

NOTICE OF MEETING

HARINGEY SCHOOLS FORUM

THURSDAY 17 OCTOBER 2019 AT 15:45 HRS FOR 16:00 HRS –
HARINGEY EDUCATION PARTNERSHIP TRAINING ROOM,
HORNSEY SCHOOL FOR GIRLS, INDERWICK ROAD, LONDON N8
9JF

AGENDA

1. CHAIR'S WELCOME

2. ELECTION OF CHAIR AND VICE CHAIR

3. APOLOGIES AND SUBSTITUTE MEMBERS

Clerk to report.

4. DECLARATIONS OF INTEREST

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

5. MINUTES OF THE MEETING OF 28 FEBRUARY 2019 AND INQUORATE MEETING OF 11 JULY 2019 (PAGES 1 - 10)

6. MATTERS ARISING

7. FORUM MEMBERSHIP (PAGES 11 - 14)

To review the membership of the Forum.

8. DEDICATED SCHOOLS BUDGET STRATEGY 2019-20 AND 2020-21 (PAGES 15 - 28)

To inform members of the latest changes in the Dedicated Schools Grant (DSG) for 2020-21.

For Decision using the same DSG formula as for 2019-20

To note the financial review of DSG 2019-20 forecast.

To inform members of the need for DSG recovery plan.

9. EDUCATION WELFARE – UPDATE (PAGES 29 - 42)

To consider funding for the next three years.

10. WORK PLAN 2019-20 (PAGES 43 - 44)

To inform the forum of the updated work plan for the 2019-20 academic year and provide members with an opportunity to add additional items.

11. UPDATE FROM WORKING PARTIES

- EARLY YEARS WORKING GROUP (if any)
- HIGH NEEDS SUB GROUP (if any)

12. INFORMATION ITEMS (IF ANY)

13. ANY OTHER URGENT BUSINESS

14. DATE OF FUTURE MEETINGS:

5 December 2019
16 January 2020
27 February 2020
25 June 2020

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Monday, 14 October 2019

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 28 FEBRUARY 2019**

Schools Members:**Headteachers:****Special (1)****Nursery Schools (1)****Primary (7)**

Martin Doyle (Riverside)

Peter Catling (Woodlands Park)

(A) Mary Gardiner (West Green)

(A) Steve McNicholas (St John De Paul Murphy (Lancasterian)
Vianney)

(A) Emma Murray (Seven Sisters) Linda Sarr (Risley Avenue)

Will Wawn (Bounds Green)

(A) Andy Webster (Park View) Tony Hartney (Gladesmore)

Secondary (2)**Primary Academy (1)****Secondary Academies (2)****Alternative Provision**

(A) Sharon Easton (St Paul's and All Hallows)

(A) Gerry Robinson (Woodside)

Patricia Davies

(A) Michael McKenzie (Alexandra Park)

Governors:**Special (1)****Nursery Centres (1)****Primary (7)**

(A) Jean Brown (The Vale)

Melian Mansfield (Pembury)

Vacancy@1

(A) Laura Butterfield (Coldfall)

John Keever (Seven Sisters)

Zena Brabazon (Seven Sisters)

Hannah D'Aguir (Chestnuts Primary)

Elinor McDonald for Jenny Thomas

(Lordship Lane)

Secondary (3)

(A) Lorna Walker (Rokesly Infants)

Sylvia Dobie (Park View)

(A) Johanna Hinshelwood (Hornsey Girls)

(A) Terry Sullivan (Park View)

Primary Academy (1)**Secondary Academies (2)**

Vacancy

Noreen Graham (Woodside)

Non School Members: -**Non-Executive Councilor****Trade Union Representative****Professional Association Representative****Faith Schools****14-19 Partnership****Early Years Providers**

Cllr Daniel Stone

Pat Forward

Ed Harlow

Nicola Purvis for Geraldine Gallagher

Kurt Hintz

Susan Tudor-Hart

Observers: -**Cabinet Member for CYPs**

(A) Cllr Elin Weston

Also attending:

LBH Director of Children's Services

Chief Executive of Haringey Education Partnership (HEP)

LBH Assistant Director, Schools and Learning

LBH Assistant Director, Quality Assurance, Early Help & Prevention

LBH Head of SEN and Disability

LBH Head of Strategic Commissioning Early Help and Culture

LBH Head of Early Help and Prevention

LBH Head of Audit and Risk Management

LBH Head of Finance and Business Partners

LBH Finance Business Partner (Schools and Learning)

LBH Children's Accountant and Schools

LBH Service Improvement Manager

LBH Principal Education Welfare Officer

Lead for Governor Services – HEP

HEP Clerk (minutes)

Ann Graham

James Page

Eveleen Riordan

(A) Gill Gibson

Vikki Monk-Myer

Ngozi Anuforo

(A) Jennifer Sergeant

Minesh Jani

Paul Durrant

Muhammad Ali

(A) Shamila Ganeshalingam

(A) Karen Oellermann

(A) Michael Welton

Carolyn Banks

Jonathan Adamides-Vellapah

(A) Apologies given

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 28 FEBRUARY 2019**

MINUTE No.	SUBJECT/DECISION	ACTION BY
1.	CHAIR'S WELCOME	
1.1	<p>The Clerk called for a member of the Forum to take the Chair of the meeting. The members elected Will Wawn to Chair the meeting. Will Wawn accepted the Chair in lieu of Tony Hartney until his arrival. Will Wawn chaired Agenda item: 2, 3, 3a and 8.</p> <p>The Chair (Will Wawn) opened and welcomed everyone to the meeting and noted that the focus of the meeting will be receiving reports from Officers.</p>	
2.	APOLOGIES AND SUBSTITUTE MEMBERS	
2.1	Apologies: Received and accepted. Apologies for lateness: Tony Hartney.	
2.2	Substitutions: Nicola Purvis for Geraldine Gallagher and Elinor McDonald for Jenny Thomas.	
2.3	Observers and Guests: Jerry Burton, Mazars	
3.	DECLARATIONS OF INTEREST	
3.1	There were no new declarations of interest for items on the agenda.	
3a.	VARIATION TO THE AGENDA	
3a.1	The Forum agreed to vary the agenda and received the update on agenda item: 8, Update on Early Years Budget Pressures 2019-20 ahead of all other items.	
4.	MINUTES OF THE MEETINGS 17 JANUARY 2019	
4.1	The minutes of the meeting on the 17 January 2019 were approved as a true record.	
5.	MATTERS ARISING 17 JANUARY 2019	
5.1	6.2 The Forum agreed that a joint approach with neighboring boroughs should be considered to outline the critical situation of the High Needs Block, and the need for additional resources required in addressing these needs and to tackle the deficits. (Paul Durrant). UPDATED: Ongoing discussions are taking place.	
	6.4 A report will come back to the Forum on the deficit recovery plan. Paul Durrant. UPDATED: Ongoing action.	Fin
	6.6 A three-year plan for the Attendance and Welfare Service should be presented to the Forum at the 11 July 2019. Assistant Director. Completed.	AD (S &L)
	6.6 AGREED: LBH Assistant Director, Schools and Learning (Eveleen Riordan) will bring together representatives of the Forum in developing the three-year plan and volunteers should contact the Assistant Director. Assistant Director – Completed.	
	7.1 To add the Attendance and Welfare service three-year plan to the 11 July 2019 agenda and to the Work Plan 2018/19. Clerk – Completed.	Fin
	9.1 Information only items agreed are: <ul style="list-style-type: none"> • Schools Capital and expenditure. 	

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 28 FEBRUARY 2019**

	<ul style="list-style-type: none"> Educational Programme and Grant applications. <p>The report will be provided by the LBH Director of Children's Services. ACTION: The Clerk will add information items to the agenda. Clerk Completed.</p>	
6.	THE SCHOOLS INTERNAL AUDIT PROGRAMME	
6.1	<p>Head of Audit and Risk Management (Minesh Jani) and the Mazars representative (Jerry Burton) presented the report and overview, which was noted by the Forum.</p> <p>The Forum noted that training has been provided and a summary report will be presented at the July 2019 meeting.</p>	Clerk
	RESOLVED: The Schools Forum noted the planned programme of internal audit work for 2019-20.	
7.	EARLY HELP AND PREVENTATIVE SERVICES UPDATE	
7.1	ACTION: The Forum agreed to defer to the next appropriate meeting the Early Help and Preventative services update.	Clerk
8.	UPDATE ON EARLY YEARS BUDGET PRESSURES 2019-20	
8.1	<p>The Head of Strategic Commissioning Early Help and Culture (Ngozi Anuforo) presented an overview of the paper, which was discussed by the Forum. The following was noted:</p> <ul style="list-style-type: none"> The funding for Early Years remains unchanged for 2019/20. The funding for three and four-year old's is £5.66. The funding for two-year old's is £5.66. The £5.66 is comparative to neighbouring outer London boroughs, however funding for schools is received at the inner London rate. There are no reserves within the Early Years block, as these have been used to support the overall DSG deficit generated by the High Needs Block. There have been meetings with all providers in the sector over the past two years to work through the funding changes. 	
	<p>The Forum noted the following:</p> <ul style="list-style-type: none"> Meetings continue to be held with the ESFA and DfE on raising the case for Inner London funding for Early Years. The Heads of Early Years across the sector in London have their regular forum meetings and continue to raise issues concerning the funding of the services and the importance of early years intervention and inclusion. The Director of Children's Services continues to engage with all concerned including Government Ministers to raise issues, which include the funding of all education services. The work continues to ensure that the Section 251 census returns that directly impact funding are accurate. PVI providers may not be able to sustain the 2-year-old provision as the ratio for adult to child is 1 to 3, compared to the 3 to 4-year-old provision where the ratio is 1 to 4. This is effectively a 25% reduction in pay and funding to provide the 2-year-old provision. 	

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 28 FEBRUARY 2019**

	<ul style="list-style-type: none"> Concerns that should providers decline to provide the 2-year-old provision, some of the most vulnerable in the borough may not be supported. <p>ACTION: An update on the Early Years Block to be added to the work plan.</p> <p>ACTION: An additional Schools Forum meeting to take place on the 23 May 2019. Clerk to circulate date.</p>	Clerk
	<p>RESOLVED:</p> <ol style="list-style-type: none"> The indicative funding for the Early Years Block in 2019-20, was noted. The proposed allocation of the Early Years Block for 2019-20 was agreed. The proposed budget allocation for centrally retained funds for 2019-20 was noted and agreed. The challenges and priority actions for 2019-20 was noted. 	
9.	UPDATE ON HIGH NEEDS BLOCK BUDGET PRESSURES 2019-20	
9.1	<p>Head of SEN and Disability (Vikki Monk-Myer) presented an overview to the Forum and the following was noted:</p> <ul style="list-style-type: none"> The funding within the block is under pressure. There have been conversations with the ESFA about the overspend within the block and how the deficit can be resolved. There is a forecasted deficit for 2019/20 and a licensed deficit from the ESFA will be applied for. There are strategies in place to ensure the needs of SEND children in Haringey are available within the Borough. The Alternative Provision review includes how to serve the emerging SEMH needs. <p>The Forum thanked the Officers, Staff and Working Party members for their work during these challenging times with budget pressures.</p> <p>ACTION: Head of SEN and Disability (Vikki Monk-Myer) will review with finance colleagues if a benchmarking report can be provided showing the High Needs Block spend in Haringey against neighboring Boroughs. The report should include where possible national, regional and sector benchmarks. The report to come to the July 2019 meeting.</p>	V Monk-Myer & P Durrant
	<p>RESOLVED:</p> <ol style="list-style-type: none"> The Schools Forum noted the budget position for 2018/19, the pressures and agreed actions taken to mitigate the pressures. The Schools Forum agreed the budget proposals for 2019/20. 	
10.	UPDATE ON THE GROWTH FUND POSITION 2019-20	
10.1	<p>Finance Business Partner: Schools and Learning (Muhammed Ali) presented the report, which was discussed and noted by the Forum. The following was noted from the discussions:</p> <ul style="list-style-type: none"> The Forum reviewed if the assumptions and calculations used were valid. Officers will review the formulas and re-visit the information received. 	

**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 28 FEBRUARY 2019**

	<ul style="list-style-type: none"> The Forum discussed the administrative processes required to recoup growth fund payments from academies. The Forum noted that Welbourne Primary is on the list to have growth funding, however, there has been a consultation to reduce the PAN. The Assistant Director (Eveleen Riordan) advised that currently the admission data received showed that there is a need for school places at Welbourne. The need for the Welbourne PAN will be clarified after the school offers have been made and an update provided at the July meeting. 	AD (S & L)
	<p>RESOLVED: The Members noted for information the total cost of 2019/20 Growth Fund.</p> <p>NOTED: For members to provide their view to the Assistant Director on seeking further guidance from the ESFA about funding academies on the same basis as the council funds its schools to avoid funding recoupment every year.</p>	
11.	WORK PLAN 2019-20	
11.1	The Forum noted the Work Plan and members were asked to email Carolyn Banks and with amendments or any items for consideration.	
12.	UPDATE FROM WORKING PARTIES	
12.1	THE TUITION SERVICE AND THE GROVE UPDATE	
12.1a	The Forum noted that a report will come to the July meeting on the Alternative Provision review	Clerk for agenda
12.2	EARLY YEARS WORKING GROUP	
12.2a	The Chair of the Early Years Working Group (Melian Mansfield) advised that Group has met and raised concerns over the Early Years funding. The Group will meet again on the 1 April 2019.	
12.3	HIGH NEEDS BLOCK MEETING	
12.3a	There were no further updates.	
13.	INFORMATION ITEMS/OTHER	
13.	The information items circulated.	
14.	ANY OTHER URGENT BUSINESS	
14.1	Schools Budgets. The Forum thanked the Finance Team for circulating the Budgets to Schools. ACTION: Paul Durrant to send the budgets to HEP (Carolyn Banks) for circulation to Governing Board Chairs and Clerks. ACTION: Paul Durrant to send the PVI providers their budgets when completed.	P Durrant P Durrant
15.	DATES OF FUTURE MEETINGS	
	<ul style="list-style-type: none"> 23 May 2019 – additional meeting date 11 July 2019 	Clerk
	As there was no further business the meeting closed.	

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**MINUTES OF THE INQUORATE SCHOOLS FORUM MEETING
THURSDAY 11 JULY 2019 AT 4pm**

School Members

Headteachers

Special (1)	Martin Doyle (Riverside)	
Nursery Schools (1)	(A)Peter Catling (Woodlands Park)	
	*Mary Gardiner (West Green)	Vacancy
Primary (7)	Stephen McNicholas (St John Vianney)	(A) Paul Murphy (Lancasterian)
	*Emma Murray (Seven Sisters)	(A) Linda Sarr (Risley Avenue)
	Will Wawn (Bounds Green)	
Secondary (2)	*Andy Webster (Park View)	*Tony Hartney (Gladesmore)
Primary Academy (1)	(A) Sharon Easton (St Pauls & All Hallows)	
Secondary Academies (2)	Gerry Robinson (Woodside)	(A)Michael McKenzie (Alexandra Park)
Alternative Provision (1)	Patricia Davies	

Governors

Special (1)	Jean Brown (The Vale)	
Nursery Centres (1)	*Melian Mansfield (Pembury)	
	*Laura Butterfield (Coldfall)	
Primary (7)	*Hannah D'Aguiar (Chestnuts Primary)	*John Keever (Seven Sisters)
	Jenny Thomas (Lordship Lane)	(A) Julie Davies (Tiverton)
	Lorna Walker (Rokesly Infants)	
Secondary (3)	Johanna Hinshelwood (Hornsey Girls)	Terry Sullivan (Park View)
	(A) Sylvia Dobie (Park View)	
Primary Academy (1)	Vacancy	
Secondary Academies (2)	Noreen Graham (Woodside)	Vacancy

Non-School Members

Non-Executive Councillor	*Cllr Daniel Stone
Trade Union Representative	Pat Forward
Professional Association Representative	*Ed Harlow
Faith Schools	Geraldine Gallagher
14-19 Partnership	Kurt Hintz
Early Years Providers	Susan Tudor-Hart

Observers

Cabinet Member for CYPS	*Cllr Zena Brabazon
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Also Attending

LBH Director of Children's Services	(A) Ann Graham
Chief Executive of Haringey Education Partnership (HEP)	James Page
LBH Assistant Director, Schools & Learning	*Eveleen Riordan
LBH Head of SEN & Disability	*Vikki Monk-Myer
LBH Head of Strategic Commissioning, Early Help & Culture	*Ngozi Anuforo
LBH Head of Audit & Risk Management	Minesh Jani/*Jerry Barton
LBH Head of Finance & Business Partners	*Paul Durrant
LBH Finance Business Partner (Schools & Learning)	*Muhammad Ali
LBH Service Improvement Manager	Karen Oellermann
Lead for Governor Services (HEP)	Carolyn Banks
HEP Clerk (Minutes)	Felicity Baird

(A) = Apologies given

ITEM NO.	SUBJECT / DECISION	ACTION ASSIGNED TO
1.	CHAIR'S WELCOME	

1.1	The Chair welcomed attendees to the meeting. It was noted that the Forum was not quorate. Attendees agreed to proceed with the meeting as most items, apart from membership, were for note.	
2.	APOLOGIES & SUBSTANTIVE MEMBERS	
2.1	Apologies were noted from the following: Paul Murphy, Sharon Easton, Peter Catling, Linda Sarr, Sylvia Dobie, Mike McKenzie, Julie Davies and Ann Graham.	
3.	DECLARATIONS OF INTEREST	
3.1	None.	
4.	MINUTES OF THE MEETING ON 28 FEBRUARY 2019	
4.1	Approval of the Minutes would be carried forward to the next meeting.	Clerk
5.	MATTERS ARISING	
5.1	Carried forward to the next meeting.	
6.	FORUM MEMBERSHIP	
6.1	Carried forward to the next meeting.	Clerk
7.	OUTCOME OF INTERNAL AUDIT PROGRAMME 2018-19	
7.1	The audit report was generally positive. In 18-19, 12 schools had been audited. There was a marked improvement on the previous 3 years but not on the previous 8. Muhammed Ali (MA) urged caution that results needed to continue to improve especially within the coming year.	
7.2	120 recommendations had been raised, and MA said that it was important for these actions to be implemented. Previously, 169 actions had been raised, and only 70% had been implemented.	
7.3	There was a reported weakness around expenditure and accounting methods in schools, and a lack of control in ordering. There were ongoing issues with decisions not being properly recorded at Governing Body meetings and not being able to find things listed in inventories.	
7.4	It was recommended that schools kept an eye on the recommendations arising from an audit. Those schools with limited assurance were to be audited again the following year.	
8.	DEDICATED SCHOOLS BUDGET STRATEGY 2019-20	
8.1	An overall £2.2M deficit was reported. However, this reflected the national picture, in which Haringey fell in the lower/middle, compared with other London boroughs. There was a reported £4.3M overspend in the High Needs Block. If the Early Years Block was to continue as expected, there would be a closing position of £4.5 – 5.5M deficit, which would trigger a formal debt recovery plan.	
8.2	Members asked for the numbers to be scrutinised as it was unclear how an underspend in Early Years spending could result in an expected deficit of up to £5.5M. ZB said she had spoken to the Director on the issue. Members were disappointed that what was reported to the Schools Forum was not the same information reported to the Early Years Working Group.	
8.3	The Chair stated that there was a need to look at how the money was redistributed to schools and that this would be examined in a future meeting. It was noted that a paper looking at the most appropriate way to distribute funding would be brought to a future Schools Forum meeting.	

8.4	Paul Durrant (PD) informed the Forum that he recommended that the LA's deficit plan came to the Forum every 4 weeks, and that ultimately, it needed to come to the Forum for sign off.	
8.5	The Forum was informed that the LA planned to talk to schools about buying in to more support regarding budget setting, and that it would talk to School Business Managers in September. Tools would be provided to schools to calculate their indicative numbers. The outline of the support offer for schools. It was noted that a key issue was that the system the LA used was not the same as used by some schools, meaning that when some information was requested the system did not generate the correct information.	
8.6	Members were concerned about where schools would find funding to pay for budget setting support from the LA, and that it appeared as though there was not the capacity within the LA to provide such a service. PD suggested that funding could be utilised from the utility rates relief.	
8.7	Assistant Director for Schools & Learning, Eveleen Riordan (ER), reported that the School Business Manager (SBM) conference had been very well received. SBMs were able to liaise with LA Officers. It had been agreed that half termly SBM breakfast meetings should take place. The Forum discussed the number of schools with SBMs (approx. 70% of schools used external consultants to carry out bookkeeping tasks), and it was noted that the quality of SBM service varied dramatically across the borough.	
8.8	Members discussed the sustainability of funding models and rebuilding the relationship between schools and the LA. It was noted that the Local Government Association had carried out a peer review and their key message arising from it was that LAs needed to rebuild their infrastructure – in HR, and finance, and needed to regain the confidence and trust of schools.	
9.	HIGH NEEDS BLOCK	
9.1	It was reported that the HNB had significantly overspent. Overall, the picture was positive. Any nursery could apply for top up funding for children with SEND. It was noted that there was a high density of children with ASD in the east of the borough.	
9.2	It was reported that the number of children with significant needs was high, and the number of children named an EHCP was increasing. In addition, there was a number of EAL children with such significant needs that they were subject of an EHCP.	
9.3	The Head of SEN & Disability, Vikki Monk-Myer (VMM), said that the LA wanted to continue to work with all schools to support them with a balanced number of EHCP children. She informed members that children and young people would now remain on an EHCP until the age of 25 – usually in the case of those with significant disabilities – so that therapeutic offers, interventions and residential offers could be sourced for them.	
9.4	The Forum asked where the national strategy for this issue came from and who led the accountability monitoring. VMM said that nationally, strategy was unclear. Locally, the strategy needed to be sourced from where the best outcomes came from. The local strategy needed to look at SEND and mental health and the links with deprivation. Accountability locally needed to come from the High Needs Committee, the Children's Improvement Board.	
10.	THE GROVE AS PART OF THE BOROUGH'S PROFILE OF HIGH NEEDS SPECIAL SCHOOL PLACES	

10.1	The Head of SEN & Disability presented a report on the developing offer of The Grove special school for children with ASD.	
10.2	The Forum noted that this was a good strategy but there needed to be wraparound provision in place. It was also crucial that schools make it work. At present, there were 42 pupils on roll, with a maximum of 104 expected. RESOLVED: That the report was noted.	
11.	ALTERNATIVE PROVISION – REVIEW	
11.1	Laura Butterfield (LB) declared an interest in this item, as she was the Chair of the Tuition Service.	
11.2	The Assistant Director for Schools & Learning provided the Forum with an update on the ongoing review of Alternative Provision. A Steering Group had been set up to look at the model which would work best for children, families, and schools. During July, there would be further input from schools and other stakeholders, to enable the findings and recommendations. Work would continue in the Autumn term with a view to delivery being in place from September 2020.	
11.3	The Forum was informed that there were 21 providers of special provision. It was agreed that further information should be provided to the Forum in respect of the costs and that this remain a regular item for the Forum. ER advised that until a model had been developed, it would not be possible to determine the cost, however, it was important that the offer was sustainable. RESOLVED: That the progress made on the Alternative Provision to date be noted and the item remain a regular item on Forum agendas.	
12.	WORK PLAN 2019-20	
12.1	The Forum noted the work plan for 2019 – 20.	
13.	UPDATE FROM WORKING PARTIES	
13.1	The Forum noted the High Needs Sub Group Minutes of 1 st March 2019.	
14.	INFORMATION ITEMS (if any)	
15.	ANY OTHER BUSINESS	
15.1	The Interim Dedicated School Budget Accountant, Ali Muhammed, advised the Forum that there had been instances where schools had not provided information to external auditors in a timely fashion. It was noted that schools had a duty to comply with such requests. It was agreed that for audits in 2019 – 20, schools would be asked to agree the date and time.	
16.	DATE OF FUTURE MEETINGS	
16.1	17 October 2019; 5 December 2019; 16 January 2020; 27 February 2020; 25 June 2020.	
	There was no further business, therefore the meeting closed.	



Agenda Item
7

Report Status

For information/note
 For consultation & views
 For decision

The Children and Young People's Service

Report to Haringey Schools Forum – 17 October 2019

Report Title: Schools Forum Membership and Constitution

Authors: Carolyn Banks, Clerk to the Forum

Telephone: 020 3967 5093 Email:
 Carolyn.banks@haringeyeducationpartnership.co.uk

Purpose: To review the membership of the Forum.

Recommendations:

1. That the current membership of the Forum be retained for a further one year.
2. That there be no change to the allocation of places for Academy representatives for the Academic year 2019/20 in terms of the Headteacher places in either the primary or the secondary sector.
3. That the number of places for governors from Academies in the secondary sector be increased from 2 to 3 places and the number of places for governors from the maintained secondary sector be decreased from 3 to 2 places.

1. Report.

Membership

- 1.1 At the Forum's meeting last year members agreed to retain the current membership for two years up to July 2020.
- 1.2 There still remains the annual review of the number of pupils to ensure that school members from primary schools, secondary schools and academies are broadly proportionately represented on schools forum, based on the total number of pupils registered attending them.
- 1.3 The attached appendix sets out the number and proportion of pupils in attendance across the school settings and phases. This indicates that in accordance with the January 2019 census data 7,993 pupils attend secondary Academies compared with 6,297 attending community secondary schools. The primary phase shows that 3,371 pupils attend primary academies compared with 19,821 attending community primary schools.
- 1.4 In terms of the representatives from secondary schools headteacher places retaining the current split of 2 places to academy schools and two for community secondary schools is broadly in proportion with the number of pupils attending each category. Similarly, the number of primary headteacher places on the Forum should remain unchanged at seven places for primary maintained schools and 1 place for a primary academy representative. However according to pupil attendance the number of places for the governors from the Academy secondary sector should be increased from 2 to 3 and the number of places allocated to community secondary schools reduced from 3 to 2. The number of governor places from the primary sector should remain the same at seven from the maintained sector and one from the Academy sector.
- 1.5 Historically it has proven difficult to fill governor positions from Academy schools and at present there is still a vacancy for a secondary academy governor. Further endeavours will be needed to fill the vacancies.

2. Future of the Forum

- 2.1 The operational guide from the ESFA issued in December 2018 confirmed that local authorities will continue to determine local formulas in 2020 to 2021. Therefore, there remains a continuing role for schools' forums. However, when the 'hard formula' does come in the Forum's role will change substantially. The DfE has indicated that in advance of introducing the 'hard formula', they will carry out a review from first principles of the role, functions and membership of schools' forums.

2018-19 BUDGET - JAN 2019 CENSUS

URN	LAESTAB	School Name	NOR
Total			
130358	3092078	Alexandra Primary School	430
102079	3092003	Belmont Infant School	214
102078	3092002	Belmont Junior School	230
102081	3092005	Bounds Green Infant School	324
102080	3092004	Bounds Green Junior School	269
131731	3092083	Bruce Grove Primary School	423
102085	3092009	Campsbourne Infant School	206
102084	3092008	Campsbourne Junior School	218
134680	3093511	Chestnuts Primary School	450
102097	3092029	Coldfall Primary School	669
102121	3092058	Coleridge Primary School	883
102129	3092075	Crowland Primary School	403
131478	3092080	Earlham Primary School	360
102091	3092020	Earlsmead Primary School	519
102127	3092065	Ferry Lane Primary School	184
102092	3092022	Highgate Primary School	454
102094	3092025	Lancasterian Primary School	446
102125	3092063	Lea Valley Primary School	442
131595	3092082	Lordship Lane Primary School	648
131871	3092085	Muswell Hill Primary School	420
134681	3093512	North Harringay Primary School	450
102142	3093500	Our Lady of Muswell Catholic Primary School	405
102128	3092072	Rhodes Avenue Primary School	693
131879	3092084	Risley Avenue Primary School	660
102107	3092042	Rokesly Infant & Nursery School	324
102106	3092041	Rokesly Junior School	347
132253	3092088	Seven Sisters Primary School	406
102111	3092046	South Harringay Infant School	205
102110	3092045	South Harringay Junior School	216
102132	3093000	St Aidan's Voluntary Controlled Primary School	232
102149	3093507	St Francis de Sales RC Infant School	315
102143	3093501	St Francis de Sales RC Junior School	335
102151	3093509	St Gildas' Catholic Junior School	205
102144	3093502	St Ignatius RC Primary School	385
102136	3093303	St James Church of England Primary School	251
102152	3093510	St John Vianney RC Primary School	240
102150	3093508	St Martin of Porres RC Primary School	223
102139	3093306	St Mary's CofE Primary School	564
102147	3093505	St Mary's Priory RC Infant School	209
102145	3093503	St Mary's Priory RC Junior School	234
102135	3093302	St Michael's CofE Voluntary Aided Primary School (N6)	456
102146	3093504	St Paul's RC Primary School	203
102148	3093506	St Peter-in-Chains RC Infant School	119
102112	3092047	Stamford Hill Primary School	205
131096	3092079	Stroud Green Primary School	331
102098	3092031	Tetherdown Primary School	418

102087	3092015	The Devonshire Hill Nursery & Primary School	423
133707	3093001	The Mulberry Primary School	666
102131	3092077	The Willow Primary School	471
102120	3092057	Tiverton Primary School	348
102124	3092062	Welbourne Primary School	603
102115	3092051	West Green Primary School	202
102130	3092076	Weston Park Primary School	285
141209	3092012	Brook House Primary School	405
136808	3092011	Eden Primary	207
138446	3092016	Harris Primary Academy Coleraine Park	431
138447	3092021	Harris Primary Academy Philip Lane	433
139240	3092037	Holy Trinity CofE Primary School	200
138588	3092028	Noel Park Primary School	538
139169	3093304	St Ann's CE Primary School	205
139175	3093307	St Michael's CofE Primary School (N22)	176
139176	3093300	St Paul's and All Hallows CofE Infant School	141
139177	3093308	St Paul's and All Hallows CofE Junior School	184
138589	3092030	Trinity Primary Academy	451
137531	3094036	Alexandra Park School	1,685
144900	3094031	Duke's Aldridge	1,020
133386	3096905	Greig City Academy	1,120
140935	3094000	Harris Academy Tottenham	841
139616	3094705	Heartlands High School	1,107
139362	3094703	St Thomas More Catholic School	1,170
137745	3094034	Woodside High School	1,050
102156	3094032	Fortismere School	1,768
102157	3094033	Gladesmore Community School	1,230
102154	3094030	Highgate Wood Secondary School	1,421
102153	3094029	Hornsey School for Girls	808
131757	3094037	Park View School	1,070
		TOTAL	37,482

**Agenda Item
8**



Report Status

For information/note
 For consultation & views
 For decision

Report to Haringey Schools Forum – 17th October 2019

Report Title: Dedicated Schools Budget Strategy 2019-20 & 2020-21

Author:

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Purpose:

1. To inform members of the latest changes in the Dedicated Schools Grant (DSG) for 2020-21.
2. For Decision using the same DSG formula as for 2019-20
3. To note the financial review of DSG 2019-20 forecast.
4. To inform members of the need for DSG recovery plan.

Recommendations:

1. Same DSG formula for Schools Budget Shares allocation 2020-21
2. Business Rates refund reallocation to schools 2019-20
3. Contingency Budgets for Schools in Financial Difficulty 2020-21

1 Introduction.

- 1.1 In July 2017, DfE announced the introduction of the national funding formula (NFF) which was supported by additional investment in 2018-19 and 2019-20. The additional funding over the last two years, has enabled the council to maintain per-pupil spending on the schools and high needs blocks.
- 1.2 The paper sets out a summary analysis of DSG's four blocks' financial position for the financial year 2019-20 and the strategy for DSG formula for Schools Budget Share allocations for the financial year 2020-21.
- 1.3 The report also provides information for changes in the minimum funding level for schools and additional funding for High Needs Block for 2020-21.
- 1.4 The policy document which sets out the background and principles of the new National Funding Formula for schools can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf
- 1.5 The DSG is currently divided into four notional blocks:
 - Schools,
 - High Needs,
 - Early Years, and
 - Central School Services Block.
- 1.6 The 'soft' formula was originally planned for 2018-19 and 2019-20 only, with a 'hard' formula, without local input, to be implemented in 2020-21. However, the DfE has announced that there will be no changes for 2020-21.
- 1.7 The DfE has not committed to the future arrangements, but the expectation is that a 'hard' NFF will be introduced – i.e. without a local formula applied - from 2021-22. (although "soft" formula may continue for another year, subject to DfE confirmation).

2 Changes in funding level for 2020-21.

- 2.1 Planned changes to minimum school funding for 2020-21
- 2.2 There has been a significant commitment for 2020-21. The per pupil funding a school received has gone up with the rise in inflation rate of 1.8%.
- 2.3 The Chancellor announced: “the government will ensure that per pupil funding for all schools can rise in line with inflation (1.8%)” and “for schools already on their National Funding Formula allocation, the per pupil values in the formula will increase by at least 4%” in cash terms.
- 2.4 An increase in the minimum funding that primary and secondary schools receive per pupil.

- 2.5 The government announced an increase in 2020-21 from the current minimum per pupil amount of £3,500 to £3,750 in primary schools, and from £4,800 to £5,000 in secondary schools, with a further increase in the primary school's minimum to £4,000 in 2021-22.
- 2.6 It is not clear if this is the AWPU of Minimum Funding Guarantee amounts. The table below illustrates any indicative financial impacts on Haringey Schools funding:

2020-21	Government Increase Per Pupil.	LBH Current Per Pupil (19-20)	Difference	Impact
AWPU - Primary	3,750	3,643	107	Increase.
AWPU - Secondary	5,000	5,423	(423)	No change.
MFG - Primary	3,750	5,342	(1,592)	No change.
MFG - Secondary	5,000	6,877	(1,877)	No change.

2021-22	Government Increase Per Pupil.	LBH Current Per Pupil (19-20)	Difference	Impact
AWPU - Primary	4,000	3,643	357	Increase.
AWPU - Secondary	5,000	5,423	(423)	No change.
MFG - Primary	4,000	5,342	(1,342)	No change.
MFG - Secondary	5,000	6,877	(1,877)	No change.

- 2.7 To re-iterate these figures are indicative but in MFG terms Haringey Schools are already funded at a higher rate. An update will be provided at next School's Forum once further ESFA guidance has been provided.
- 2.8 The government has also announced additional £700 million extra for children with Special Educational Needs and Disabilities (SEND) in 2020-21.
- 2.9 For 2020-21, the DfE will publish provisional national funding formula allocations at local authority and school level in early October 2019.
- 2.10 Currently, it is not possible to forecast our schools' budgets on the above changes given the current lack of policy detail.

3 Schools DGS formula 2020-21

- 3.1 The consultation in November 2018 with all maintained and academy schools, Schools Forum agreed the following principles for the local funding formula in 2019-2020
- Growth Fund to estimated at £922k
 - The transfer 0.25% out of the Schools Block into the High Needs Block
 - Set the MFG at +0.2% per pupil

An agreement from School's forum is sought to keep this in methodology – * but with the Growth Fund recalculated based on current needs. This will be presented at next School's Forum once Admission data has been provided.

- 3.2 Where schools have split sites and are eligible for split site funding of £60k in the DSG formula. Nurseries with split sites do not receive this funding. It is proposed to ensure

fairness across all mainstream settings a similar split site funding is provided to nurseries. (In Haringey there is only a single Nursery with a split site).

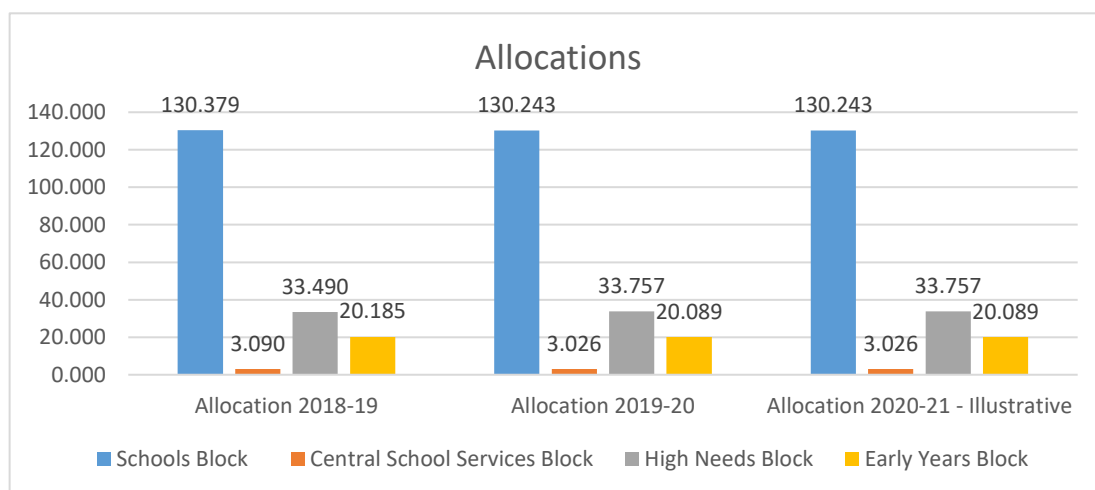
- 3.3 Refer to Appendix A for Falling roll funding consideration.
- 3.4 Keeping in view the funding level increase for 2020-21 we also recommend the council should setup a contingency budget for 2020-21 for in year rate adjustments. The following amounts are presented for the school forum agreement which can be used to setup a rates contingency budget:

- 1. Proposal 1: £250,000
- 2. Proposal 2: £500,000
- 3. Proposal 3: £750,000

- 3.5 In December, each local authority received an email which provided details of how to access their Authority Proforma Tool (APT). The December APT will be populated with schools block data for 2020 to 2021, primarily drawn from the October 2019 schools census.
- 3.6 Authority Proforma tool is the mechanism by which ESFA provide the schools block dataset to local authorities but local authorities will submit APT in January 2020 following schools forum approval.

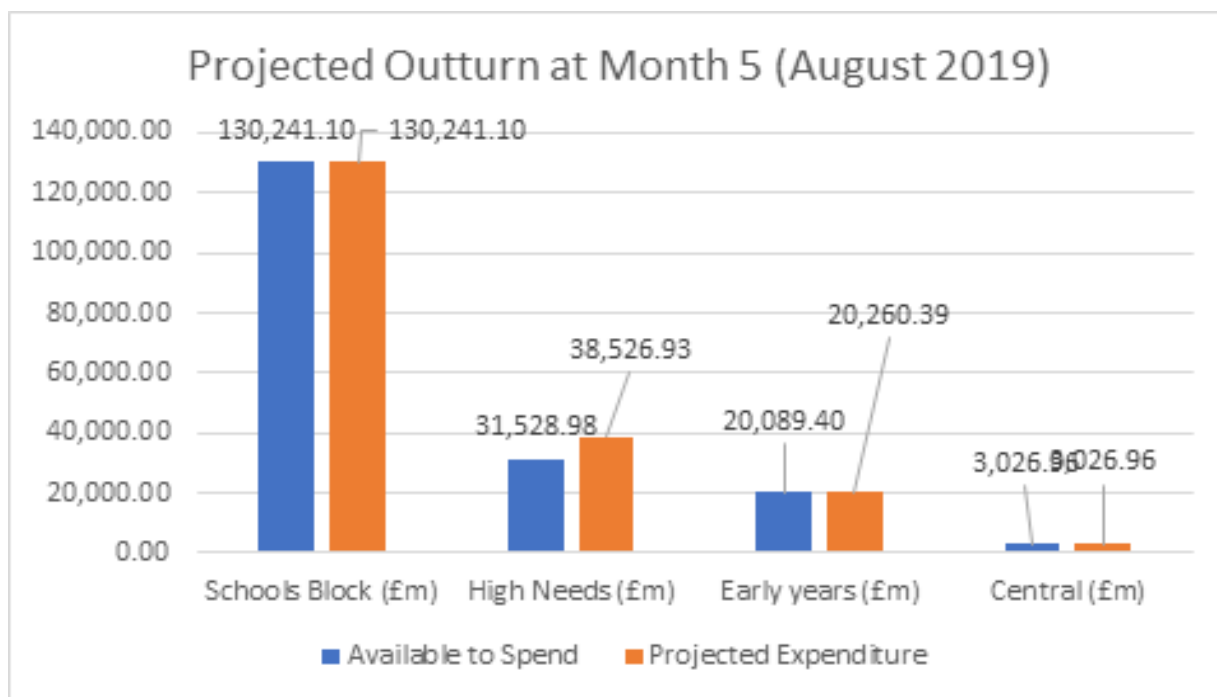
4 Analysis of Dedicated Schools Grant Allocations

- 4.1 The following graph show the allocation over the last 3 years with illustrative allocation for 2010-21. Please note that allocation for 2020-21 has been kept the same as we are still due to receive information from the department of Education for indicative allocation.



5 Analysis of Dedicated Schools Grant 2019-20

- 5.1 The predicted DSG forecast financial position for the financial year 2019-20 is a £7.168m deficit. In the last financial year, the HNB was the main material pressure to the DSG.



2019-20 DSG Budget Forecast	Schools Block (£m)	High Needs (£m)	Early years (£m)	Central (£m)	Total (£m)
Schools Block DSG funding settlement	130,242.51	33,668.54	20,282.00	3,026.04	187,219.09
Increase/(Clawback)	Nil	88.16	(192.60)	Nil	(104.44)
Schools Block to High Needs Block (0.25%)	(0.49)	0.49	0.00	0.00	0.00
Growth Fund	(0.92)	0.00	0.00	0.92	0.00
Additional SEN funding	0.00	0.63	0.00	0.00	0.63
Total funding Allocation	130,241.10	33,757.82	20,089.40	3,026.96	187,115.28
B/fwd Balances	0.00	(2,228.84)	0.00	0.00	(2,228.84)
Available to Spend	130,241.10	31,528.98	20,089.40	3,026.96	184,886.44
Projected Expenditure	130,241.10	38,526.93	20,260.39	3,026.96	192,055.38
Net Position	0.00	(6,997.95)	(170.98)	0.00	(7,168.94)
Medium Term Financial Strategy – HNB*	0.00	0.00	0.00	0.00	0.00
Outturn 2019-2020	0.00	(6,997.95)	(170.98)	0.00	(7,168.94)

5.2 High Needs Block

At month 5 of 2019-20 financial year the High Needs Block (HNB) out-turn projection is an in year overspend of £6.99m. This is inclusive of any savings achieved against the HNB MTFs savings plan.

This projection in itself according to ESFA rules will require a formal deficit recovery plan to be provided to ESFA.

The main pressure areas continue to be the children in post 16 settings, where there is insufficient funding for the extended responsibilities for the age range up to 25years. Robust details of pressures will be provided in the next school's forum as this is tied in with the substantiating savings work.

It is now apparent that the initial savings targets for 2019-20 will not be met.

Comments from Head of SEND

A strategy is currently being formulated by the Head of SEND, Alternative Provision and Early Years Commissioner with sound-boarding from the High Needs Committee that requires Borough wide acknowledgement and support from schools to reduce expenditure during the next three years.

Although there have been a number of success stories in reducing expenditure by reducing contract, reducing staffing and also placing young people in more cost-effective setting. Work is still ongoing to produce an agreed method statement to identify and track where further savings can be made. The expectation is an agreed method will be available to present to the next Schools Forum.

Initial findings indicate further pressures in the need for support for children at risk of school placement breakdown, and resulting use of specialist services and special school places

A number of savings proposals included ceasing of plans and placing children appropriately at reception and secondary transfer with the new special school places available was successful for the reception and secondary transfer deadlines, however the demand continues for specialist support in year, and over the amount. With the majority of Children and Young People already placed for the current academic year, and therefore the school place capacity use, there is little scope to achieve the substantial cost reductions until the next tranche of admissions. There is a need for analysis of why there is an increased number of special school place requests.

Identifying appropriate transitions to alternative settings – with the emphasis on in borough placement will begin again soon to allow SEND to offer appropriate local school places as requested by schools and families, which will go some way to reduce costs in 2020/21 based on original plans. Other savings initiatives are being explored as the above will in no way reduce the expenditure at the required rate.

The Commissioning Schools services and Head of the SEND service will then demonstrate progress against key milestones agreed with the forum at all subsequent Schools Forum's.

Future Developments.

It should be acknowledged that HNB deficits are a national issue and the ESFA have confirmed to support this with an extra £700m being made available in 2020/21.

Whilst authority level information has not formally been published, London Councils estimates that Haringey is likely to receive approximately £4m additional funding.

It is not clear whether this is a recurring sum.

The EFSA have been critical a number of the recovery plans presented by councils for this financial year, stating that they lacked the following:

- Clear plans on how they plan to pursue a change to the trajectory of current core cost driver's in order to reduce costs.

- That simply tracking increasing overspend was not acceptable.

They have made it clear that this additional funding should not be considered bail out money – but hope it can be used effectively to help support efficiency building practices.

A guide will be issued in October.

5.3 Early Years Block

Haringey Early Years budget allocations have been revised to reflect the January 2019 census. The budget has reduced from £20.25m to £20.09m, hence the reduced by £192k from the budget reported to the July 2019 Schools Forum.

There has been an increase of 5% in allocation on the universal 15 hours funding from £11.5m to £11.9m. There has also been an increase of 4% in the funding for full time children from £3.6 to £3.7m.

There has been a reduction from £2.4m to £2.2m for 2-year-old funding. Pupil Premium has been reduction is from £158k to £107k.

The current Period 5 is forecasting an overspend of £170.98k based on revised ESFA allocation. The head of service is identifying new approaches to strategize a more efficient tracking of pupil numbers within the current financial year. To pre-empt any over or under claiming of funds needed.

A comprehensive forecasting technique has been put in place by finance to adhere to the request of Director of Children service as per last school forum report.

5.4 Business rates refund re-allocation

At the July Schools Forum, it was reported that following a review of schools rateable values, a surplus of £914k was generated. Schools Forum requested that we brought a proposal for a redistribution of these funds.

The table below shows suggested options for distribution of the additional funding.

2019-20	Rates Refund	High Needs	Schools	Central	Total (£)
Rates Refund	914.00	0.00	0.00	0.00	914.00
Schools Block to High Needs Block (0.25%)	(490.00)	490.00	0.00	0.00	0.00
Business Rates Contingency	(250.00)	0.00	0.00	250.00	0.00
Financial Management Support	(100.00)	0.00	100.00	0.00	0.00
Un-allocated funds	(74.00)	0.00	74.00	0.00	0.00
Total funding available	0.00	490.00	174.00	250.00	914.00

6 Dedicated schools grant (DSG) deficit recovery plans

- 6.1 The authority is not required to produce a Deficit Recovery Plan for 2018-19 due to the fact collective reserve of all blocks at 31 March 2019 were below the threshold of £2.6m. Despite underspends in the Early Years and Schools Block, the pressures expected by

the HNB to fulfil statutory requirements is highly likely to push the deficit over the threshold in 2019-20 and will require a deficit recovery plan, for presentation to the ESFA.

- 6.2 All local authorities that have a cumulative DSG deficit of 1% or more at the end of a financial year are required to submit a recovery plan outlining how they will bring their deficit position back into balance within in a three-year time frame by 30th June in the following financial year.

In this instance 30th June 2020.

- 6.3 Recovery plans should be discussed with Schools’ Forums and be signed off by the local authority’s chief financial officer (CFO) before the plans are submitted to the DfE. Therefore, we plan to provide Schools Forum of the recovery plan updates throughout the year.

- 6.4 Key deadlines for the recovery plan is given below which is subject to change by the DfE:

ACTION	DEADLINE
DEADLINE FOR SUBMISSION OF DSG DEFICIT RECOVERY PLAN	June
REVIEW OF DSG DEFICIT RECOVERY PLANS	July – Sep
DEADLINE FOR SUBMISSION OF CFO ASSURANCE STATEMENT	Mid-September

7 Financial Management Support for Schools in Financial Difficulties

- 7.1 Schools with deficits are recorded on the Council's risk register and discussed as part SIMG meeting to ensure that there is an appropriate level of support being given to school by the council.
- 7.2 Schools often buy into external consultancy support from various providers where they may not have the right level of skills or the full understanding of schools funding regimes.
- 7.3 Often, they lack the strategic perspective which also creates further problems for schools.
- 7.4 Schools with financial difficulties will be supported by the council’s school consultant at no extra costs to ensure that schools have been given right level of support to take them through the difficult times.
- 7.5 A full-time permanent opportunity has been advertised by the council for the recruitment of a schools consultant.
- 7.6 Strategy for supporting schools
- Re-design of quarterly financial reports templates
 - School with deficit required to submit a deficit recovery plan
 - Submission of quarterly budget monitoring reports along with full set of accounts
 - Cash flow forecasts
 - Indicative Budget templates and training for schools and governors
 - Supporting schools with financial difficulty
 - Development of a school’s finance traded service to support schools in need of financial management support
- 7.7 Where schools are unable to manage their finances by way of a deficit reduction plan with the support and guidance provided, Haringey may be required to exercise its

responsibility to intervene and remove financial delegation. This would be considered as a last resort.

However, it is Haringey's intention to provide more proactive approach to schools in providing support and guidance to financial management.

It should be noted that this will require funding to facilitate this support.

7.8 A recent communication from the DfE states that they intend to review the financial reporting for maintained schools, with the key issues below at the forefront of their concerns.

- Issue 1: Making public where local authorities are failing to comply with deadlines for completing assurance returns and financial collections
- Issue 2: Strengthening DSG annual assurance returns
- Issue 3: Maintained schools are not required to provide local authorities with 3-year budget forecasts
- Issue 4: Strengthening Related Party Transaction arrangements in maintained schools
- Issue 5: Maintained Schools internal audit is too infrequent
- Issue 6: Strengthening arrangements to help schools that are in financial difficulty
- Issue 7: There is not enough transparency when it comes to reporting teachers' pay scales

Information on consultation was sent to all schools for their response. A response to the consultation was submitted by the council.

8 School Financial Procedure Manual

8.1 We have now revised phase 1 of Schools Financial Procedure Manual. We have divided the manual into three broad categories given below:

Phase 1: Financial Management

Phase 2: Reporting and Taxation

Phase 3: Governance and record keeping

8.2 Financial Management in Schools

The scope of Financial Management covers budget planning, organising, directing and controlling the financial activities of your school. The following chapters are covered in this part of the Manual.

1. FM 1 - Budget Planning and Forecast
2. FM2 - Purchasing and Procurement
3. FM3 - Payroll Management
4. FM4 - Petty Cash Management
5. FM5 - Risk Management
6. FM6 - Schools in Financial Difficulty

8.3 Phase 2 & 3 will be reviewed by the end of December and March 2020 respectively:

1. Phase 2: Financial Reporting and taxation
2. Phase 3: Governance and record keeping

These financial guidelines form part of your schools financial procedure manual. They are designed to ensure that schools' financial transactions are carried out in accordance with the law and Government policy in order to achieve probity, accuracy, economy, efficiency and effectiveness.

We continue to work with our schools to ensure our schools are supported by the Council in managing their delegated budgets and financial reporting is in line with the new reporting development initiated by the ESFA for schools.

9 Restructure and Security Panel

- 9.1 A separate report on Schools Structure and Scrutiny Panel will be presented to the next school forum by the relevant team.

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Appendix A

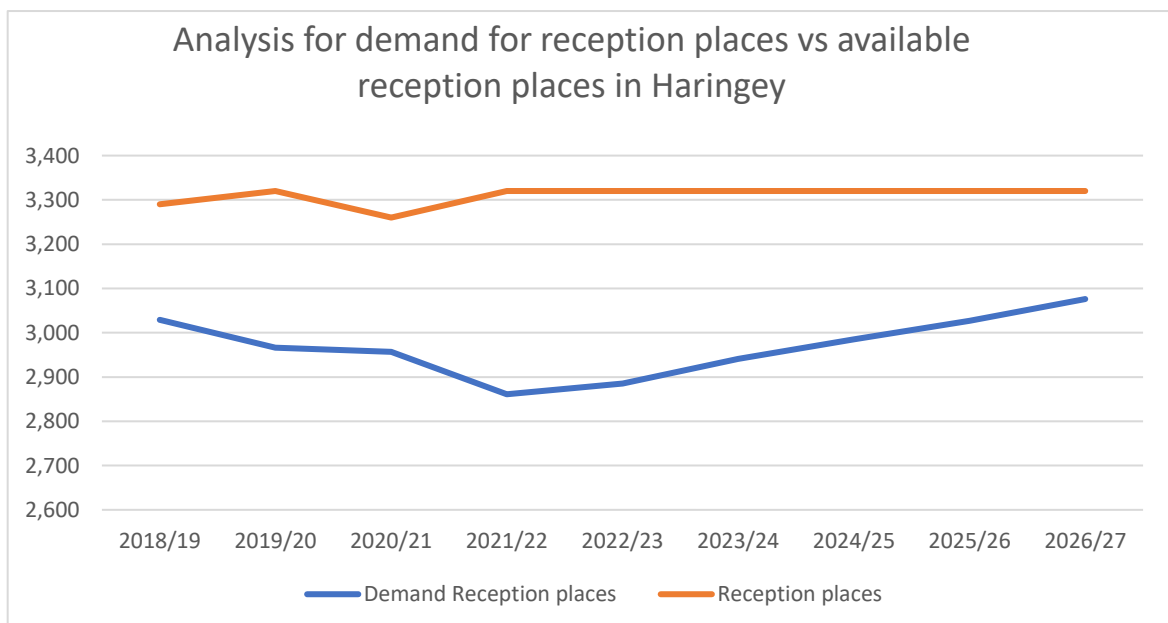
2019-20 Falling Rolls

Haringey Council do not currently fund schools with the roll for our schools. School Place Planning is carried out by Haringey's Education Services, part of Schools and Learning. The place planning projections provide the analysis of places over the next 10 years help Council to project patterns of demand for school places up to 2026/27.

The place planning report is published in July every year to allow council to plan for places and what provision is available now or proposed for the future. The data also include academies, free schools and voluntary aided/foundation schools where possible.

London has seen an overall upward demand for reception places since 2008 but the most recent Do the Maths¹ report from London Councils states that London has seen a reduction in the birth rate of 6% since 2012/2013 which will impact on the number of primary places needed in our primary schools, with a downward demand already evidenced. Overall 45,335 new school places will be required in London over the next five years, with three quarters of these at secondary level². In Haringey this percentage is higher as we move to a high surplus of reception places and a deficit in year 7 places.

The Graph compares the actual/projected demand for reception places against the total available reception places over the next 10 years. The graph shows that demand for reception places is falling over the next 10 years with small increase in year 2024/25 which is mainly due to increase in demand in PA4.



¹ <https://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/education-and-school-places/do-maths-2018>

² London Councils - Do the Maths 2018: London's school places challenge (pages 5 and 7)

A falling rolls fund is permitted as per the 2019/20 DSG operational guidance, with the following conditions:

- Local authorities may set aside schools block funding to create a small fund to support good schools with falling rolls, where local planning data shows that the surplus places will be needed within the next three financial years.
- The schools forum should agree both the value of the fund, and the criteria for allocation, and the local authority should regularly update the schools forum on the use of the funding.
- As with the growth fund, the falling rolls fund is also within the NFF schools block.
- Criteria for allocating falling rolls funding should contain clear objective trigger points for qualification, and a clear formula for calculating allocations. Differences in allocation methodology are permitted

In Haringey, our school place planning projections show that, on a borough wide basis, demand will continue to be lower than the recent peaks seen between 2013 to 2016 as far as our existing projections extend which is 2026/27. However, in one of our five planning areas, planning area 4 (Tottenham Green, Tottenham Hale, White Hart Lane, Bruce Grove Northumberland Park), our 2019 SPPR projects that this planning area will move from a position of surplus, to one of deficit in 2024. The current position in the planning area is one of significant surplus – 134 surplus places in 2018/19 out of a possible 958 places (14%). To comply with the DSG operational guidance, we will monitor supply and demand in this planning area and, if surplus hasn't been reduced in line with our projections by 2021, we will consider bringing a report to schools forum in that year in respect of a falling roll fund. In the short term, however, the surplus of places should be managed by an adjustment of PAN which would effectively mitigate against the impact of too many surplus places in the planning area.

To aid any future considerations of a report asking for any falling roll support via the DSG, we are likely to use the following criteria in any consideration:

- support is available only for schools judged good or outstanding at their last Ofsted inspection (this is a mandatory requirement);
- surplus capacity exceeds a minimum number of pupils, or a percentage of the published admission number;
- local planning data shows a requirement for a minimum percentage of the surplus places within the next three years;
- formula funding available to the school will not support provision of an appropriate curriculum for the existing cohort
- the school will need to make redundancies in order to contain spending within its formula budget

In addition to the above, and to respond the falling rolls in our schools, particularly in PA1, 2, 3, and 5, we have following strategies for the next 10 years based on birth rate predictions:

- Reduction in PAN (temporary or permanently) to respond to falling demand for places at the school.
- Use of executive headship where warranted e.g. one form entry schools) and with the agreement of the relevant governing bodies.
- Amalgamation of schools where warranted and with the agreement of relevant governing bodies.

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Agenda Item 9

Report Status
For information/note <input type="checkbox"/> For consultation & views <input type="checkbox"/> For decision <input type="checkbox"/>

Report to Haringey Schools Forum 17th October 2019

Report Title: Education Welfare Service
Author: Michael Welton
Contact: Tel: 020 8489 2441 E-mail: michael.welton@haringey.gov.uk
Purpose: Report from EWS Steering Group
Recommendations: agree to fund EWS for 3 years

1. EWS Steering Group

- 1.1 In January 2019, Schools Forum agreed to fund the Education Welfare Service (EWS) for the next 3 years, with a strong recommendation that a steering group be formed to investigate how improvements could be secured for the service and also how the service could be made more accountable to our schools. This report sets out the work of the steering group and the improvements secured to the service. It also provides some more contextual information on the safeguarding roll that the service is able to provide for our children, young people, families and our schools as a part of the overall work that education welfare officers (EWOs) carry out in our borough. In order to provide regular updates to Schools Forum, officers will provide annual reports in October of each year and prior to any voting on the contribution from the DSG to the service.
- 1.2 The steering group was formed in March 2019 and comprised of representatives from primary, secondary and special schools, as well as Council officers and the Cabinet Member for Children. The steering group met on four occasions between March and June 2019 with a view to driving the service upwards and ensuring it is meeting the needs of our children, young people, families and schools.

1.3 A range of EWS duties and responsibilities were examined in detail, including child licencing, elective home education, the EWS traded service structure and its delivery and the EWS core work which is to improve school attendance, investigate the whereabouts of children missing education (CME) and proceed to prosecution in the most pernicious cases and where negotiation and dialogue with a parent(s) or carer(s) has not resulted in improved attendance or where attendance at school has already been significantly flouted.

1.4 The steering group collectively agreed to focus on the following areas for improvement in the work of the EWS:

- EWS casework model.
- A three-tiered traded service offer to schools (allowing schools to decide the level of service they want to buy in).
- An amendment to the Fixed Penalty Notice (FPN) code of conduct to tighten up unauthorised absences from our schools.
- End of year Education Welfare Officer evaluation/assessment to allow feedback to improve and shape the service.

2. EWS current casework model

2.1 The Education Welfare Service currently uses the “fast track to attendance” framework, which is used by almost all local authority (LA) Education Welfare Services. This framework allows timely escalation in cases of irregular pupil attendance and leading to potential legal proceedings in cases where attendance fails to improve despite the best efforts of the school and the EWS.

2.2 As all LAs have an annual duty to report on numbers of fast track cases to the DfE, EWS proposes to continue to use this framework as this is deemed widely as the best practice in the management of irregular attendance. EWS will also incorporate the use of penalty notices into casework where poor attendance isn't yet entrenched, and the issuing of a penalty notice would allow the EWO to concentrate efforts on more complex cases.

2.3 Fixed Penalty Notices (FPNs) have been available for LAs to use as a tool to improve school attendance for the last 15 years. Payment of an FPN does not result in a criminal record and allows the parent to discharge their responsibility for a period of absence from school. The use of FPNs has been broadened to manage low level irregular attendance.

2.4 FPNs are currently used to deter parents from removing their children from school for the purpose of an unauthorised holiday during term time. The amended FPN code of conduct allows more effective use of this tool. It would also allow officers to use FPNs as a light touch sanction, following an official warning, to address low level odd-day unauthorised absence.

- 2.5 Such a move also frees up much needed capacity for officers to undertake more effective work with some of the more entrenched and complex cases of poor school attendance, which will still be managed through the fast track to attendance process. The payment of an FPN discharges a parents' responsibility for a period of unauthorised absence and **does not** result in a criminal record.

3. Statutory services and discretionary traded services

- 3.1 The EWS, along with numerous Haringey teams offering services to our schools, has been trading its service now for several years. In order to trade effectively, services were required to identify the statutory elements of their work, and the more discretionary elements. Statutory services are available free of charge to all schools, regardless of whether they were maintained, academies or free schools. All other services are offered at a cost, i.e. traded.
- 3.2 The current service price structure offers a 10% discount on discretionary traded services to Haringey maintained schools. Discretionary services are also offered to academies and free schools but without this discount. Maintained schools are charged less as the DSG funds part of this service delivery, which allows academies and free schools to take advantage of this without trading with the LA. Out of borough schools were required to pay higher prices than are charged to schools in Haringey, but capacity and jurisdictional issues have resulted in the offer of EWS work now being limited to Haringey schools only.

4. Proposed three-tiered offer to schools

- 4.1 We listened to the views expressed at previous school forum meetings and the description below details our response. Please note that although attendance management advice is usually offered free to all schools, we are aware that some LAs had intended to charge for advice. We are, however, of the opinion that we wish to support all Haringey pupils to maximise their attendance at school at all times and in all settings.
- 4.2 The LA offers three different levels of service to our schools with prices reflecting the level of service offered. These three levels are set out below (A to C).

A. Statutory duty for academies, free schools and independent schools that do not buy into EWS services:

Primary Schools:

- missing children research is carried out following notification of missing children;
- schools will be expected to undertake their own home visits to investigate the whereabouts of child missing education where it is reasonable to do so;
- penalty notice referrals will be processed, and payment monitored. Non-payment will be followed up with the school;

- investigations into irregular attendance will be conducted by the PEWO (principal education welfare officer). This will be via a court assessment meeting at school;
- advice and guidance will be offered on request.

Secondary Schools:

- have their own attendance staff who would undertake attendance tasks in any case;
- missing children research is carried out following notification of missing children;
- schools will be expected to undertake their own home visits to investigate the whereabouts of child missing education;
- penalty notice referrals will be processed, and payment monitored. Non-payment will be followed up with the school;
- investigations into irregular attendance will be conducted by the PEWO. This will be via a court assessment meeting at school;
- advice and guidance will be offered on request;
- PEWO routinely assists secondary school attendance staff with case advice and missing children enquiries.

B. Enhanced statutory offer for Haringey maintained schools that do not buy into EWS services:

Primary Schools:

- missing children research is carried out following notification of any children missing education;
- schools will be expected to undertake their own home visits to investigate the whereabouts of child missing education where it is reasonable to do so;
- penalty notice referrals will be processed, and payment monitored. Non-payment will be followed up with the school;
- investigations into irregular attendance will be conducted by the PEWO (principal education welfare officer). This will be via a court assessment meeting at school;
- advice and guidance will be offered on request.

In addition to the above:

- a named “link” EWO (education welfare officer) to provide advice and guidance when required;
- a termly visit to the school to undertake an “attendance health check”. This meeting may be used to meet parents, conduct training and to offer advice and support to school staff in relation to individual cases and whole-school attendance management policies.

Secondary Schools:

- have their own attendance staff who would undertake attendance tasks in any case;
- missing children research is carried out following notification of missing children;
- schools will be expected to undertake their own home visits to investigate the whereabouts of child missing education;
- penalty notice referrals will be processed, and payment monitored. Non-payment will be followed up with the school;
- investigations into irregular attendance will be conducted by the PEWO. This will be via a court assessment meeting at school;
- advice and guidance will be offered on request;
- PEWO routinely assists secondary school attendance staff with case advice and missing children enquiries.

In addition to the above:

- link to PEWO to provide advice and guidance when required during visits to the school;
- a termly visit to the school to undertake an “attendance health check”;
- school based Education Welfare Officers and attendance officers will be able to access a termly “Secondary Attendance Forum” for training, and the sharing of information and best practice.

C. Discretionary services for all schools that buy into EWS services:

Primary and Secondary Schools:

- All of the above statutory services, plus
- EWS provide a range of services (mostly based on the amount of EWO time working on behalf of the school) to improve attendance and punctuality of individual pupils and the whole school. further details are available via the Haringey Traded Services Portal;
- maintained schools receive a 10% discount on all traded services outlined above.

5. FPN (Fixed Penalty Notice) amendments to allow more flexible and time-effective approach to low level irregular attendance, and to allow more time for casework in more complex cases.

- 5.1 Haringey EWS criteria for issuing FPNs has been amended from 20 sessions of unauthorised absence in a six-week period to six sessions of unauthorised absence in a six-week period. The previous criteria equated to only 66% attendance in the qualifying period and was considered by the steering group and, when measured against other LAs’ qualifying period, to be unacceptably low. The amended criteria equate to 90% attendance in the qualifying period and is now in line with the national persistent absence criteria of 90% attendance, as determined by the DfE.

- 5.2 In order to amend the criteria, a consultation with schools, chairs of governors and the police took place. All schools who responded agreed, and indeed welcomed the suggested amendment. All but one governor agreed with the amendment. The amended FPN code of conduct is now available for parents on Haringey's webpage at <https://www.haringey.gov.uk/children-and-families/schools-and-education/information-parents/supporting-education/education-welfare-service/non-school-attendance-fixed-penalty-notice>

Sample warning letters have been sent to schools with a briefing letter to headteachers, and FPN issuing processes have been upgraded so that this is a less bureaucratic process for our schools and for our families.

- 5.3 The amended FPN criteria will allow EWOs to request FPNs to be issued in cases of low-level irregular attendance. This will also ensure that parents who pay the FPN are not criminalised as payment of the FPN will not result in a criminal conviction. The issuing of FPNs, following a formal warning to parents, will allow EWOs to undertake swift work to address low level concerns, and will expand capacity for undertaking more complex and time-consuming casework, where potential referral to court may be considered where appropriate.

6. FPN amendments to allow a more effective deterrent to parents removing children from school for term time holidays

- 6.1 Many schools report that a small minority of their parent and carer community remove their children for the purpose of holidays during school term time. This is particularly apparent either side of the summer, Christmas and Easter holidays.
- 6.2 Such term time holidays can seriously affect whole school attendance, individual pupils miss substantial amounts of school time through this practice, and disruption to other children's learning is caused while the teacher is helping these pupils to 'catch up' on their return from being away. Many parents take their children out of school regularly at these times, to take advantage of lower flight and holiday prices, or because they want to spend extended periods with their families back in their country of birth.
- 6.3 The FPN amended criteria of six sessions of unauthorised absence in a six-week period will give EWOs and schools a more effective tool to deter parents from removing their children from school in all but the most extenuating of circumstances (and authorised by the Head teacher) when they should be at school and accessing their education.

7. Avoiding penalising vulnerable parents

- 7.1 Currently, all FPNs are issued by EWS at the request of schools and are mostly used to deter families from removing children from school for the purpose of holidays or other recreational activities during term time. As schools treat all requests for exceptional leave on a case-by-case basis,

those families with genuine or exceptional reasons for requesting leave are treated sympathetically.

- 7.2 Although there is no recourse to appeal against the issue of a FPN in law, Haringey EWS liaise with parents who make representations against the issue of a FPN, and will liaise with schools to ensure that FPNs are not issued in cases where subsequent information renders the original period of absence as “exceptional”, for example a death in the family.
- 7.3 The system is not designed to be punitive without a clear evidence base of why an FPN is being pursued but rather is designed to: a) deter unauthorised absences from school and b) act when it is clear that parents or carers are choosing holiday or recreation breaks over school for their child(ren).

8. EWS accountability

- 8.1 Education Welfare Officers discuss their work during supervision with the PEWO, and submit an end of year report detailing work undertaken during the year, including numbers of cases referred for enforcement action and a breakdown of attendance by year group, class etc.
- 8.2 It was agreed by the steering group that this process would be replaced by a school-led end of year assessment of the work and effectiveness of each school’s Education Welfare Officer. This will allow headteachers (or identified attendance management staff) the opportunity to detail good practice and success stories as well as provide an opportunity to bring to attention any issues or feedback that will help shape the service to ensure it is operating to the very highest standards across the year.
- 8.3 This revised process will result in greater accountability for the service and will permit improvements to be made both in relation to the work of individual officers and in relation to the service as a whole.

9. Conclusion

- 9.1 The Steering Group agreed to a number of changes designed to improve EWS capacity, more effectively address low level absence and term time holidays, and to ensure more robust accountability and permit service improvements:
 - Incorporation of FPNs into EWS casework model
 - Three-tiered service offer to schools
 - Amendment to FPN code of conduct
 - Service and officer accountability
- 9.3 Although it is too soon to be able to state with certainty, it is envisaged that these changes will allow earlier intervention in cases of low-level poor attendance, improve overall school attendance profiles and reduce individual pupil absence, create capacity to undertake more complex casework, and to improve EWS work with schools.

Appendix 1 - Steering Group Membership

Michael Welton	Principal Education Welfare Officer
Eveleen Riordan	Assistant Director Schools & Learning
Cllr Elin Weston	Cabinet Member for Children
Hannah D'Aguiar	Governor, Chestnuts Primary School
Jean Brown	Governor, The Vale Special School
Sylvia Dobie	Governor Park View School
Mary Gardiner	Head Teacher West Green Primary School
Patricia Davies,	Head of School, Haringey Tuition Centre
Terry Sullivan	Governor Park View School
Tony Hartney	Head Teacher Gladesmore School
Jackie Nicholls	Education Welfare Officer
Wajeeha Amin	Education Welfare Officer
Meeta Mahtani	Service Manager, Early Help

Appendix 2 – Case Studies

During the steering group meetings, case studies were shared to illustrate some of the complex, varied and very positive outcomes work undertaken by Education Welfare Officers. These case studies provide an evidence base of actions and outcomes not routinely recorded or seen when the EWS work is discussed as it is often only the statutory and traded work that is focused upon. The following case histories provide some flesh to the frequent but often unacknowledged role that EWOs play in supporting our families and children to keep safe and to understand the importance of education and improve attendance.

Case Study 1 – Year 3 siblings

The parent of year 3 siblings had a history in school of being very hard to engage, which affected the ability of professionals to effectively work with him. The parent believed that one of his children had been assaulted by a temporary member of school staff. Following a rigorous process at the school and a thorough investigation of the allegation, this allegation was not proven, but the parent continued to believe that his son had been assaulted.

The parent removed his children from the school, refusing to return them and stating that he wished to electively home educate his children. The school were unable to legally delete from roll, as he repeatedly failed to put his request in writing to the school (which is required in accordance with DfE guidance). The school eventually referred the matter to Haringey's Education Welfare Service.

The EWO attempted on numerous occasions to work with this parent to calm the situation and to return his children back to school, but he refused to work effectively with professionals. Because this parent's children were not accessing their education, EWS took the decision to resort to enforcement action on two separate occasions, to signal to the parent that the situation was serious. Following this robust approach, the parent eventually returned his children to school, and they completed year 6, successfully transitioning into year 7.

Case Study 2 – 8-year-old pupil

Background: The child attended a nursery provision and was then electively home educated during the reception year, joining a school in year one.

Within the first few weeks of starting school, the child was having sporadic day absences: he mother reported ill health as the reason for absence. Because of the number of absences, medical evidence was requested but not provided. Checks with the nursery provision revealed irregular attendance at the nursery placement, ill health being cited as the reason.

A home visit was made, and meetings were held at school. During discussions with the mother it transpired that she had separated from the child's father and had returned to live with her family. The mother was struggling with the prospect of the separation from and divorce from the child's father. This led to a lack of boundaries and routine at home, and during a home visit it was observed that the child was playing 18-rated games on an Xbox and staying up late at night.

With the mother's consent a referral for mum to receive counselling and for the child to receive art therapy at school were made and also a referral to Early Help.

The mother engaged with the counselling sessions and eventually attended college. She is now self-employed and running her own business. Although the child's attendance is still not 100%, there has been a significant improvement. The mother still struggles with separation anxiety, and the child continues to receive therapy, but medical evidence is now being provided to the school when the child is absent so that we can be sure the child is safeguarded

Case Study 3 – 7-year-old pupil

A history of poor attendance and punctuality whilst in reception class provides the background to this case study.

The family lived in Waltham Forest, but the mother worked in Wood Green: following Early Intervention meetings with the mother to increase attendance, attendance and punctuality briefly improved.

A bite mark was observed by the school on the child's cheek and the parents were invited to school to discuss this concern. During this meeting the mother informed the school that this was as a result of play-fighting between the child and his father. A referral was made to Waltham Forest Children's Social Care, but the case was closed with no further action taken.

EWS continued to monitor the child's attendance, and the EWO frequently spoke to the mother at the end of the school day about the child's attendance, punctuality, and also about the child being collected late after school. The mother would apologise, and attendance would improve for a while but would then slip again.

The mother came into school on one occasion and asked to collect her child early as there was a family emergency. The school permitted the child to leave school early. The next day the mother again requested to collect her child early and provided the same reason. The EWO asked to speak to the mother in a private room at school.

After speaking to the mother, the EWO was able to establish that the mother was planning to leave her husband because of domestic violence. She had never reported it in the past to any professional but was able to confide in the EWO, with whom she had built a relationship as she had got to the point, she could not take it any longer. The mother said that she had tried to leave the day before but got scared and went back home. Notes from the meeting record that: "today she had all her paperwork with her and was planning to run away".

The EWO supported the mother to contact Hearthstone who advised her to go to her local police station as she had no recourse to public funds. She was advised to go to a Waltham Forest Police station as she was a Waltham Forest resident, but she was afraid to go to Waltham Forest police station just in case she was seen by a family member.

The EWO made a referral to Waltham Forest MASH because the mother also disclosed that the bite on her child's cheek was caused by the child's father as a punishment and that the child was afraid of his father. The importance of making the referral was discussed with the Mother, who consented for the referral to be made. Without this critical relationship of trust that had been built between EWO and mother, this might not have been the outcome.

The EWO spoke to the mother the following day and was informed that she did not go to the police station and stayed with a friend in Enfield. The EWO advised the mother of relevant local charities she could approach for support and made a referral to Enfield Children's Social Care.

The father and a family member called the school asking about his son. No information was shared other than that he was absent. The father asked if the mother had left the country; again no information was shared.

The mother subsequently received support from a charity to access a refuge. The EWO supported the mother to apply for a new school place and her child was removed from the current school register.

Case Study 4 – 8-year-old pupil

As background, the family were new to the UK and a school place was applied for and offered via the School Admissions team. At the time of application, no special education needs were disclosed on any paperwork or verbally. During the admission process it became clear that the child had significant health needs. The child did not have a current EHCP plan as he had never attended school in the UK. The parents were asked to approach their GP to provide more information on their child's health needs. Following this, the parents did not return their child to school.

Because of the child's subsequent absences, the school referred to the EWS. The EWO followed up with a home visit and made housing checks as she was unable to contact the family. The family returned to school eight weeks later and said that they returned to Bulgaria for treatment for their child.

The EWO followed up with a referral to the Child Development Centre, a referral to School Nursing Service and contacted Great Ormond Street Hospital. Team around the child meetings were arranged and after several weeks of collating all the information needed to put a risk assessment and a medical care plan in place, the child was offered a new start date at school.

The child's attendance continued to be of concern and following meetings with the parents, it was established that the parents were acting in an overprotective manner and did not trust the UK medical system, insisting that they would return to Bulgaria for medical treatment.

Following frequent contact with the family, the child is now settled in school and his attendance has significantly improved this academic year.

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**Agenda Item
10**



Report Status

For information/ note
 For consultation & views
 For decision

Report to Haringey Schools Forum – 17 October 2019

Report Title: Schools Forum Work Plan 2019-20 Academic Year.

Author:

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Purpose: To inform the Forum of the updated work plan for the 2019-20 academic year and provide members with an opportunity to add additional items.

Recommendations:

That the updated work plan for the 2019-20 academic year 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 2019-20

December 2019.

- Dedicated School Budget Strategy 2020-21.
- Early Year Block.
- Central Block.
- Restructure Scrutiny Panel
- Arrangements for the use of pupil referral units and the education of children otherwise than at school.
- Early Help and Preventative services update.
- Update from Working parties.

January 2020.

- Update on Dedicated Schools Budget Strategy 2019-20.
- Funding Formula 2020-21.
- Growth Fund.
- High Needs Block.
- Early Help and Preventative services update.
- Updates from working parties.

February 2020.

- Scheme for Financing Schools.
- Update on Dedicated Schools Budget Strategy 2020-21.
- The Schools Internal Audit Programme.
- Update from working parties.

June 2020.

- Dedicated Schools Budget Outturn 2018-19
- Outcome of Internal Audit Programme 2018-19
- Forum Membership
- Update from working parties