elements will change for 2015-16.

9.1.2 Full time places provision in 2014-15 for three and four year olds

Total allocated: £0.620m

In September 2014, a reduction in the number of full time places provided across Haringey's Schools. This is part of an overall strategy which will see a further reduction in the number of part time places available from 2015/16.

The reduction is as follows;

Academic Year	Full time places
September 2014	189
September 2015	118

9.1.3 Indicative full time places provision in 2015-16 for three and four year olds

Total allocated: £0.358m

In this year, the implementation of our strategy to reduce full time places in schools will see a reduction from 2014/15 levels to 118 places for September 2015.

The projected rate of reduction was as follows;

Academic Year	Full time places
September 2015	118

9.1.4 Support to Nursery Schools in 2014-15

Total allocated: £0.712m

This allocation provides additional sustainability support to Haringey's three nursery schools to deliver the free entitlement for three and four year olds and sits alongside their individual Early Years Single Funding Formula (EYSFF) funding allocations.

- This funding is provided to support the financial viability of the three nursery schools in Haringey
- The Nursery schools are able to increase their impact through providing training and support to other early years and childcare providers

9.1.5 Support to Nursery Schools in 2015-16

Total allocated: £0.712m

There is no proposed change to this allocated amount.

9.2 The EYB also funds any early years specific centrally retained budgets held by the Local Authority (LA). Two significant elements of the centrally retained budget are the central early years quality team and the childcare subsidy:

9.2.1 Central Early Years Quality Team 2014-15

Total allocated: £0.260m

This allocation of funding supports the delivery of the 3 and 4 free entitlements and enables support and intervention for targeted schools and settings and the moderation of the Early Years Foundation Stage Profile (EYSFP).

The contribution is towards roles that support the achievement of the following outcomes for children:

- The continued improvement in the attainment levels for children at the end of the Early Years Foundation Stage.
- Increasing the numbers of children in early education and childcare provision that is good or outstanding
- Increasing the participation of 2, 3 and 4 year olds; particularly the most disadvantaged children in their free entitlement offer.

Actual 2014-15 costs for roles are shown in the table below.

2014- 2015	£ (*inc on costs)
Advisory Teacher	74,876
Advisory Teacher	74,076
Advisory Teacher (0.8)	49,090
Business Support Officer (0.33)	14,608
Brokerage Officer (0.5)	19,307
Free Entitlement Funding Administrator (0.5)	21,913
Moderation (EYFS) (0.5)	6,250
Total	253,870

9.2.2 Central Early Years Quality Team 2015-16

Total allocated: £0.390m

It is proposed that for 2015-16, this allocation of funding is increased from the 2014-15 level; funded from the amounts currently allocated for the childcare subsidy. The increase in funding in this area will meet the cost of two advisory teachers, located within Haringey's Quality Improvement team and currently supporting four local authority children's with childcare. An increased focus on quality improvement and will mean the teachers' input will be focused more widely across all early years sector.

The funding will enable support and intervention for targeted schools, private, voluntary, independent (PVI) and childminder

settings. The team also moderate the Early Years Foundation Stage Profile (EYSFP) to secure standards across the early years sector. We currently have 239 childminders, 67 PVI providers, 3 nursery schools and over 60 schools offering early education.

The new Early Years Foundation Stage Framework is more challenging and will be judged and graded by Ofsted, quite rightly carrying more weight in the overall inspection of the school. In order to meet this challenge, we need to realign our Early Years Quality Improvement approach with the overall School Improvement ambitions of achieving outstanding for all.

The planned spend profile in 2015-16 is shown in the table below.

2015- 2016	£ (*inc on costs)
Advisory Teacher	74,876
Advisory Teacher	74,076
Advisory Teacher	64,756
Advisory Teacher	64,758
Advisory Teacher (0.8)	49,090
Business Support Officer (0.33)	14,608
Brokerage Officer (0.5)	19,307
Free Entitlement Funding Administrator (0.5)	21,913
Moderation (EYFS) (0.5)	6,250
Total	389,634

9.2.3 Childcare Subsidy for 2014-15

Total allocated: £1.557m

This allocation enables the delivery of childcare; targeting some of our most vulnerable children, providing them with access to good quality early education and ensuring they are school ready. We are faced with the continuing challenge to deliver affordable, sustainable childcare and this continues to be area under considerable financial pressure as the gap between the cost of providing childcare and the income generated from fees remains significant.

9.2.4 Childcare Subsidy proposed for 2015-16

Total allocated: £1.427m

It is proposed that a slight reduction is made to this allocation as part of the process of refocusing childcare subsidy towards a wider programme of quality improvement. The reduction in funding will meet the cost of two advisory teachers, located within Haringey's Quality Improvement team and reflects an increased focus on quality improvement.

The impact of this change in the level of subsidy will be assessed in the context of an overall review of the childcare funding formula by the end of the year. It will need to be re-considered within the childcare funding formula for 2015-16. We are faced with a continuing challenge to enable delivery of affordable, sustainable and quality childcare for all families in the borough and it is anticipated that this will remain an area under financial pressure in 2015-16. Work is being undertaken to review and develop our approach to childcare delivery on the future.

9.3 Other centrally retained budgets.

9.3.1 In addition £91,400 is held in respect of services that have been delegated/de-delegated to mainstream schools and £15,900 in respect of Corporate Support Costs.

10. Issues likely to affect the proposed future use of the Early Years Block funding

10.1 Funding the Two Year Olds Free Entitlement.

10.1.1 The move to participation-led funding from April 2015 may have significant implications for future levels of DSG funding. Mitigation against any potential reduction in funding levels will be through maximising the take up of two year old places by eligible children.

This will continue to be a strategic priority for the Council with a target to achieve and maintain a take up rate of 80%.

10.1.2 The cost of increasing the hourly funding rate from £5.18 to £6.00 from April 2014 can be fully met for the financial years 2015/16 to 2017/18 by the existing ring-fenced funding allocation for the two year old programme within the DSG's Early Years Block.

10.1.3 From April 2018, it is anticipated that there will be a funding shortfall of approximately £0.758m per financial year. In order to meet this additional funding requirement, the discretionary element of the early years funding block

will be reviewed in order to identify the financial resources to meet the costs of delivering the programme from April 2018.

10.2 The Childcare Subsidy

10.2.1 It is not anticipated that the need for a subsidy will reduce in future years. Rather, we are faced with increasing pressure on this element of the centrally retained funding as the gap between the costs of childcare and the levels of income generated through fees remains significant.

10.2.2 A priority within our early help approach is to develop more equitable access to quality provision for all children across the borough. Our future strategy for childcare will need to consider how best to target the subsidy to maximise the benefits for children and ensure the most vulnerable and disadvantaged children are supported to access good quality provision.

10.2.3 There may need to be a reconfiguration of this childcare subsidy element and as part of this work, consideration will be given to the profile and funding of childcare across our children's centres. This work will take some time to complete and therefore, it is anticipated that whilst some level of childcare subsidy funding will be required, work will be undertaken to consider how the subsidy can more effectively support the provision of childcare services in our most disadvantaged areas and maximise outcomes for children.

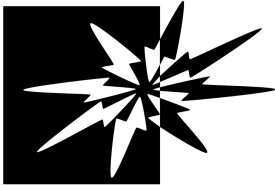
10.3 Increase in numbers of three year olds taking up places: towards DfE targets

Plans are being developed to increase participation rates for three year olds from current levels of 84% to 94% (as set by DfE in 2013) and overall participation by three and four year olds from current levels of 90% to 96% (as set by DfE in 2013). This is a strategic priority for the Council and achieving these targets will act to shore up the financial resources available within the Early Years Block within DSG and, in turn, maximise the funding drawn down by early years settings and schools for the delivery of the free entitlement.

11. Recommendations

11.1 That Schools Forum notes the profiled funding for the Early Years Block in 2014-15;

- 11.2 That Schools Forum notes the indicative funding for the Early Years Block in 2015-16;
- 11.3 That Schools Forum endorses the proposed allocation of the Early Years Block for 2015/16



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum – 4th December 2014

**Agenda Item
8**

Report Status

For information/note
 For consultation & views
 For decision

Report Title: 2015-16 Schools Budget Strategy.

Authors:

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Purpose:

To consider the issues affecting the determination of the Dedicated Schools Grant (DSG) in 2015-16 and its allocation within the context of the Dedicated Schools Budget (DSB).

To introduce the Schools Block budgets that the Council will seek permission to retain in 2015-16 and those it will seek permission to de-delegate. A decision on these will be sought at this and subsequent meetings of the Forum.

Recommendations:

- 1: That Forum agree to create a Growth Contingency of £1.1m for 2015-16.**
- 2: That Forum agree to allocate £168k to the Music and Performing Arts Service in 2015-16.**
- 3: That Forum agree to allocate £299.8k to the Admissions Service in 2015-16.**
- 4: That Forum agree to allocate £10k for the costs associated with the Forum.**
- 5: That Forum agree to allocate £135k for Governor Support in**

2015-16.

6: That Forum agree to allocate £484k for School Standards in 2015-16.

7: That Forum agree to allocate £26.7k for Supplementary Schools in 2015-16.

8: That Forum agree to allocate £800k for LAC Residential Places in 2015-16.

9: That Forum agree to allocate £350k for Early Help (Family Support) in 2015-16.

10a: That Members representing primary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

10b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

11a: That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Support to Underperforming Ethnic Minority Groups.

11b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

1 Dedicated Schools Budget (DSB).

1.1 The DSB encompasses the Dedicated Schools Grant, post 16 funding provided by the Education Funding Agency (EFA) and the Pupil Premium. Funding for the Universal Infant Free School Meal (UIFSM) is also covered in this section.

2 Post 16 Funding.

2.1 The EFA provides funding for sixth form provision. Academies receive this directly from the EFA whereas maintained schools receive the funding via the local authority. The 2014-15 financial year allocation for maintained schools was £4.698m. As the funding is calculated by the EFA and paid directly or pass-ported to schools and academies the Forum is not required to make any decision on this funding.

3 Pupil Premium.

3.1 The Pupil Premium reached its planned maximum in 2014-15. We have not yet had confirmation on rates for 2015-16 but there has been a recent notification that primary school rates for 2014-15 are to increase to £1,320 from £1,300 per eligible child. There is no proposed change in the rate of £935 per secondary age pupil and £1,900 for Looked After Children (LAC). However, primary Headteachers are concerned that the introduction of the UIFSM has the potential to reduce the registration of pupils eligible under deprivation criteria that are newly entering the education system. The Pupil Premium receivable in 2014-15 for schools in Haringey, including estimated primary uplift was:

• Academies and free schools	£3.813m
• Maintained	£12.197m
• LAC	£0.798m
• Alternative Provision and other	<u>£0.086m</u>
Total	£16.894m

3.2 For the first time in April 2015 three and four year olds in nursery provision will be eligible for Pupil Premium. This will be paid at the rate of £0.53 per hour per eligible child and it is estimated that this will bring in around £317k for Haringey children.

4 Universal Infants Free School Meals (UIFSM).

4.1 This was introduced in September 2014 with full year revenue funding for all infant classes in Haringey (including academies and free schools) estimated at £2.790m. This is based on a DfE formula and will be amended as actual data becomes available.

5 Dedicated Schools Grant (DSG).

- 5.1 The DSG is a ring-fenced government grant covering pupils aged 2 to 15 that can only be used for the purposes of the Schools Budget set out in the School and Early Years Finance Regulations. The DSG is calculated in three blocks: The Schools Block (SB), the Early Years Block (EYB) and the High Needs Block (HNB), which are considered separately below. The Forum can agree to move funding between blocks.
- 5.2 The indicative DSG settlement will be announced in the week commencing 15 December and will be reported to Forum in January.

6 Schools Block.

- 6.1 The Schools Block will be calculated using pupil numbers recorded in the census for mainstream settings in October 2014. In 2014-15 only pupils registered at maintained schools and recoupment¹ academies are counted; from April 2015 pupils at free schools and non-recoupment academies will also be included.
- 6.2 The SB covers the cost of all funding delegated to schools and academies as determined by the local funding formula. The changes proposed for the funding formula for 2015-16 are set out in 6.5.
- 6.3 The SB also covers centrally retained funding appropriate to the block. The amount retained reduces the sum to be distributed through the funding formula and so affects both maintained schools and academies. For this reason SB retained services must be accessible to both schools and academies (including from April 2015 free schools and non-recoupment academies) on a fair and equal basis. The services the Council proposes to retain are set out in 6.6.
- 6.4 The Council can also seek to de-delegate funding that has already been delegated to schools through the funding formula. De-delegation is limited to budgets covered by the regulations introduced in April 2013. De-delegation has to be agreed by the Forum representatives for each phase of maintained schools and only applies to maintained schools; academies cannot de-delegate but can buy into central services. The proposals for de-delegation are set out in 6.7.

6.5 Schools Funding Formula.

- 6.5.1 Following two years of substantial change the Council is proposing only one amendment to the funding formula. This is to reduce the secondary school lump sum to approximately £72,727, so as to create a centrally retained budget to fund in year placements through the In Year Fair Access Panel (IYFAP). This is currently funded through an

¹ Recoupment academies are those established under recent regulations; these are funded in accordance with the local funding formula but the amount is deducted or recouped from a local authority's DSG and paid directly by the EFA. Non-recoupment academies were established under earlier regulations and do not currently figure in the calculation of the DSG and therefore no money is 'recouped'.

SLA with secondary schools but requires substantial negotiation that a central budget would remove. The Council is consulting with schools on this approval and will report the outcome to the January meeting. If this is agreed the resulting funding of approximately £300k would transfer to the High Needs Block sum.

6.5.2 There are no significant national changes for 2015-16 but there remains the possibility of a national funding formula being introduced for 2016-17.

6.5.3 The Minimum Funding Guarantee remains at the same level as last year (98.5%).

6.6 Centrally Retained Budgets – Schools Block.

6.6.1 Schools Block. A working party of the Forum met on 18 November to consider the Council's proposals for retained budgets. Where appropriate the following take account of the comments of the group. The Schools and Early Years Finance Regulations cap the centrally retained budgets at their 2012-13 level except where stated. The Council could appeal against this cap given the extension of these budgets to cover free schools and non-recoupment academies from April 2015. The Council is not proposing to do so given the numbers involved and the expectation of further delegation in the future.

6.6.2 A Growth Contingency for in-year growth in numbers covering both maintained schools and academies can be top-sliced from the SB before applying the funding formula. The criteria for accessing this fund was agreed by Forum on 16 January 2014; in outline these are:

- Agreed increases in the number of forms of entry in expanding schools.
- Agreed bulge classes.
- Protection for bulge classes throughout Key Stage 1; this provides funding for a minimum of 24 pupils in a bulge class.
- Funding for oversize classes in Key Stage 1.

The Forum agreed to a top-slice of £1.5m for this in 2014-15 and we will be reporting in January on the use of this fund. For 2015-16 the Council is proposing a reduction in this fund to £1.1m. The pressure on the Fund has reduced now that Heartlands has its full complement of year groups. The estimate underpinning this sum is set out in Appendix 1.

Recommendation 1: That Forum agree to create a Growth Contingency of £1.1m for 2015-16.

6.6.3 Music and Performing Arts (£168k). Reductions in the Music Education Grant (MEG) led the Forum to agree 'That the service should be wholly or partly funded from headroom as appropriate.' In 2012-13 the contribution from DSG was £168k and all future contributions must be capped at this level. The Head of Music and Performing Arts presented

a report to the Forum on 26th January 2012 setting out the service provided and how the DSG funding was used: £138k in supporting pupils eligible for free school meals and £30k for a primary music specialist. An updated submission is attached as Appendix 2.

Recommendation 2: That Forum agree to allocate £168k to the Music and Performing Arts Service in 2015-16.

6.6.4 Admissions (£299.8k). This is a statutory duty of the local authority on behalf of schools and the retained budget represents 75% of the Admissions and School Organisation Team. The working party acknowledged that this is a statutory obligation for the local authority and that an appeal would be made to the Secretary of State for Education if this budget is not agreed. The working party raised no objection to its retention but further information is attached as Appendix 3. Please note the 2012-13 allocation was ££421k, the difference of £121k included £27k for supplementary schools and £94k now included in School Standards.

Recommendation 3: That Forum agree to allocate £299.8k to the Admissions Service in 2015-16.

6.6.5 Schools Forum (£10k). Maintaining a schools forum is a statutory duty and a small budget of £10k exists to cover the cost of officer input into preparing forum reports and attending meetings of the forum and its sub-groups, the cost of clerking, room hire, refreshments, stationary etc. The budget also covers any claims by members for childcare and has, in the past, been used to commission external support to the Forum. The working party raised no objection to its retention.

Recommendation 4: That Forum agree to allocate £10k for the costs associated with the Forum.

6.6.6 Licences (£94k). The DfE had announced that there would be one license with the Copyright Licensing Agency (CLA) and the Music Publishers Association (MPA) to purchase a single national licence for all state-funded schools in England. This means that local authorities and schools would no longer need to negotiate individual licences. The charge for Haringey in 2014/15 was £94k and the DfE have confirmed that a deduction to cover this was an allowed exception to delegation from the Schools Block. The amount for 2015-16 has not yet been confirmed.

The Forum is asked to note this deduction.

6.6.7 Governor Support (£135k). The budget represents expenditure on governor support and training which has historically been provided in support of all governing bodies. A fuller description of the service is provided in Appendix 4.

Recommendation 5: That Forum agree to allocate £135k for Governor Support in 2015-16.

6.6.8 School Standards (£484k). This budget has supported the evolving agenda for education services, including pump priming the

development of school to school support. Continuation of the budget for 2015-16 will support embedding school to school support across all schools and academies. A fuller explanation of this service can be found in Appendix 5.

Recommendation 6: That Forum agree to allocate £484k for School Standards in 2015-16.

6.6.9 Supplementary Schools (£26.7k). Information on this service is set out in Appendix 6.

Recommendation 7: That Forum agree to allocate £26.7k for Supplementary Schools in 2015-16.

6.6.10 LAC Residential Places (£800k). As agreed by Forum on 17 January 2013 and in January 2012, support of £1m in each year was provided in 2012-13, 2013-14 and 2014-15 from the DSB for the educational costs of residential placements for Looked After Children (LAC). The number of placements is now reducing and £800k is now sought for 2015-16. Supporting information for this bid is set out in Appendix 7.

Recommendation 8: That Forum agree to allocate £800k for LAC Residential Places in 2015-16.

6.6.11 Early Help (Integrated Working and Family Support) (£350k). A presentation on proposals for early help was presented to Forum and to the working party, where questions and suggestions were made. A revised presentation for early help is included in Appendix 8.

Recommendation 9: That Forum agree to allocate £350k for Early Help (Family Support) in 2015-16.

6.6.12 Contribution to Corporate Support Costs (£280.1k maximum). All council services incur costs in respect of property costs such as rent, rates, porters and utilities plus the cost of payroll, IT, HR and finance. These costs are being established for 2015-16 and will be reported to Forum in January.

6.7 Schools Block De-Delegated Budgets.

6.7.1 Union Duties. Following negotiation between school and School Forum representatives and union representatives on this issue a protocol for operating this service has been agreed and has already been circulated to Forum members. The Council will report to Forum on 15 January 2015 on the proposed operation of this service in 2015-16 and will recommend de-delegation.

6.7.2 Support to underperforming ethnic minority groups and bilingual learners. Historically, the LA received an element of Ethnic Minority Achievement Grant (EMAG) that was used to provide centrally managed support to schools in respect of raising the attainment of pupils from ethnic minority groups. Following the demise of EMAG, the Forum at its meeting on 17 January 2011 agreed to continue to support this work, approving funding through the DSG. The Council is

seeking to continue with the de-delegation of this budget. The amount de-delegated in 2014-15 was £614k (£484k primary, £130k secondary); services provided through de-delegation are only available to maintained schools.

Recommendation 10a: That Members representing primary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

Recommendation 10b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

- 6.7.3 Contingency for Schools in Financial Difficulty. Schools Forum has historically supported the retention of a contingency to support schools in financial difficulty. Although it is incumbent on all schools to manage their resources efficiently and effectively, there are particular circumstances in which schools find themselves in need of support from their colleagues. Two examples are new management teams with inherited deficits and exceptional circumstances. The local authority proposes to de-delegate this budget to continue to support those schools deemed by the panel to meet the agreed criteria for supporting schools in financial difficulty. This would only apply to maintained schools where the phase had agreed to de-delegation. The de-delegated sum in 2014-15 was £179k.

Recommendation 11a: That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Support to Underperforming Ethnic Minority Groups.

Recommendation 11b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

7 High Needs Block

- 7.1 The HNB is allocated nationally as a cash sum per local authority based on 2012-13 budget allocations adjusted for inter-authority movements. The block is not driven by census data and is therefore not as buoyant as the other two; although there may be some increase in funding based on national changes in planned numbers and the national funding envelope.
- 7.2 The HNB covers all funding for pupils with Special Educational Needs (SEN) other than that included in delegated mainstream school budgets. It includes funding for special schools, special units and alternative providers using the place-plus approach; funding for pupils placed in

other local authority or private provision and centrally provided services. It also incorporates funding for the extended duty of providing for students in FE establishments with Special Educational Needs (SEN) up to the age of 25. A significant concern is the uncertainty around the costs of the new responsibilities for students up to the age of 25 with SEN which began in September 2013.

- 7.3 A working party of the Schools Forum met on 19 November 2014 to look at issues within the HNB and is to reconvene on 8 December to look in detail at budgets for 2014-15 and 2015-16. The outcome of that meeting will be reported to Forum on 15 January 2015. It is the Council's intention to seek at least the same level of funding as in 2014-15 for current budgets and to ask the Forum to transfer the £200k proposed reduction in the LAC Placements Budget (see 6.6.10) into the HNB to help address continuing pressures in the HNB. It is also the Council's intention, depending on the outcome of consultation with schools, to transfer £300k from the SB into the HNB to create a budget for IYFAP Year 11 Placements.
- 7.4 A further pressure on the HNB arises from the extension of the entitlement for two year old places to include special needs. The DfE's expectation that the additional needs for these pupils will be funded from the HNB and work is underway to identify the sum and source of budget provision for this and an update will be provided to the January meeting.

8 Early Years Block.

- 8.1 There is a separate report on this agenda covering the detail of the EYB.
- 8.2 The EYB is determined by the data from three censuses. The initial block allocation will use the January 2014 data but this will be updated during the course of the year for the January 2015 data and then for the January 2016 data. The final determination of the DSG will not be until May 2016 and will be calculated using 5/12^{ths} of the January 2015 census and 7/12^{ths} of the January 2016 census.
- 8.3 The EYB funds in Haringey:
- The universal early years free educational entitlement for three and four year olds in nursery classes, nursery schools and the Private Voluntary and Independent sector. This includes the agreed number of full-time places.
 - The targeted funding for the two year old entitlement.
 - The childcare subsidy.
 - A contribution to the cost of the Early Years Team and centrally retained budgets that have been delegated in the SB.
- 8.4 A significant change for 2015-16 is the move to participation funding for two year olds. In the last two years funding has been on an estimated

basis and authorities have been allowed to carry forward underspends to use in subsequent years.

8.5 Forum and Cabinet have agreed to fund two year old places at the rate of £6 per hour, £0.72 per hour more than received in the DSG. The roll forward of underspends will allow this gap to be met until 2018 Forum agreed to find savings within the EYB before the accumulated surplus is exhausted.

8.6 Current reviews in the EYB that will be covered in more detail in other papers are:

- A review of the Early Years Single Funding Formula, with any changes being introduced in 2016-17.
- Reduction in the number of full-time nursery places in September 2015 and a proposal to cease funding in September 2016.
- A review of childcare subsidy.

9 Longer Term DSB Strategy.

9.1 The longer term strategy has both internal and external drivers. The external ones can be only be surmised at this time; factors that may come into play in the future include:

- The introduction of a national funding formula at individual school level. If introduced this may either take the form of a specific allocation per school using the national formula or the aggregate of these sums allocation to local authorities with the final distribution being determined by schools forums.
- Further restrictions on centrally retained budgets.
- A redistribution of funding between local authorities if a national funding formula is introduced.

9.2 The internal strategy is to recognise an increasing emphasis on the school as commissioner with an incremental increase in funding delegated to schools or devolved to NLCs. The incremental approach will enable the Council to restructure its service offer to ensure only the highest quality services are traded. A Traded Services Manager has been appointed to drive forward this process. We are not proposing new delegation at this time and if further arrangements are put in place during the year this would be via devolved rather than delegated arrangements.

10 Timetable.

10.1 The expected or required dates leading up to the issue of school budget shares is set out in Table 2.

Table 2 Timetable Leading to Issue of Maintained Mainstream School Budget Shares.

28 November 2014	October 2014 pupil data sets available
16 December 2014	Haringey Cabinet Meeting
W/C 15 December 2014	Indicative DSG published
15 January 2015	Schools Forum
20 January 2015	Haringey Cabinet Meeting
20 January 2015	Final formula notification of funding formula to DfE
25 February 2015	Schools Forum
27 February 2015	Deadline for notifying maintained mainstream governing bodies of budget shares.

Appendix 1.**Proposed Growth Fund 2015-16**

	£	
Bulge Classes	231,979	3
Welbourne	77,326	
Alexandra	77,326	
Rhodes	77,326	
Noel Park	44,519	
Bounds Green	77,326	
St Mary CE	77,326	
S Harringay Junior	77,326	
Over Size	200,000	6
Protection	120,000	Former Bulge Classes
Contingency	39,543	
	1,100,000	
Brook House		
Eden Primary		
Tottenham UTC		
	1,100,000	

Appendix 2. Music Service.

In 2010 the future allocation of funds from DfE via the Music Education Grant to support LA Music Services was in doubt. Haringey Music Service had been receiving £544k to support it's work in the LA. Schools Forum agreed in principal to underwrite any decrease in order to allow the Music Service to maintain this income. In the event, the amount required from DSG to maintain the status quo was £127k, which increased to £167k the following year to compensate for a further reduction in external funding. Although DSG contributions were subsequently frozen at this level, the external grant (now paid via Arts Council England) has reduced to £289k for 2014-15. Arts Council are asking Music Services to budget for the same level of funding next year. The result is a reduction of £86k income over 3 years, even with DSG support from Schools Forum and without factoring inflation in.

The DSG allocation is used to fund the Primary Music Specialist post and subsidies for children from low-income families (FSM eligible) having instrumental music lessons, hiring musical instruments and attending out of school *Haringey Young Musicians* activities. Apart from individual lessons in secondary schools, charges are made directly to parents/carers and subsidies given where parents/carers prove their children are eligible for FSM. At secondary level, these subsidies are passed on via schools as reductions to their invoices for traded services. Schools choose whether to pass on some or all of the charges to parents/carers. As a result, subsidies funded from DSG are not given to secondary academies as directed by Haringey Finance.

1. Schools engaging with music service/benefitting from DSG funding

- All schools have individuals accessing the Music Service, either in or out of school
- Primary Music Specialist engaged with 48 schools last year
- 73.6% of primaries engaged with Whole Class Instrumental Tuition in year 4 which is part-funded by the Arts Council grant

School	Instrumental lessons	PMS	WCIT
Alexandra	Y	Y	N
Alexandra Park	Y		N/A
Belmont Infant	Y	Y	N/A
Belmont Junior	Y	Y	Y
Blanche Nevile	Y		N/A
Bounds Green	Y	Y	Y
Bruce Grove	Y	Y	Y

Campsbourne	Y	Y	Y
Chestnuts	Y	Y	Y
Coldfall	Y	Y	Y
Coleridge	Y	Y	Y
Crowland	Y	Y	Y
Devonshire Hill	Y	Y	Y
Earlham	Y	Y	Y
Earlsmead	Y	Y	Y
Eden	Y		N/A
Ferry Lane	Y	Y	Y
Fortismere	Y	Y	N/A
Gladesmore	Y	Y	N/A
Greig City Academy	Y		N/A
Harris Academy Coleraine Park	Y		Y
Harris Academy Philip Lane	Y	Y	Y
Heartlands High	Y	Y	N/A
Highgate	Y	Y	Y
Highgate Wood	Y	Y	N/A
Holy Trinity CofE	Y		N
Hornsey Girls	Y	Y	N/A
Lancasterian	Y	Y	Y
Lea Valley	Y	Y	Y
Lordship Lane	Y	Y	N
Mulberry	Y		Y
Muswell Hill	Y	Y	N
Noel Park	Y		N
North Harringay	Y	Y	Y
Northumberland Park	Y	Y	N/A
Our Lady of Muswell	Y	Y	Y
Park View	Y		N/A
Rhodes Avenue	Y	Y	N
Risley Avenue	Y	Y	Y
Rokesly Infant	Y	Y	N/A
Rokesly Junior	Y	Y	Y
Seven Sisters	Y	Y	N
South Harringay Inf.	Y	Y	N/A
South Harringay Jun.	Y		Y
St Aidan's VC	Y		Y
St Ann's CE	Y		Y
St Francis de Sales Jun.	Y	Y	Y
St Francis de Sales RC Infant	Y	Y	N/A
St Gildas RC	Y	Y	N
St Ignatius RC	Y	Y	Y
St James CE	Y		Y
St John Vianney RC	Y		N

St Martin of Porres RC	Y		N
St Mary's CofE	Y	Y	N
St Mary's Priory RC Infant	Y		N/A
St Mary's Priory RC Junior	Y		N
St Michael's CE (N6)	Y	Y	Y
St Michael's CE (N22)	Y		Y
St Paul's & All Hallows Primary	Y		Y
St Paul's RC	Y		Y
St Peter in Chains	Y		N/A
St Thomas More	Y		N/A
Stamford Hill	Y	Y	Y
Stroud Green	Y	Y	Y
Tetherdown	Y	Y	N
The Willow	Y		Y
Tiverton	Y	Y	Y
Trinity Primary Academy	Y	Y	Y
Welbourne	Y	Y	Y
West Green	Y	Y	Y
Weston Park	Y	Y	N
Woodside High	Y		N/A
TOTALS	ALL	48	73.6%

Appendix 3. The Admissions Service.

1. Context

The Admissions Service discharges the local authority's statutory duties in respect of school admissions and school place planning, adhering to legalisation and statutory guidance laid by central government. The Service works within a PAN London context to ensure that every child in the borough has access to a school place.

2. Statutory Duties

Every local authority is required discharge the following statutory duties

To be responsible for securing that sufficient education is available to meet the needs of the population in their area.

To be responsible for securing sufficient primary and secondary schools in their area.

To comply with the legislative Code on Admissions in exercise and discharge of local authority functions in relation to admissions under the School Standards and Framework Act (SSFA) 1998. The SSFA and relevant regulations confers a number of duties which require the LA to carry out different functions at different times of the admissions cycle.

A local authority shall make arrangements for enabling the parent of a child to appeal against admissions decisions.

To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference.

Reports by local authority to adjudicator about matters relevant to schools admissions as may be required by the School Admissions Code.

For each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area.

A local authority shall make arrangements for enabling the parent of a child to appeal against admissions decisions.

3. The work of the Admissions Service

The following work is undertaken to discharge the statutory duties.

Admission Officers ensure that every resident has access to a school place. (This duty is discharged by the SEN team for those with a statement of special educational needs or education health and care plan.)

Offering places

Children who move in to the borough are offered a place within 20 school days at the maximum (normally within a week) and those applying for reception, junior, secondary and post 14 transfer are offered in accordance with statutory time frames. The service administers and chairs the in year fair access panel – ensuring that the most vulnerable and challenging pupils are offered places at the earliest possible time and that no school takes a disproportionately high number of these applicants

Officers share data securely with authorities in London and beyond to ensure that all children have one offer of a school place on national offer day.

Producing information for parents

Officers prepare proposed admission arrangements each year for community schools and the co-ordinated scheme which sets out the procedures all schools and academies must follow. These arrangements are publically consulted on and determined by the Council's Cabinet. Officers then produce booklets setting out admissions information for parents and carers.

The service maintains a website with the admissions arrangements for all schools and academies in the borough and this includes details of how parents and carers can apply online for a school place or use a paper form. Officers also provide advice and guidance to parents.

School Place Planning

The Place Planning Lead and Deputy to the Service calculate the LA's pupil projections and publish them in the school place planning report every year.

This data is fundamental to informing where additional provision is required in the borough and officers within the service are responsible for leading through all school organisation projects including school expansion, reduction in pupil admission numbers, change of age range and school closures.

Appeals

Officers from within the service arrange, administer and present appeals on behalf of community schools. If necessary, officers will respond to inquiries or complaints from the Ombudsman.

4. Volumes and current projects

School Place Planning

School place planning projections are published in the School Place Planning Report which can be viewed at www.haringey.gov.uk/schoolplaceplanning

Officers are currently leading expansion consultations at three Haringey primary schools. This is to ensure that future projected demand is met.

Yr Group	Number of Pupils Offered
Reception	441
1	436
2	372
3	327
4	260
5	217
6	123
Total	2176

7	271
8	204
9	195
10	193
11	96
Total	959

Schools Admissions – Reception and Junior (Haringey residents)

	2013
Online On-Time Applications	1873
Total On-Time Applications	3049
Percentage of Applications made Online	61%

The team also administered all late applications

School Admissions - Secondary transfer (Haringey residents)

	2014	2013
Online On-Time Applications	2159	1530
Total On-Time Applications	2538	2486
Percentage of Applications made Online	85%	62%

The team also administered all late applications

School Appeals

	Lodged	Settled (offered a place through a waiting list or other means - not continuing with appeal)	Withdrawn (no place offered, but not proceeding with appeal)	Appeals Heard	Appeals Upheld (a place offered as a result of the appeal)
Pupils up to age 11	104	10	8	0	0
Pupils age 11-16	125	23	19	55	7
Pupils over age 16	0	0	0	0	0
Date up to which this information applies	22/6/14	22/6/14	22/6/14	22/6/14	22/6/14

Appendix 4.

Governors Services: Schools Forum - Centrally retained schools budget

Governor's Services are currently in receipt of £135K. Our service provides a core offer to all schools. This includes supporting the LA in fulfilling its statutory requirements and in its aspiration to improve outcomes for Haringey children articulated in council priority 1: Supporting children to Thrive and Achieve.

We also provide substantial support for the Schools and Learning team around the governance element of school leadership. In addition we provide traded elements within our training and the clerking service. The funding makes a substantial contribution to the salaries of the GSTU team: a Head of Service, Clerking Service Manager and Admin support.

<p style="text-align: center;">Case for GSTU in fulfilling LA Statutory responsibilities in respect of governors.</p>
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Applicable to all schools:

- To provide training and information for school governors (*Section 22 of the Education Act 2002.*)
- To make the Instrument of Government for all maintained schools and federations of maintained (Education Act 2002 section 19, amended by Education Act 2011 sections 38 and 39. Secondary - School Governance (Constitution) (England) Regulations 2007 School Governance (Constitution) (England) Regulations 2012)
- Recommendation on the appointment of the one LA governor and that the LA must give notice of any removal of an LA governor (Education Act 2002 section 19, amended by Education Act 2011 sections 38 and 39. Secondary - School Governance (Constitution) (England) Regulations 2007 School Governance (Constitution) (England) Regulations 2012).
- To appoint Parent Governor Representatives to local authority committees dealing with education (Education Act 1996 Section 499. Secondary - Parent Governor Representatives (England) Regulations 2001)

In exceptional circumstances:

- To appoint additional governors if the school is eligible for intervention. If school is eligible for intervention for failure to comply with a warning notice - this power only lasts for 2 months after warning notice has been given and not complied with by GB (Education and Inspections Act 2006 Section 64)
- Provides for LA to set up a temporary governing body for new maintained schools until the governing body is constituted for the school under an instrument (Education Act 2002 section 34. Secondary - School Governance (New Schools) (England) Regulations 2007).
- If local authorities want to put in place an Interim Executive Board (IEB) in a school eligible for intervention, they must apply to the Secretary of State for consent and before doing so, must consult the Governing Body and in the case of foundation or voluntary schools, the

appropriate diocesan or appointing authority(Education and Inspections Act 2006 Section 65).

Case for GSTU in supporting school improvement: Governance and Ofsted

The governors' role in the strategic leadership of schools has become increasingly important in the support and challenge offered to schools to contribute to positive outcomes for children. This has been highlighted with an explicit focus on governance in the 2012 Ofsted Framework and in the additional guidance published in 2013 and 2014. There is, therefore, also an increasing need for the Governors' Service to support all schools in meeting this challenge. Issues, such as the Trojan horse case, further emphasise the crucial need for developing good governance. The School Governance regulations of 2013 also highlighted the need for high quality clerking to support the effective working of governing bodies. Whilst the clerking service is traded, advice and support are open to all clerks and non-SLA clerks are invited to termly training.

Core Offer to all Schools

- Helpline advice: by telephone and email
- Termly Governor's Briefing meetings and written briefings.
- Fortnightly updates through School's Bulletin on current issues.
- Briefings for clerks covering national and local developments and issues.
- A place at the Annual Governor and Headteacher Conference.
- Checking and formal approval of the Instruments of Government for all maintained schools.
- More intensive support for governing bodies where significant issues are identified by Ofsted.
- Development of documents to support effective governance (skills audit, self-evaluation toolkit, role profiles to highlight particular areas of responsibility).

Additional Improvements to service overall since April 2014

- Closer links with Schools and Learning Service
- Increased support for vulnerable schools
- Modernising the service infrastructure to increase efficiency with the installation of a new database

Further developments proposed 2014/15 and 15/16:

- Supporting schools in the statutory requirement to reconstitute
- Further increasing links with Schools & Learning, particularly around schools identified as at risk.
- Improving the website and increasing available resources.
- 'Professionalisation' of clerking service through greater QA and enrolment on a newly developed course
- Improving quality of governor recruitment.
- Continue to improve central training and bespoke school support.

- Development of a databank of policies and documents to support governors in the discharge of statutory duties and to enhance their effectiveness.
- Improved impact evaluation
- Re-structuring service to establish closer link with School's & Learning.

Impact Assessment: Overall

Our support for governors, as part of the leadership judgement of a school is a contributory factor to Schools rated good or outstanding at Ofsted:

Primary schools - 2012: 66%; 2013: 83% (National 78%)

Secondary schools – 2012: 75%; 2013: 100% (Nat 62%)

Special Schools- 2012:100%; 2013: 100% (Nat 87%)

Nursery Schools- 2012: 100%; 2013: 67% (Nat 96%)

Evaluation: Governors' Services Survey on Training & Clerking

The annual survey sent to all schools regarding the Service last year reflected an improving picture as compared to the council report (Commissioning High Quality Services to Schools). Training was rated 80% good or better. Advice and support was rated 78% good or better and Clerking had a 70% rating at this level (*Results table available*).

School's Forum Funding

The funding from the Forum currently covers the salary of the Head of Service, as identified in the current structure, plus the Admin Assistant and 75% of the Clerking Manager who provides substantial support and advice as part of the core offer.

Appendix 5. School Improvement Centrally Retained and De-Delegated Budgets.

The statutory school improvement function is the responsibility of the Local Authority and funded from the Council’s General Fund. In Haringey, we have developed this function to broaden the offer to schools and drive school improvement robustly. The offer covers the spectrum of activities from statutory intervention through to challenge and support, underpinned by rigorous data analysis and partnership engagement with schools. This vibrant service is proving successful, with over 87% of Haringey schools and Academies judged to be good or outstanding. The Assistant Director Schools and Learning and his teams work alongside: head teachers, school leaders, governors Academy sponsors and principals to share and celebrate success and drive improvement.

1.2 The Local Authority is promoting and developing strategic School to School support through individual commissions and Area Network arrangements. This sector led improvement model is already improving the quality of education for all children and young people and underpins the rationale for retaining funds from the DSG.

2. The Service Elements and Functions.

<p>Statutory Elements:</p> <ul style="list-style-type: none"> • Challenging and intervening in all schools where children are underperforming compared with their peers and where the quality of education is not good enough. • Each Haringey school receives an allocation of time from a School Improvement Adviser based on the level of concern, both from OfSTED and other intelligence, including: data analysis, governance and leadership. This ranges from a ‘Keeping in Touch’ meeting termly, Universal termly visits to more robust targeted intervention for underperforming schools. • Monitoring teacher assessment of Year2 at KS1 and of Year 6 writing at KS2. This includes elements of training moderators, arranging visits to 25% of schools and securing compliance with the arrangements for statutory assessments, operating a rota system for schools. • Monitoring KS2 National Curriculum test arrangements for Year 6 and Phonics Screening for Year1 in KS2.
<p>Discretionary Elements:</p> <ul style="list-style-type: none"> • Continuous professional development programme-a comprehensive programme required for National changes to the curriculum and assessment in 2015-2016 • A strategic approach to convening school based working parties for curriculum development and resource packs promoting good and

<p>outstanding teaching.</p> <ul style="list-style-type: none"> • Developing Middle Leaders • Head teacher performance management • OfSTED readiness checks and one day reviews • Leadership coaching and mentoring • Professional support for School Self Evaluation • Specific bespoke reviews for individual schools, such as HR and budget reviews. • Head teacher and Deputy head teacher conferences • Newly Qualified Teachers - Appropriate Body functions • Data analysis and information on new initiatives, legislation, guidance and focus for OfSTED inspections. • Celebration events to showcase excellence and celebrate achievement
<p>Services free to Academies:</p> <ul style="list-style-type: none"> • Keep in Touch meetings termly. (90 minutes) • The Local Authority opens all activities to Academies and embraces the opportunities to trade services, commissioning high quality services from Academies, working in partnership. • Academies are key to the leadership of learning through the Network Learning Communities.
<p>Budget:</p> <ul style="list-style-type: none"> • The service budget is distributed across the core budget, strategic intervention education services, support to under- performing ethnic minority groups and a balance from the DSG for initiatives such as the Network Learning Communities. • The Budget will be made up of £245,000 core funding from the Council: £614,000 from Ethnic Minority Achievement and £566,000 to support Strategic Support and Intervention. • The School Improvement Team have successfully bid for £300,000 from the Mayor's Fund to promote achievement for Secondary Students under the Bright Project, linked to University entrance and raising aspirations. • The Assistant Director has successfully bid for Transformation Funding of £250,000 to promote innovation and School to School support through the Network Learning Communities.
<p>Actual proposed and planned expenditure in financial year 2015-16 from the DSG:</p> <ul style="list-style-type: none"> • Salaries, including: 1 x AD, 1 x PA, 5 X SIAs, 1 x P&D and administrative support Data Analysis functions <p>Core Funding £245k + Ethnic Minority Groups £614k = £859k</p> <p>Strategic Intervention and support- S2S</p> <ul style="list-style-type: none"> • £150 – 190k NLC funding and £33k to fund new initiatives School to

School

- £60k Executive Head functions-existing and proposed for 2015-2016
- £50k Brokered support for S2S support
- £25k Bespoke data analysis to inform the wider Post 16 strategy, the new Early Years and Foundation Stage and NCL priorities
- £6k Head teacher and Deputy Head teacher conferences subsidy to enable organisation and to attract eminent conference speakers
- £10k Development of resource packs through the 'school experts' working groups, and subject leaders for KS2/KS4 driving the CPD programme
- £20k S2S Special/Secondary
- £30k Head teacher and leadership team secondments to strengthen leadership, develop recruitment strategies across NLCs or Haringey wide.
- £19k Meeting emerging national priorities for 2015-2016
- £40k Additional capacity for SIA intervention

School Standards Fund £484k

3. Risk of reduced funding from the DSG.

- Unable to continue the robust system of school improvement, with the risk of falling standards and lower OfSTED judgements;
- Limited data analysis and professional debate on standards to support school self- evaluation against the new curriculum framework;
- Damaging the strengthening partnership between schools and the LA and between schools;
- School to School function is developing and maturing in some NLCs, however schools are not as well supported by external funding from successful School Improvement bids;
- Schools have limited timely intelligence of the implications of changes in national policy, legislation and guidance;
- A reduction in the school improvement team, limiting their capacity to deliver effective support and intervention, impacting on the level and depth of expertise across all aspects of the work, including continuous professional development;
- Primary children achieve lower standards of attainment, impacting on the secondary school baseline data in Year 7.

4. Mitigating the risk of reduced funding.

- 4.1 It will be difficult to mitigate the risk and maintain the levels and pace of improvement for children and young people across Haringey. However, it is likely that the team would be reduced and the universal offer cut dramatically, with limited in depth data analysis to support schools.
- 4.2 The Council may not be in a position to increase core funding as schools are receiving funding, through the pupil premium for example, which is being redistributed from Council budgets through a national formula.

Schools would need to commission services individually or in groups, but may miss the level of expertise and the economies of scale achieved through centrally retained budgets.

5. The Quality of the Service

- 5.1 In the Autumn Term 2013, schools evaluated the quality of the developing School Improvement Service. Comments were very favourable and included some real praise for the level of support and challenge. Schools also found link officers to be well informed, knowledgeable and skilled in all aspects of school improvement, whilst recognising that the Assistant Director planned to secure further development and improvement in the systems and partnership with and across schools.
- 5.2 At this time, some schools also recognised that the team could provide more support for special schools and that it was early days to make a definitive judgement, although the signs were promising for the newly formed team.
- 5.3 The team also evaluate professional development, with very positive ratings, and the Assistant Director liaises with schools to seek their perspectives on the service.

6. Impact Assessment

- 6.1 Working more closely with schools, head teachers and governors, the impact on standards, the rate of progress and outcomes for children and young people are tangible. (Appendix A attached)
- Haringey is the most improved authority over the last four years at the end of KS4, a case study has been written by the DfE, demonstrating the power of partnership, shared systems and services for schools;
 - The support and challenge system promotes high standards and supports leaders to achieve 'good and outstanding' judgements during OfSTED inspections;
 - Overall 100% of secondary, 86% primary, 100% special and nursery schools are judged to be Good or Outstanding by OfSTED;
 - The developing school to school support is impacting on standards and improving the quality of leadership, evident in the OfSTED judgements;
 - Haringey's average GCSE and A Level results are above national averages against the key reported measures of 5+A*-C including English and Maths and the % of A Level students achieving both 2 and 3 A Levels at A*-E;
 - At Key Stage 1 standards in all reported areas are now in line with national and London averages;
 - At Key Stage 2 are in line with or above national averages in all reported areas.;
 - The progress of children from ethnic minority groups and those receiving the pupil premium is improving and closing the gap. FSM

pupils average point score is 15.1 compared to 14.6 nationally. Haringey white other and Haringey black Caribbean groups achieve an average point score of 15.1 and 15.3 respectively, in line with national averages. At KS2 all 3 indicators are above national averages. At GCSE 5+ A-C including English and maths for FSM pupils (2013) is 56% compared to 41% nationally. Haringey's Black African, Black Caribbean and White other groups achieve in line with or above national averages.

7. Areas for further development if DSG funding is agreed
 - Continue to develop the school to school support through Federations, Executive Headships and the Network of Learning Communities
 - Develop the role of the SIAs in partnership with schools to meet the challenge of the national legislative changes in 2015 – 2016
 - Align the SIA service with the work of the Early Years team and Post 16 strategy to streamline support and challenge to schools
 - Track underperforming groups and secure support for children and young people to improve outcomes throughout their school careers. At KS 1 and 2, Black African children achieve just below the national averages and are a focus for further improvement. The attendance and achievement of traveller children remains a focus.
 - Work with schools and other stakeholders to shape the vision for Post 16 and regeneration
 - Develop the Traded Services offer to ensure schools are able to purchase and commission bespoke services from the LA, other commercial providers and other schools or Academies.

Appendix 5.A

Key Stage 1

These data are taken from Haringey raiseonline

I have used average point scores rather than levels in the table below to describe progress.

In 2010 Haringey was 0.7 below the national average but equalled the national average in 2014.

		2010	2014
All subjects (combined reading, writing, maths)	Haringey	14.5	15.9
All subjects (combined reading, writing, maths)	National	15.2	15.9
All subjects (combined reading, writing, maths)	Difference	-0.7	0

The Haringey raiseonline 2010 data on FSM and ethnicity are not available.

The average point score of Haringey FSM pupils in 2014 is 15.1 compared to 14.6 for National FSM pupils.

The average point score of Haringey Non- FSM pupils in 2014 is 16.4 – the same as for National Non- FSM pupils.

Haringey White Other 15.1 compared to National White Other 15.2.

Haringey Black Caribbean 15.3 the same as National Black Caribbean.

Haringey Black African 15.5 compared to 15.8 for National Black African.

Key Stage 2

The 2014 results are not validated and so all below relates to 2009 and 2013.

In 2009 Haringey was 0.6 below the national average and 0.1 above the national average in 2013.

		2009	2013
All subjects (combined reading, writing, maths)	Haringey	27.2	28.4
All subjects (combined reading, writing, maths)	National	27.8	28.3
All subjects (combined reading, writing, maths)	Differenc	-0.6	0.1

The Haringey raiseonline 2009 data on FSM and ethnicity are not available.

The average point score of Haringey FSM pupils in 2013 was 27.1 compared to 26.7 for National FSM pupils.

The average point score of Haringey Non-FSM pupils in 2013 was 29.6 compared to 29.1 for National Non-FSM pupils.

Haringey White Other 28.2 compared to National White Other 27.7.

Haringey Black Caribbean 26.8 compared to National Black Caribbean 27.2.

Haringey Black African 27.5 compared to National Black African 28.1.

GCSE

The 2014 results are not validated and so all below relates to 2009 and 2013.

		2009	2013
5+ A* - C (including Eng&Maths)	Haringey	46	63
5+ A* - C (including Eng&Maths)	National	50	60
5+ A* - C (including Eng&Maths)	Difference	-4	+3

The Ofsted Haringey raiseonline 2009 data on FSM and ethnicity are not available.

The 5+ A* - C (including Eng&Maths) of Haringey FSM pupils in 2013 is 56 compared to 41 for National FSM pupils.

The 5+ A* - C (including Eng&Maths) of Haringey Non- FSM pupils in 2013 is 72 compared to 66 for National Non-FSM pupils.

		2013
5+ A*C E&M	Haringey White Other	59
5+ A*C E&M	National White Other	55
5+ A*C E&M	Haringey Black Caribbean	51
5+ A*C E&M	National Black Caribbean	53
5+ A*C E&M	Haringey Black African	61
5+ A*C E&M	National Black African	61

Ofsted Overall effectiveness October 2014 (LBH Inspection and Risk Report)

63 Primary schools	85.7% Good or better
11 Secondary schools	100% Good or better
Haringey 6 th Form Centre	Requires improvement
4 Special schools	100% Good or better
3 Nursery schools	67% Good or better
All providers	86.6% Good or better

Appendix 6.

Supplementary and Community Language Schools in Haringey – 2014

Supplementary and Community Language Schools (SCLS) generally offer out-of-hours educational opportunities for children and young people, many of whom come from minority ethnic communities.

Haringey currently provides funding for 8 Supplementary Schools from the African Caribbean, Albanian, Chinese, Turkish, Somali, Kurdish and Orthodox Jewish communities. The funding supports approximately 525 Haringey based students of all ages who attend SCLS on a weekly basis. The funding is currently based on an amount per head.

In 2013-14 the LA named link was changed and the 'liaison with Supplementary Schools' now sits within the Schools and Learning Team with a School Improvement Advisor which strengthens the attainment focus.

In order for SCLS to receive funding from Haringey, the following criteria need to be fulfilled:

- A minimum of 25 Haringey resident students of statutory school age should attend once a week
- An application form submitted detailing the aims, sessions offered, volunteers and teaching staff, engagement with parents, compliance with statutory policies (Health and Safety, Equalities and safeguarding) and Financial details.
- Registration with The National Resource Centre for Supplementary Education (NRCSE) and to have achieved (or be working on the renewal of) the Bronze Quality Framework award (as a minimum).
- A commitment to engaging with the LA and in training

In addition to the above criteria, the LA carries out an audit of underperforming groups and ensures that funding is allocated to the supplementary schools serving those communities as a way of supporting raising attainment and improving progress for these groups of pupils. In 2013, the following groups were identified:

- African (Including Somali and other African ethnic groups)
- Kurdish
- African Caribbean
- White Other (including Albanian, Kosovan and Turkish)
- Orthodox Jewish
- Chinese (in some but not all Key Stages)

The registration with the NRCSE and the engagement in the Quality Framework process requires schools to have policies etc checked and mentors to visit to see the school in action (and to follow this with a written statement) which means first hand judgements can be made about quality and effectiveness.

The next page details the allocations of funding for each of the schools in Haringey for 2013 – 14 and their position within the NRCSE Quality Framework

Haringey Supplementary Schools 2014

School Name	Meeting area	Funding '14	Days/Times (average 35 weeks)	Areas offered	NRCSE Award
Lemuel Findlay (African Caribbean)	Tottenham (CoNEL)	£1,996 (outgoings £19,450)	Saturdays 10.30 to 13.30	English, Maths, Science (KS1 to KS4)	Bronze
Nene Tereza (Albanian)	Park View School	£3,651 (outgoings - £11,400)	Saturdays 11.00 to 13.30	Maths, English and Albanian language and Dance (age 5 to 16)	Gold
A Class Tutors (General)	Tottenham	£1,461 (outgoings - £8,250)	Saturday and Sunday 9.00 to 13.30	Maths and Science (age 10 to 18)	Bronze
Haringey Chinese Centre (Chinese)	Park View School	£6,085 (outgoings - £36,374)	Saturdays 10.30 to 12.00	Chinese (Cantonese and Mandarin) (Yr 1 to Yr8)	Gold
Hornsey Ataturk (Turkish)	Hornsey School for Girls	£4,722 (outgoings - (£29,920)	Sundays 10.00 to 14.00	Turkish, Maths and English (age 6 to 16)	Gold
Haringey Somali Community and Cultural Association (Somali)	Tottenham	£1,266 (outgoings £2,280)	Sundays 10.00 to 13.30	English, Maths, Science and Somali (KS2 to KS4)	Silver

Chaverim (Jewish)	Tottenham	£3,505 (no outgoings listed)	Monday, Tuesday, Thursday and Sunday 19.00 to 21.00	English, Maths, Hebrew and Yiddish (age 11 to 15)	Bronze
Kurdish Community Centre (Kurdish)	Green Lanes	£3,311 (no outgoings listed)	Saturday and Sunday	English, Maths, Science, Mother tongue and Cultural Activities	Bronze
Islamic Community Centre		No funding 2014			Bronze

Impact:

Currently there is only unvalidated data available and it is not for all Key Stages. Based on the 2014 LA Unvalidated RAISE online for Primary, The Value Added Progress Measures for the identified groups are higher than National for most of the identified groups:

Progress Measures Value Added 2012 to 2014		
	LA	National
Any Other White Background (Turkish, Kurdish, Albanian etc)	100.6 – 101.1 (+0.5)	101.2 – 101.0 (-0.2)
Black Caribbean	99.7 – 99.7 (0)	99.8 – 99.8 (0)
Black African (including Somali)	99.8 – 100.3 (+0.5)	100.6 – 100.7 (+0.1)
Chinese	100.0 – 102.3 (+2.3)	101.4 – 101.7 (+0.3)

Of the 9 schools registered with the NRCSE, all have the Bronze Award and in addition 1 School has the Silver Award and 3 Schools have the Gold Award.

Pupils and the communities engage well with the SCLS and one (Lemuel Findlay for the African Caribbean community) is celebrating its 40th birthday at the beginning of December.

Visits to the schools have shown staff engaging pupils in activities to enhance the curriculum offer they receive in mainstream schools such as additional phonics, Maths and English sessions and support for SATs and exams at KS3/4. This is followed through in the Quality Framework Award package when referencing planning and curriculum opportunities for the pupils.

Future Developments:

As financial pressures increase, the costs of running the SCLS programme is increasing for the schools and the funding from Haringey is a lifeline for them to continue the supportive work for the students and their families. The schools would also like to be able to offer support with school transfer etc. It is therefore recommended that the funding at the current level continues. The SCLS have met with the LA link and are planning a programme of training and development for all staff including linked to Safeguarding and the changes in the Curriculum to ensure the schools are well placed to continue to support the students in the communities they serve.

There are currently 4 schools that are in the process of renewing their awards and these are being supported through the process by their mentor and the NRCSE. As part of the ongoing pursuit of excellence and to recognise the work they are doing within their communities, all schools are being encouraged to look beyond the Bronze award and to aim for Silver or Gold. Further developments will include better information sharing so the mainstream schools are aware of the Supplementary Schools that are operating and the support they provide and also greater analysis of group data to analyse performance of groups within the broad headings. It is recognised there are possibly Supplementary Schools that do not currently engage with the Local Authority and ways of improving engagement will be investigated during the next year.

Appendix 7. Care Placements for Looked After Children.

1 Purpose

This report provides an update to the Schools Forum in respect of a £1m contribution from the Dedicated Schools Budget (DSB) toward the cost of education provision for looked after children (LAC).

2 Context

The contribution from DSB to the cost of residential care placements for LAC was put in place six years ago, at a time when there had been a very significant increase in the number of LAC. Whilst these numbers have now reduced, with 509 looked after children as at November 2014, there is still work to do to continue to reduce our reliance on LAC placements.

3 Haringey Children's Services use of residential care placements for LAC

Our policy is to place all looked after children in family (fostering) placements and also, wherever possible to place children in or close to Haringey unless there are very specific reasons not to, based upon the child's needs. Only those children with the most challenging behaviour, the most complex needs and with the greatest level of risk are considered for a residential placement. In addition, Children's Services aims to use residential care for the shortest period required in order to stabilise the child, provide intensive support and reduce the level of risk. We would always aim to move children on from residential care at the earliest opportunity, either into fostering, or back to their birth families or with connected persons,.

4 Numbers of LAC in residential care placements

Alongside the reduction in looked after children overall, there has been a steady and managed reduction in the number of LAC in residential care over the past few years. On 25th November 2014, there are 31 LAC in residential care placements. However, given the complexity of need involved, this is a volatile and changing group and over the course of the full year 2014/15 we expect that a total of 41 LAC will have spent some time in residential care placements.

	2012/13	2013/14	2014/15 (projection to year end)
Total number of LAC in residential placements for all or part of the year	63	58	41

Aged 0 - 15	38	31	27
Aged 16 - 17	25	27	14

5 Meeting the education needs of LAC in residential care placements

- 5.1 Children's Services places great importance on meeting the education needs of our LAC population. With the support of the Virtual School Team and with excellent work from colleagues in Haringey's schools, we have hugely improved the education outcomes for LAC in recent years (evidence via attendance, SATs, GCSE, AS and admissions to Higher Education). Haringey is currently the third highest performing authority in the country for attainment of 5 GCSEs, including Maths and English, for looked after children. , and achieved twice the national average for attainment in GCSE's including English and Maths..
- 5.2 Children's Services will always try to arrange for LAC in residential care to attend mainstream or special schools or Pupil Referral Units in the area they are staying if appropriate. For some children, however, these are simply not viable options and we then purchase education from the residential provider. Our overarching objective, however, remains to work toward reintegration back to mainstream or community based special school.

6 Cost to Children's Services of meeting the education needs of LAC placed in residential care provision

The following table shows the total cost of LAC residential care placements over the past three years. Some residential care placements are jointly funded by SEN and this contribution is shown on the second line of the table:

	2012/13 £'000	2013/14 £'000	2014/15 (projected to year end) £'000
Total spend on residential care placements	5,400	4,014	3,443
SEN contribution	364	234	454
Spend from Children's Services Placements Budget	5,036	3,780	2,989

7 Cost of the education component of LAC Residential Care Placements

Residential care providers generally cost the education component of their offer at around one third of the total cost of the placement. Therefore, the total amount spent by Children's Services on meeting the education needs of LAC in residential care, where the residential home is also providing education, is as set out in the following table:

	2012/13 £'000	2013/14 £'000	2014/15 (projected to year end) £'000
Expenditure by Children's Services on meeting LAC education needs where education is directly provided by the residential home	877	578	634

8 LAC Placed in Independent Fostering Agency Placements

- 8.1 Our policy is to place the majority of LAC within foster placements (the rest being in residential care, placed with family, semi-independent accommodation or secure accommodation). Clearly Haringey as a corporate parent has a responsibility to ensure that all children receive a full time education from the moment they become looked after.
- 8.2 Sometimes, children are placed in emergency circumstances with Independent Fostering Agency (IFA) foster carers and are without a school place for a period of time. In these circumstances Children's Services will ask the IFA to provide education as part of the total care package. Some of the larger IFA have their own school provision, the others will arrange for a teacher to work one to one with the child. Children's Services are billed by the IFA for this education component. It is more difficult to provide a precise costing at the present time of this (mainly short term) education provision. We estimate that the full year cost of providing education / teaching to children in IFA placements, due to their being temporarily out of school, is approximately £262,000. We also spend from the Internal Fostering budget to support children in their education including additional payments covering short term and permanent exclusions.

9 Summary

- 9.1 The Children's Services Placements budget continues to be under significant pressure and the contribution to this budget from the Dedicated Schools Budget is highly valued. This has played a significant role in achieving excellent education outcomes for all our looked after children.
- 9.2 Since the start of 2014, there have been movements both up and down in the numbers of looked after children. We are implementing an ambitious Early Help model which we believe will achieve better outcomes for children and families by supporting early intervention and preventing needs escalating. We further believe this will contribute to a gradual and sustainable reduction in the numbers of looked after children as the model begins to have greater impact.
- 9.3 In the light of the reduction in the number and costs of LAC placements achieved in recent years and recognising that the educational component has also gone down we are proposing a reduction in the DSG contribution from £1m to £800k. It is proposed elsewhere that the £200k freed up be transferred to the High Needs block. With the introduction of Early Help and other improvements in Children's Services we hope to reduce further the number and cost of LAC placements and if this is achieved we will look to reduce the DSG contribution again in future years.

Appendix 8 - Early Help – Family Support.

Introduction

1.1 **1** This paper is intended to give Schools Forum a further update on the implementation of Early Help in Haringey following the presentation of a paper to Schools Forum on 23rd October at which a number of questions were raised. Subsequently, both the Schools and High Needs Block Working Groups have had an opportunity to discuss the proposals regarding family support within the context of the wider Early Help model. This paper provides an update based on those discussions and the progress made to date. All members of the Working Groups acknowledged the scale and complexity of the vision and model for Early Help and that the impact of further progress will need to be measured over time.

2. Background

2.1 Nationally and locally the relationship between schools and children's services continues to change. The impact on local authorities of more reductions in central funding is the need to transform how services are delivered and to ensure that the most effective balance between universal, targeted and specialist services is maintained. It has always been clear that within the universal service offer there has been a need to provide additional support to some families to improve outcomes for children and young people.

2.2 In Haringey, the family support service has traditionally been aligned with social care which supported the focus of Children and Young People's Services on those children and families with a need for social care interventions. The Council is now developing and implementing a model of Early Help which will improve outcomes for children, young people and families by intervening earlier in a joined up way. The model puts in place a shift towards prevention and early intervention to avoid the escalation of need and to reduce the demand for specialist services. This has had implications for the way family support is delivered in the borough as it was recognised that the service was not provided consistently and was more focused on supporting social care than on outcomes identified through an Early Help approach.

2.3 Following a restructure, the Family Support Teams now sit alongside Families First and Think Family (the Family Intervention Team) as part of an Integrated Family Support Service. This is positioned within the wider Early Help Service which supports families earlier to achieve outcomes agreed with them and supporting, for example, educational attainment, family cohesion and healthy living. It is aligned with

2.4 The wider Early Help Service is funded from three main sources:

- DSG of £1.35m
- Council General Funds of £975,200
- Troubled Families Grant of £886,500 including Payment by Results income.

The allocation of DSG funding in 2013-14 was made to the Family Support Teams and materially sustained capacity to provide essential support for schools and help to sustain children and families in education. Appendix 1 provides some information about the work of the teams this financial year.

3. Implementing Early Help

3.1 The development of our 3 – 5 year Early Help Strategy enables us to be clearer about the contribution family support should make for children and families and across partners within the wider context of realising a shift towards prevention and early intervention and preventing the escalation of need. The positive impact the family support service has had so far means we are well placed to ensure it continues to develop and is embedded in clearer and more accessible pathways. We recognise the scale of the task ahead and are putting in place the building blocks for a successful early help model, within the wider Strategy:

- Early Help Pathway with associated assessment and referral documentation
- Early Help Forums
- Early Help Co-ordinators
- Integrated Family Support Service
- Early Help Performance Management Framework

A provider has been commissioned to develop and deliver early help training across all partner agencies in Haringey. This has started with a module to train the trainer across partner agencies and dates have now been set to train 300 front line staff and managers to enable better implementation of the approach and model.

3.2 The Early Help Pathway has been designed and implemented with the participation of a range of partners in the borough to ensure improved access to prevention and early intervention for all children, young people and families. There is a clear route into early help, as well as into social care for safeguarding cases, with support to universal and targeted services and carefully managed step up and step down provision. There are new and improved assessment and referral paperwork and processes, to replace the CAF for example, for a range of interventions and work is underway to improve the range of interventions available through early help.

3.3 There are six Early Help Co-ordinators whose role is to develop links to the schools in their specified locality and to build knowledge of all provision in their area, visit services, and make themselves available for consultation and advice in person and by phone, notably to schools and other universal services. There has been positive feedback by schools about this service although it will require more time for the co-ordinators to develop the full links with all local provision.

3.4 There are six Early Help Forums across the borough, based in each of the existing Network Learning Communities, with a linked Early Help Co-ordinator from Haringey's Early Help Service. Most are set in schools or children's centres. The Forums facilitate multi-agency discussion and interventions for more complex cases and build locality networks. The Family Support service is represented at each of the forums to develop partnerships and build collaborative working.

3.5 We have brought all of the existing family support teams together into an integrated service with a clear point of access. The service is now accessed by a single referral and in consultation with one of our 6 Early Help Co-

ordinators. The service will focus on achieving shared outcomes, identified by the family, the family support service and the initiating agency for example a school and set out in the Early Help Assessment Form. (see Appendix 2 for a structure chart). The aim is to use some of the models and tools from the successful implementation of Families First in the borough to develop an integrated family support service with a clear focus on achieving agreed outcomes with children and families.

- 3.6 We believe an integrated family support service allied with the new early help pathway has a number of benefits, namely:
- Children families and young people are getting a service response based on need and desired outcomes rather than the referring professional's knowledge of what services are available.
 - The process from referral to allocation to work beginning with a family is quick.
 - A named Early Help Co-ordinator for each forum is available and can provide sound advice and guidance as and when necessary to agencies working directly with children and families and ensure better access to co-ordinated support for those children and families who need it.
 - Carrying out assessments and referrals to service is clear, quick and simple.
 - There is a forum for a multi-agency discussion for complex cases which need a specific action plan to effect improvement.
 - Local analysis of need and good understanding of what is available in a locality mean that the services provided as part of the local offer can be tailored to that NLC's needs.
 - Family support have an overview of the whole early help pathway and a say in how it is developed and sustained.
 - The service aims to equip children and families with the confidence and skills to build their capacity to deal with situations as they arise in the future.
- 3.7 An Early Help Performance Management Framework has been developed and will be used to track the impact and performance, both of the wider early help model and of its individual elements such as family support, in relation to a range of indicators and outcomes for children and families.
- 3.8 Partnership working is demonstrated at a strategic level by the engagement of Schools Forum representatives on the Early Help Partnership Board. It is further demonstrated by the way in which schools, other partner agencies and family support workers work together to improve the outcomes including the educational attainment of children from families with complex needs. There is regular liaison and monitoring attendance and collaboration at team around the family meetings, information sharing and through the co-ordination of effective interventions with children and families.
- 3.9 It is important that schools feel able to influence and contribute to the development of the service and the relationship with Children's Services. We are keen to continue to build on the active engagement of schools to date as

we carry out further implementation of Early Help and develop the role of family support within this wider context. This will be evidenced through the improved pathways into Family Support as well as the Early Help Forums and the internal Early Help structure.

4. Proposals for Schools Forum

- 4.1 In the context of Haringey's Early Help strategy, we are requesting that Schools Forum continues to agree to the combined allocation of £1.35m from the Schools and High Needs Blocks to support the Early Help Service, which offers access to a range of dedicated family support. Schools are at the heart of the early help model as a universal service accessible to all children and families in the borough. The single borough wide family support service, which achieves greater economies of scale as a single service and which will enable greater continuity of care for families, is supported both by General Fund contributions and by the funding from the DSG. The team will be able to offer dedicated support which will focus on ensuring that families with needs are able to continue within mainstream provision wherever possible and are escalated appropriately to specialist and social care as required.

5. Conclusion

- 5.1 These proposals to Schools Forum set out how the DSG and the General Fund can support a new model of early help offering better outcomes to children and families, easier access to family support services and enabling schools and early years educational settings to offer earlier interventions from within mainstream services.

Appendix 8a

Below is set out data for the past 12 months in relation to the DSG funded Family Support Teams, which demonstrates their activity levels and the sort of cases in

which they have been engaged.

Cases:

A case in this instance refers to the number of individual children referred and not the total number in the family, which could be significantly more as a whole family approach is taken.

Number of Family Support (FS) cases currently allocated across the 4 Family Support Work (FSW) teams

Total = 137

Number of cases closed in the last year (October 2013-2014)

Total = 192

Number of cases FS worked with in the last year (i.e. closed + currently open cases)

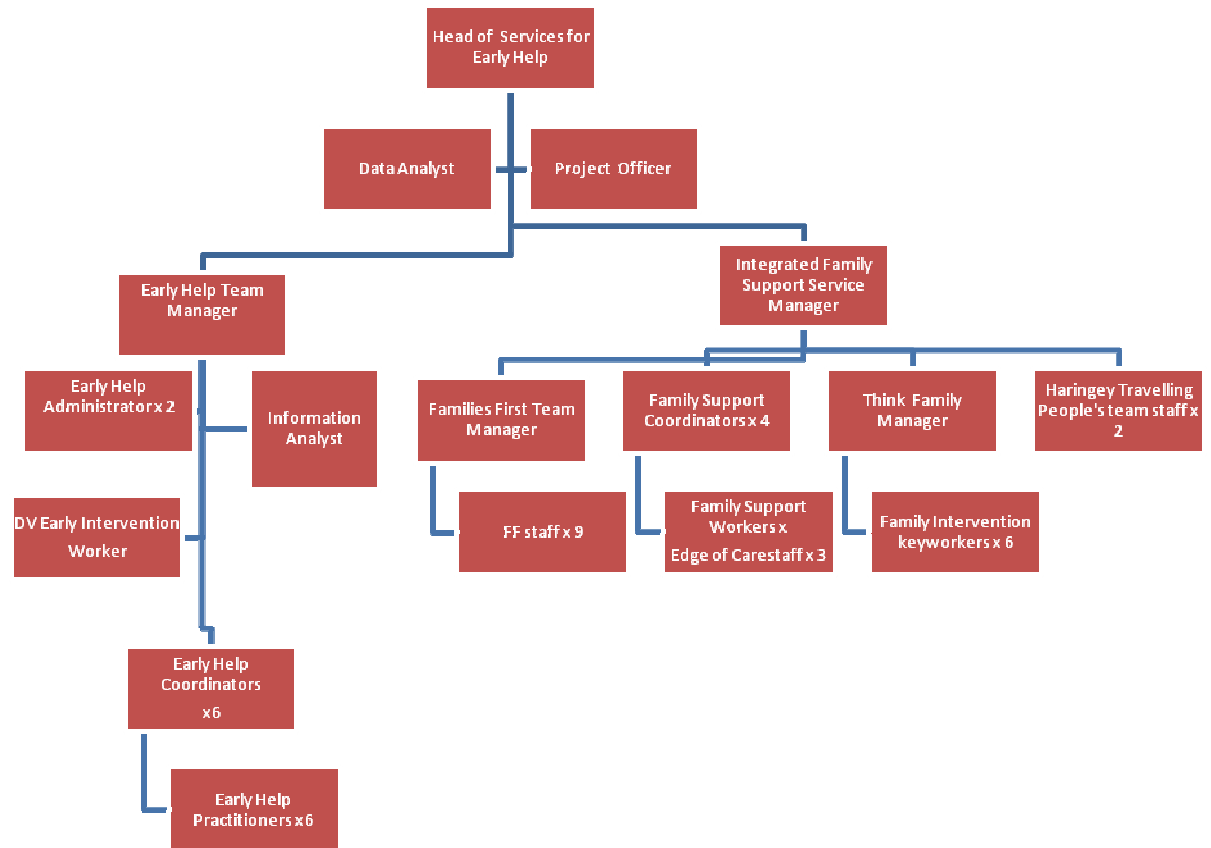
Total = 329

Number of Parenting Programmes = 10

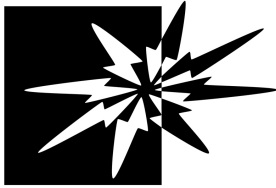
Staffing:

30.5 FTE Family Support Workers, 4 Co-ordinators

Appendix 8b: Early Help Structure Chart



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Haringey Council

**Agenda Item
10**

Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum –Thursday 4th December 2014

Report Title: Updated Schools Forum Work Plan 2014-15.

Author:

Steve Worth – Finance Manager (Schools and Learning)
Contact: 0208 489 3708 Email: Stephen.worth@haringey.gov.uk

Purpose: To inform the Forum of the updated work plan for 2014-15 and provide members with an opportunity to add additional items.

Recommendations:

That the updated work plan for 2014-15 is noted.

1. Schools Forum

- 1.1. It is good practice for Schools Forum to maintain a work plan so that members ensure that key issues are considered in a robust and timely way.
- 1.2. Members of the Forum are asked to consider whether there are any additional issues that should be added to the work plan for the next Academic Year.
- 1.3. This work plan will be included on the agenda for each future meeting so that members are able to review progress and make appropriate updates.

Haringey Schools Forum - Work Plan Academic Year 2014-15

December 2014

Dedicated Schools Budget Strategy 2015-16
Update on Early Years
Trade Union Representation

15 January 2015

Update on Dedicated Schools Budget Strategy 2015-16
Indicative School Budget Shares
Centrally retained budgets – High Needs Block 2015-16
Growth Fund
Update on Early Years

25 February 2015

Scheme for Financing Schools
Update on Dedicated Schools Budget Strategy 2015-16
The Schools Internal Audit Programme
Update on Early Years

21 May 2015

Arrangements for the education of pupils with special educational needs.
Arrangements for the use of pupil referral units and the education of children otherwise than at school.
Administrative arrangements for the allocation of central government grants paid to schools via the authority.

8 July 2015

Dedicated Schools Budget Outturn 2014-15
Outcome of Internal Audit Programme 2014-15
Forum Membership
Early Years Update:
Work plan 2015-16

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