

NOTICE OF MEETING

HARINGEY SCHOOLS FORUM

**Thursday, 27th February, 2020, 3.45 pm - HARINGEY EDUCATION
PARTNERSHIP TRAINING ROOM, HORNSEY SCHOOL FOR GIRLS,
INDERWICK ROAD, LONDON N8 9JF**

Quorum: 3

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 MEETING OF 16 JANUARY 2020 (PAGES 1 - 6)

5. MATTERS ARISING

6. THE SCHOOLS INTERNAL AUDIT PROGRAMME (PAGES 7 - 12)

To advise the Forum of the programme of internal audit work for 2020-21.

7. DEDICATED SCHOOLS GRANT – CSSB (TO FOLLOW) (PAGES 13 - 18)

To note the planned expenditure through the DSG Central Schools Services Block.

**8. DEDICATED SCHOOLS BUDGET OUTTURN PROJECTION 2019-20
(PAGES 19 - 26)**

- To provide an update on the financial position at Q3
- To update members on the DfE/ESFA recovery plan
- A revisit of Business Rates Surplus proposal

**9. CONTINGENCY FOR SCHOOLS IN FINANCIAL DIFFICULTY (TO
FOLLOW) (PAGES 27 - 46)**

To update the Forum on Schools in Financial Difficulty.

10. EARLY YEARS BLOCK (PAGES 47 - 60)

To provide Forum members with an overview of the Early Years Block of DSG for 2020-21.

11. HIGH NEEDS BLOCK (PAGES 61 - 70)

This report sets out the proposed budget for the High needs Block 2020-21 and reports on the forecast outturn position for the High Needs Block across mainstream Schools Special Schools, Alternative Provision and Hospital Provision 0-25 years 2019/2020

12. WORK PLAN 2019-20 (PAGES 71 - 72)

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.

13. UPDATE FROM WORKING PARTIES

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

14. INFORMATION ITEMS (PAGES 73 - 78)

- UPDATE ON THE ALTERNATIVE PROVISION REVIEW

15. ANY OTHER URGENT BUSINESS

16. DATE OF FUTURE MEETINGS

- 25 June 2020



**MINUTES OF THE SCHOOLS FORUM MEETING
THURSDAY 16 JANUARY 2020 AT 4pm**

School Members		
Headteachers		
Special (1)	Martin Doyle (Riverside)	
Nursery Schools (1)	Peter Catling (Woodlands Park)	
Primary (7)	*Mary Gardiner (West Green)	*Michelle Randles
	*Stephen McNicholas (St John Vianney)	Paul Murphy (Lancasterian)
	Emma Murray (Seven Sisters)	Linda Sarr (Risley Avenue)
	Will Wawn (Bounds Green)	
Secondary (2)	Andy Webster (Park View)	Tony Hartney (Gladesmore)
Primary Academy (1)	Sharon Easton (St Pauls & All Hallows)	
Secondary Academies (2)	*Gerry Robinson (Woodside)	*Michael McKenzie (Alexandra Park)
Alternative Provision (1)	Patricia Davies	
Governors		
Special (1)	Jean Brown (The Vale)	
Nursery Centres (1)	Melian Mansfield (Pembury)	
Primary (7)	Laura Butterfield (Coldfall)	
	Hannah D'Aguiar (Chestnuts Primary)	John Keever (Seven Sisters)
	(A) Jenny Thomas (Lordship Lane)	(A) Julie Davies (Tiverton)
	Vacancy	
Secondary (2)	Vacancy	Vacancy
	Sylvia Dobie (Park View)	
Primary Academy (1)	Vacancy	
Secondary Academies (3)	*Noreen Graham (Woodside)	Vacancy
Non-School Members		
Non-Executive Councillor	CLlr Daniel Stone	
Trade Union Representative	(A) Pat Forward, Sean Fox	
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	
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	(A) Eveleen Riordan	
Interim LBH Head of SEN & Disability	Nathan Jones	
LBH Head of Strategic Commissioning, Early Help & Culture	(A) Ngozi Anuforo	
LBH Assistant Director Commissioning	Charlotte Pomery	
LBH Head of Early Help & Prevention	Martin Clement	
LBH Head of Finance & Business Partners	Paul Durrant	
LBH Finance Business Partner (Schools & Learning)	Muhammad Ali	
LBH Principal Accountant DSG	Kristian Bugnosen	
Lead for Governor Services (HEP)	Carolyn Banks	
HEP Clerk (Minutes)	Felicity Baird	

(A) = Apologies given

* = Asterisk denotes absence

ITEM NO.	SUBJECT / DECISION	ACTION ASSIGNED TO
1.	CHAIR'S WELCOME	
1.1	The Chair welcomed all to the meeting.	
2.	APOLOGIES AND SUBSTITUTE MEMBERS	
2.1	Apologies were received from Jenny Thomas, Ann Graham, Pat Forward, Julie Davies.	
2.2	A resignation was received from Johanna Hinshelwood (Secondary school Governor).	
3.	DECLARATIONS OF INTEREST	
3.1	None were made.	
4.	MINUTES OF THE MEETING OF 05 DECEMBER 2019	
4.1	It was reported that the Primary School vacancy had been filled by Michelle Randles.	
4.2	The Minutes were approved as an accurate record.	
5.	MATTERS ARISING (5.1) It was noted that the AP Review was not on this meeting's agenda. CB stated she had raised this up with the Officer, who had responded that rather than providing a brief update, they wanted to give a full report to the Forum at the February meeting. It was noted that the item should have been on the agenda. CP stated she could give an oral update where there was space on the agenda and it was agreed it would fall under item 10.	
	(6.4) An amendment to the penultimate line, to: <i>if schools did not contribute.</i>	
6.	UPDATE ON DEDICATED SCHOOLS BUDGET STRATEGY 2019-20 AND FUNDING FORMULA 2020-21	
6.1	The Secretary of State's announcement of funding for schools and high needs was highlighted: funding compared to 19-20 would rise by £2.6B for 20-21, £4.8B for 21-22, and £7.1B for 22-23.	
6.2	Following the Schools Forum meeting on 5 December 2019, the LA consulted schools in Haringey on the proposed change to the 2020-21 Schools Funding Formula. Two models were chosen as options for schools to consider: Model 1: Minimum Funding Guarantee set at 0.74% capping at 1.84% and High Needs Block Transfer 0%. Model 2: Minimum Funding Guarantee set at 0.54% capping at 0.70% and High Needs Block Transfer 0.25%. Additionally, that the Education Welfare Service budget of £122k be top sliced from the Schools Block and transferred to the Central Services Block. It was noted that when the consultation went out to schools, figures were based on 2018-19 census data. A revised calculation was presented to the Forum.	
6.3	Q: 40% of primary schools have reduced budgets, how does this compare to last year?	

	<p>A: We have no comparison with last year, but pupil numbers have significantly dropped. The LA looked at place planning. Where there are significantly reduced numbers, we would look to amalgamate schools.</p> <p>Q: Does this [Model 1] safeguard secondary school funding?</p> <p>A: The primary bulge in 2012 has now gone through secondary, therefore there are increases reflect this. The allocation from SFA was £2M higher than originally stated.</p> <p>The Chair stated secondary schools with additional 90 pupils would make a significant difference to their funding.</p>	
6.4	<p>The School Forum voted. The Clerk reminded all that voting was limited to those from schools members, academies members and PVI representatives</p> <p><u>Model A</u> For: 10 Against: 0 Abstentions: 2</p> <p>It was therefore agreed that Model A be the preferable model for the DSG allocation for 2020-21.</p> <p><u>Growth Fund to be maintained at £932k for 2020-21</u> For: 16 Against: 0 Abstentions: 0</p> <p>It was therefore agreed that the growth fund be maintained at £932,000 for 2020-21</p>	
6.5	<p><u>Contingency for schools in financial difficulty</u> The LA asked the Schools Forum to consider and approve the de-delegation of</p> <ol style="list-style-type: none"> Contingency for schools in financial difficulty (£179k) Trade Union facilities time (£117k) <p>Q: What amount of funding is set aside for schools in financial difficulty? A: A similar amount to last year, we can provide a paper on this.</p> <p>Q: Did funds go to individual schools? A: Part of the funding was towards setting up business support, some additional funding went to some schools.</p> <p>Q: It is an insufficient amount of money for the number of schools in need, how will it be effectively used? A: It is primarily for a buy-in of services, such as an accountant.</p>	<p>LA to bring summary of information regarding schools that had used contingency for schools in financial difficulty.</p>

	<p>Members agreed it would be useful to hear feedback from schools that had made use of the fund.</p> <p>It was agreed that the LA would bring a summary of information regarding schools that had used the fund.</p> <p>Members agreed that the process of schools' applications to the fund required scrutiny prior to a decision being made, noting that this budget should not be underspent. Members agreed the LA should be proactively informing schools that this service was available. The Chair suggested the title of the fund could be changed to 'support for schools in financial difficulty'.</p> <p>The Chair reminded the Forum that voting on delegation was specifically limited to primary and secondary phase of maintained schools members. The voting on the de-delegation of £179k contingency for schools in financial difficulty was as follows:</p> <p>Primary Schools: For: 8 Against: 0 Abstentions: 0</p> <p>Secondary Schools: For: 3 Against: 0 Abstentions: 0</p> <p>It was therefore agreed that £179,000 be de-delegated as a contingency for schools in financial difficulty.</p> <p>The Chair asked Forum members who were entitled to vote in principle regarding Trade Union facilities time (£177k).</p> <p>Primary Schools: For: 7 Against: 0 Abstentions: 0</p> <p>Secondary Schools: For: 2 Against: 0 Abstentions: 0</p> <p>It was therefore agreed to de-delegate £117,000 to trade union facility time. The Schools Forum requested the LA report back regarding assurances about payment.</p>	LA to report back regarding assurances about payment.
7.	GROWTH FUND	
7.1	The Chair noted that the Forum has already made a decision on this matter.	

8.	WORK PLAN 2019-20	
8.1	<p>A member asked if there would be a report to the Forum about the overall state of school finances. The Chair noted that this was currently ongoing work and therefore projections were only available at present. The member asked if this could be added to the work plan as an item. It was noted there was no update regarding the Early Help strategy/review of Early Help at the current time.</p>	<p>Add AP Review to the February and June agendas</p> <p>Add overall state of school finances to June agenda.</p>
9.	UPDATE FROM WORKING PARTIES	
9.1	<p><u>Early Years Working Group</u></p> <p>The EY Working Group had met the previous week, a paper would be brought to the next Schools Forum meeting (February). There was no specific update at this time.</p> <p>A member asked the LA if the Schools Forum would be presented with a schools' budget deficit plan. The LA responded a recovery plan would be regarding SEND, and it could present on this/bring a report.</p>	<p>LA to bring paper on schools' budget deficit plan to February meeting. Clerk to add to agenda.</p>
9.2	<p>A member noted that pupil numbers had a significant impact on school budgets and the implication of falling pupil numbers for schools was very serious. It was suggested that it would be useful to look at this matter in tandem with housing and other related issues.</p> <p>The Chair was aware that the Assistant Director for Schools & Learning had been liaising with schools regarding reducing rolls. Following discussion, it was agreed that a sub-group of the Schools Forum could be formed to look at the matter in detail, to allow a bigger picture summary to be shared with schools. ZB agreed to take the lead on convening the sub-group.</p> <p>Q: Where do funds given to schools in licensed deficit come from? A: the LA's cashflow.</p>	
9.3	<p><u>High Needs Sub Group</u></p> <p>Nathan Jones, Head of SEN & Disability was welcomed.</p> <p>The next meeting of the HN sub group was scheduled to take place before the next Schools Forum meeting.</p>	
9.4	<p><u>Verbal update on Alternative Provision Review</u></p> <p>The Forum was informed that a whole-system approach was being taken by the LA. A number of different aspects were being tackled including redesigning pupil pathways.</p> <p>TBAP had been commissioned to continue to work from the Octagon until August 2020 and there was a focus to re-provision that function within the borough, with a new site being sought. A long transition period was expected.</p>	

	<p>The next stage would look at early intervention focus and multi-agency interventions. Following this, the alternative provision offer would be examined. Alternative provision commissioning was hoped to be brought inside the borough. Then, parent support and what specific advocacy support for parents was available would be assessed and improvements made. Finally, budgets would be scrutinized. Currently, the AP budget sat in the High Needs Block.</p> <p>The LA was keen to work with schools and other providers, and was following a long term plan over the next couple of years. It was noted there were tight deadlines surrounding the decommissioning of TBAP.</p>	
9.5	<p>Q: Currently, very vulnerable children are being moved around from the Tuition Service, as its building was declared a fire risk. There has been no work or progress on this matter in the last 6 weeks. What was once a problem, has now become a crisis.</p> <p>A: The plan would be to work towards finding a suitable venue for the Tuition Service.</p> <p>Members were informed the LA had looked at various models in Glasgow, Kent, Tower Hamlets, and that there were multi-faceted reasons why children ended up in alternative provision.</p> <p>A member noted that there was a short period of time before the report went into the public arena and asked the Forum if members felt they had been engaged sufficiently, noting the significant issues for schools, and the borough. It was suggested that the Assistant Director for Commissioning could attend the primary school headteachers' briefing; the Asst. Director agreed.</p>	
10.	INFORMATION ITEMS	
11.	ANY OTHER URGENT BUSINESS	
11.1	<p>The Forum was informed about an event taking place at the Marcus Garvey Library regarding SEND transport on 5th February 2020. This would be an opportunity for parents, carers, families and other stakeholders to look at how the service could be improved.</p> <p>3 sessions were to take place; 2 sessions during the day 10am – 12pm, 12pm – 2pm, and a twilight session 5pm – 7pm.</p> <p>It was confirmed a CSB update would be given to the Forum in the February meeting.</p>	
12.	DATE OF FUTURE MEETINGS	
12.1	<p>27 February 2020; 25 June 2020.</p>	
	There was no further business, therefore the meeting closed at 5:30pm.	

Agenda Item

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Report Status

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

The Children's Service**Report to Haringey Schools Forum – 27 February 2020**

Report Title: The 2020/21 internal audit programme for schools

Author: Head of Audit and Risk Management

Purpose:

To advise the Schools Forum of the programme of internal audit work to be undertaken in 2020/21.

Recommendations

1. That the Schools Forum note the planned programme of internal audit work for 2020/21 (Appendix A).

1. Background

- 1.1 The Council's Corporate Finance service issued the Schools Finance Manual to all schools in 2007. The Manual sets out the financial regulations and procedures that schools should follow and covers all key financial and non-financial processes. Whilst some of the content has been superseded, the principles of the financial and non-financial processes and procedures remain valid, including e.g. budgetary control, income and expenditure systems, recruitment and asset management.
- 1.2 In recent months, updated guidance on some areas has been issued by Education Finance and it is planned that all areas of the Finance Manual will be covered with revised guidance by April 2020
- 1.3 In addition, Corporate Finance provides regular guidance and information to all schools in respect of the key financial and non-financial processes at schools.
- 1.4 Internal Audit undertakes a programme of school audit reviews to ensure that schools are complying with the requirements of the formal instructions and the risks associated with the key financial and non-financial processes are appropriately managed.
- 1.5 Internal audit are not required to audit the School Financial Value Standard (SFVS), where schools undertake a self-assessment of, or provide an opinion of schools' compliance with this

standard. However, the programme of routine audit work should assist schools in providing appropriate assurance to Governing Bodies for the SFVS.

- 1.6 Internal Audit previously circulated the audit test programme to all schools, via the Schools Bulletin and following each annual pre-audit workshop session. This should not be seen as an exhaustive programme as Internal Audit may undertake additional work or testing if control weaknesses, or compliance issues, are identified during the audit visit. However, ensuring that key processes and controls are in place, should assist schools to prepare for an audit visit.

2. Internal Audit schools audit programme 2020/21

- 2.1 Internal Audit will continue with a programme of audit work for schools in 2020/21 and the planned programme of audit visits is attached at Appendix A.
- 2.2 The programme is based on an analysis of the risks, together with a cyclical element to ensure that all schools are visited within an agreed period (maximum every four years). Included in the list for 2020/21 are some schools which received a 'limited', or 'nil', assurance rating so their audit cycle will be less than four years.
- 2.3 Internal Audit will liaise with the Head Teachers to arrange a mutually convenient time for the audit visit to take place. As is current practice, formal confirmation of the date, together with the areas to be reviewed, audit approach, and documents required for the audit will be provided to the school in advance via email.
- 2.4 The confirmation will usually be made via email at least 4 weeks prior to the audit visit. One week prior to the agreed date, Internal Audit will re-confirm the audit visit with the school.

3. Assurance outcomes for previous years' audit programme

- 3.1 This report summarises the overall outcomes and assurance levels provided to individual schools from 2016/17 to 2019/20. Table 1 below summarises the outcomes for the previous four financial years of all internal audits completed.

Table 1

	Number of audits completed/ planned	Substantial Assurance Rating	Adequate Assurance Rating**	Limited Assurance Rating	Nil Assurance Rating
2015/16					
Primary Schools (incl. nursery/special)	12	8		4	0
Secondary Schools	1	1		0	0
Sub-total	13	9		4	0
2016/17					
Primary Schools (incl. nursery/special)	21	8		10	3
Secondary Schools	3	2		1	0
Sub-total	24	10		11	3
2017/18					
Primary Schools (incl. nursery/special)	18	8		8	2
Secondary Schools	1	1		0	0
Sub-total	19	9		8	2

2018/19*					
Primary Schools (incl. nursery/special)	12	8		4	0
Secondary Schools	1	1		0	0
Sub-total	13	9		4	
2019/20					
Primary Schools (incl. nursery/special)	16	1	10	3	2
Secondary Schools	1	1	0	0	0
Sub-total	17	2	10	3	2
Total	86	39	10	30	7

* audit programme of work still in progress – at the time of writing four schools audits for 2019/20 are still in progress and a draft report has yet to be issued and two schools reports were still at draft

** in 2019/20 we added a new assurance rating of adequate assurance

3.2 The 2019/20 audit programme has yet to be completed and a further update on the final position will be provided to the Schools Forum later in the year. However, the Schools Forum will note the number and proportion of schools receiving a ‘limited’ or ‘nil’ level of assurance at this stage of the year has remain generally at the level of last year. While there has been on-going improvement we may have reached a point where we have identified a rump of schools who may need additional support to improve. This may just be that the cycle this year has covered schools receiving less positive outcomes in previous years.

4. Reporting and escalation processes (agreed 2015/16)

4.1 The Children’s Service was concerned with the outcomes of the follow up programme following the outcome report to the Schools Forum meeting in July 2015 which advised that 28 out of 58 High Priority (Priority 1) recommendations remained outstanding at the time of the follow up visit. The Council’s Corporate Committee also requested action be taken to address the situation.

4.2 As a result, the then Interim Assistant Director – Schools and Learning presented a report to the Corporate Committee in November 2015. The report confirmed that the Children’s Service and Internal Audit would continue to support schools, but set out the steps that would be taken: firstly, to ensure that audit reports were provided as a matter of routine to each Chair of Governors; and secondly the escalation process that would be followed if schools did not provide an appropriate response to the audit recommendations. The escalation process was circulated to all schools following approval at Corporate Committee.

4.3 Since its implementation, the escalation process has not been used as agreement has been reached between schools and internal audit; however, the option to use the escalation process in the future will be retained. The Council’s Corporate Committee also requested action be taken to address the situation. We have also seen a reduction in the level of outstanding recommendation during follow up visits.

5. Training for School staff and Governors

5.1 In addition to circulating the school audit test programme, a workshop session is provided for school staff (head teachers, school business managers, finance staff etc) to further assist schools in identifying key risk areas and control processes. All schools with audits planned during the year are invited to the workshop session.

5.2 An informal workshop session will be arranged in March 2020 and an invitation sent to all schools listed at Appendix A, together with any newly appointed Head, Deputy Head teachers and School Business Managers that Internal Audit are aware of. If any other schools, apart from those listed at Appendix A wish to participate in the pre-audit workshop session, please contact Jerry Barton, the Audit Manager, via email at jerry.barton@mazars.co.uk.

6. Recommendations

6.1 That the Schools Forum note the planned programme of audit work for 2020/21 (Appendix A) and the initial feedback on outcomes following audit work completed in 2019/20.

Internal Audit – Schools Audit Programme 2020/21

		Last Audit Date
	Primary Schools	
1	Bruce Grove	July 2017
2	Campsbourne	July 2015
3	Crowland	July 2017
4	Ferry Lane	January 2018
5	Lancasterian	December 2017
6	Lee Valley	October 2019
7	North Harringay	October 2016
8	Our Lady of Muswell Hill	November 2017
9	Stroud Green	November 2019
10	Tetherdown	May 2017
11	Welbourne	January 2018
12	West Green	October 2017
	Junior Schools	
13	Belmont	March 2017
14	Rokesly	June 2016
	Infant Schools	
15	Rokesly	September 2017
16	St Peter in Chains	January 2018
	Secondary Schools	
17	Fortismere	July 2016
	Nursery Schools	
18	Woodlands Park	February 2017
	Special Schools	
19	Riverside	October 2016

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Agenda Item 6



Report Status

For information / note ☒
 For consultation & views ☐
 For decision ☐

Report to Haringey Schools Forum – Thursday 27th February 2020

Report Title: Dedicated Schools Grant (DSG) - Central School Services Block

Authors:

Brian Smith
 Head of Finance & Business Partnering
 Email: Brian.Smith@haringey.gov.uk

Muhammad Ali
 Schools Finance Business Partner
 Telephone: 020 8489 4491
 Email: Muhhammad.Ali@haringey.gov.uk

Kristian Bugnosen
 Principal Accountant (DSG)
 Telephone: 020 8489 4491
 Email: Kristian.bugnosen@haringey.gov.uk

Purpose:

To note the planned expenditure through the DSG Central School Services Block

Recommendations:

Schools Forum is asked to note the planned expenditure through the DSG Central School Services Block in 2020-21

1. Introduction

1.1. The central school services block (CSSB) within the DSG will continue to provide funding for local authorities to carry out central functions on behalf of compulsory school age pupils in state-funded and maintained schools and academies in England.

1.2. The block will continue to cover the two distinct elements of:

1.2.1. ongoing responsibilities, and

1.2.2. historic commitments.

1.3. CSSB will fund local authorities for the statutory duties that they hold for both maintained schools and academies. It brings together:

- a) Funding for ongoing responsibilities, such as admissions, previously top-sliced by each local authority from its Schools Block allocation
- b) Funding previously allocated through the retained duties element of the education services grant (ESG), and
- c) Residual funding for historic commitments, previously top-sliced by the local authority from the Schools Block.

1.4. Further detail on CSSB block for 2020-21 can be found on the following weblink:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840552/2020-21_NFF_CSSB_technical_note.pdf

1.5. The paper covers arrangements for CSSB in 2020-21. It sets out Haringey's funding allocation and presents the planned expenditure.

2. Central Schools Services Block – updates

2.1 Haringey's provisional CSSB allocations for the financial year 2020-21 is £2.946m. The allocation funded at the rate of £87.11 per pupil for 33,818 pupils recorded in October 2019 census.

2.2 The CSSB national funding formula (NFF) allocates funding to LAs for ongoing functions using a pupil-led formula. The formula uses two factors, a basic per-pupil factor, through which LAs receive most of the funding, and a deprivation factor.

- 2.3 Provisional CSSB has reduced by £80k compared with the 2019-20 centrally retained elements. The maximum per-pupil reduction in funding for ongoing functions each LA will receive is 2.5%. Permitted gains in per-pupil funding are set at the highest level possible to ensure that the total CSSB funding does not exceed the available budget.
- 2.4 LAs that are set to face reductions in per-pupil funding for ongoing functions, compared to their 2019-20 baseline, as a result of the CSSB NFF will be protected against large losses year-on-year.
- 2.5 Funding for historic commitments will be based on the actual cost of the commitment, and funding will reduce as commitments cease. There will therefore be no protection for historic commitments in CSSB.

3 Central School Services Block – allocation 2019-20 and 2020-21

- 3.1 The extract from ESFA website represents Haringey's funding allocation for the financial year 2020-21.

National funding formula tables...
Pre-16 schools funding: local au...

View latest funding

BETA This is a new service – your [feedback](#) will help us to improve it.

Education & Skills Funding Agency

Choose how to view funding > View funding at organisation level > Haringey

Haringey

Open all

Dedicated schools grant (DSG) allocation for financial year 2020 to 2021
£261,935,787
after high needs deductions

Published: 19 December 2019

Funding breakdown

Schools block	£200,151,485
Central school services block	£2,945,886
High needs block	£38,475,244
Early years block	£20,363,172

Download DSG allocation for Haringey 2020 to 2021
OpenDocument Spreadsheet (ODS), 27KB
This file is in an [OpenDocument](#) format. You may need a different format if you're using assistive technology. [Request an accessible format](#).

Payment dates

Next allocation payment: **3 April 2020**.

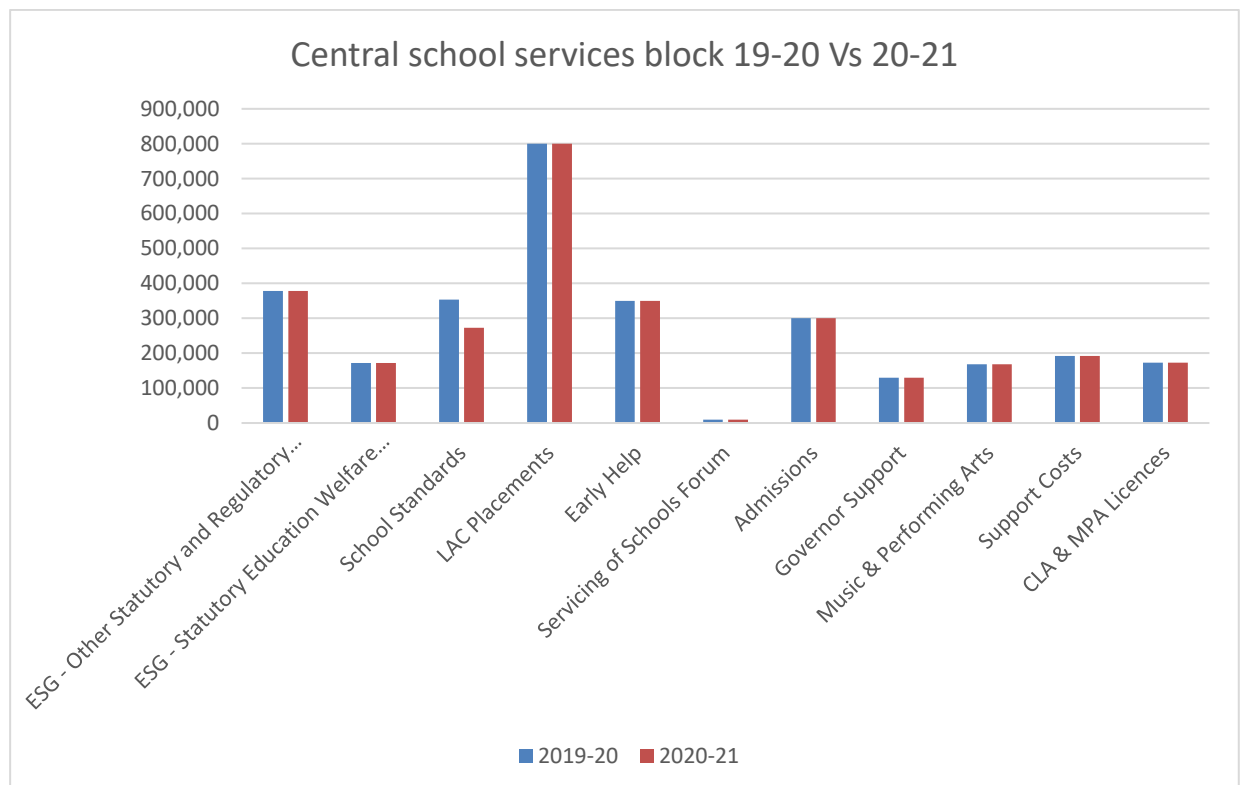
You can view more information on payments on [DSG: conditions of grant 2020 to 2021](#).

3.2 The extract from ESFA funding allocation award letter represents Haringey's funding allocation for the financial year 2019-20.

Dedicated schools grant: 2019-20 allocations local authority summary		2019-20 DSG allocations, after deductions for academies recoupment and direct funding of high needs places by ESFA				
		2019-20 schools block (£ million)	2019-20 central school services block allocation (£ million)	2019-20 high needs block allocation (£ million)	2019-20 early years block (£ million)	2019-20 total DSG allocation (£ million)
		[F]	[G]	[H]	[I]	[J]
		= [F] + [G] + [H] + [I]				
ENGL	309	16,124.0	467.5	5,472.5	3,602.7	25,666.8
	Haringey	130.243	3.026	33.774	20.089	187.132
LONDON		3,354.134	83.610	1,144.449	706.131	5,288.325
METROPOLITAN AUTHORITIES		4,106.721	101.784	1,200.195	841.707	6,250.405
UNITARY AUTHORITIES		3,080.042	110.608	1,242.991	815.875	5,249.516
UPPER TIER AUTHORITIES		5,583.197	171.513	1,884.869	1,239.020	8,878.598
London		3,354.134	83.610	1,144.449	706.131	5,288.325
East of England		1,311.661	49.687	521.437	373.592	2,256.377
East Midlands		992.591	44.744	418.566	279.889	1,735.791
North East		767.394	21.609	244.994	171.964	1,205.961
North West		2,984.064	55.508	729.470	495.305	4,264.346
South East		2,653.782	70.932	916.624	540.015	4,181.354
South West		1,023.607	41.577	473.443	305.148	1,843.774
West Midlands		1,621.530	56.793	561.342	379.491	2,619.155
Yorkshire and the Humber		1,415.331	43.055	462.180	351.196	2,271.761

4 Central School Services Block – planned expenditure 2020-21

4.1 Graph A represent a comparison of funding allocations for individual planned and actual expenditures over the last 2 years.



4.2 Table A represent a comparison of funding allocations for individual planned expenditure for the financial year 2019-20 and 2020-21.

	2019-20	2020-21
Central school services block		
ESG - Other Statutory and Regulatory Duties (Include SACRE)	378,000	377,851
ESG - Statutory Education Welfare Service	172,000	172,000
School Standards	353,035	273,035
LAC Placements	800,000	800,000
Early Help	350,000	350,000
Servicing of Schools Forum	10,000	10,000
Admissions	300,000	300,000
Governor Support	130,000	130,000
Music & Performing Arts	168,000	168,000
Support Costs	192,000	192,000
CLA & MPA Licences	173,000	173,000
Total budget allocation for Schools Block	3,026,035	2,945,886
Allocation for the financial year	3,026,035	2,945,886
Diff	0	0

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<p>Agenda Item</p>



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

Report to Haringey Schools Forum – 27th February 2020

<p>Report Title: Dedicated Schools Budget Out-turn Projection for 2019-20</p>
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Author:

Kristian Bugnosen
Principal Accountant (DSG)
Telephone: 020 8489 4491
Email: Kristian.bugnosen@haringey.gov.uk

Muhammad Ali
Schools Finance Business Partner
Telephone: 020 8489 4491
Email: Muhammad.Ali@haringey.gov.uk

Purpose:

1. Update on 2019-20 Financial position at period 9 (Qtr. 3).
2. Update on the DfE/ESFA recovery plan.
3. Revisit Business Rates Surplus Proposal made in July 2019.

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 '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.
- 1.3 In light of the above, each local authority will continue to set a local school's formula, in consultation with local schools.
- 1.4 The Secretary of State announced that the funding for schools and high needs, compared to 2019-20, will rise by £2.6 billion for 2020-21, £4.8 billion for 2021-22, and £7.1 billion for 2022-23.
- 1.5 This is on top of £1.5 billion provided to fund additional pension costs for teachers.
- 1.6 This paper sets out a summary analysis of the DSG's four blocks' financial position for the financial year 2019-20.
- 1.7 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
- 1.8 The DSG is currently divided into four notional blocks:
 - Schools,
 - High Needs,
 - Early Years, and
 - Central School Services Block.
- 1.9 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 Central Government Updates.

- 2.1 Haringey Council has representation on the DfE led Service Working Group on Education and Children's Services (SWGECS). This is a group/forum that facilitates exchanges between local authority finance representatives and the DfE on matters concerned with revenue and capital expenditure on education and children's services.
- 2.2 SWGECS meets approximately every two months to share and discuss a range of issues concerning education, including SVFS (schools financial value standard), the National Funding formula and High Needs funding etc. Via this working group, the DfE often make requests for calls on support for consultations and evidence gathering which is often used to help inform policy and decision making on a national level.

- 2.3 The benefit to officers and to Forum of inclusion in this group is the access to soft intelligence prior to official release and disclosure to the public. The table below details some key points from the February SWGECS:

Topics of discussion (Feb 2020)	Key Points
Financial transparency of LA schools	<p>Feedback by the DfE on the Government Consultation on “Financial transparency of local authority-maintained schools and academy trusts”. launched in July 2019.</p> <p>There are provisional outcomes – under consideration by ministers. But the final proposals have not yet been published.</p> <p>Some of the issues will be highlighted in the School’s in Financial Difficulty report to be discussed in this forum.</p>
PAN / Business Rates	Business Rates: DfE considering centralising Business Rates payments. DfE will pay business rates directly from 2021-22 (proposed).
Schools NFF and CSSB Update	<p>Further reviews of the formula expected. Especially around the High Needs Block Element – which will be influenced by the outcome of the SEND Review that began circa Sept 2019.</p> <p>Haringey asked the group about AWPU as this was previously raised at school forum. None of authorities presented on the day have gone through this change as this a historic figure. The advice from the DfE that ratio between Primary and Secondary AWPU is recommended at 1.29 with lump sum applied across both primary and secondary sector.</p> <p>Haringey current AWPU ratio is 1.48 and lump Sum is only applied to primary at a rate of £170,000.</p>
2020-21 disapplication and DSG Deficits	<p>The group discussed their collective experience with disapplication in their formulas and experience with the ESFA. Haringey did not make any disapplication for 2020-21. Other LA’s did make disapplication based on their unique experiences.</p> <p>The need for automatic deficit recovery plan based on 1% deficit, is no longer required. The DfE will review the need of a recovery plan on a LA by LA basis. But further guidance to follow.</p>
Good Practice Exchange (High Needs).	Some work has been conducted by the DfE to litmus test what networks are out there and how they are interacting with each other. With the intention of gauging the appetite for a good practice exchange. See appendix a)

High needs funding and SEND Review	<p>The intention was to have an update from DfE on the SEND review. However due to the General Election and changes in personnel within the DfE. There were no updates provided.</p> <p>There was confirmation that the HNB element of the formula is being reviewed with changes being considered. But the expectation is further discussion will take place and it is anticipated that implementation will be in 2022-23 formula.</p>
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3 Analysis of Dedicated Schools Grant 2019-20

- 3.1 The predicted DSG forecast financial position for the financial year 2019-20 at period 9 is a £5.39m in-year deficit which includes the deficit brought forward from 2018-19. The overall projected deficit for 2019-20 is £7.62m. The HNB is the main material pressure to the DSG.
- 3.2 A detailed report on HNB and EYB is being presented by the relevant services to Forum tonight.
- 3.3 The table below provides Headline Figures per Funding Block

2019-20 DSG Budget Forecast @ Qtr. 3	Schools Block (£000)	High Needs (£000)	Early years (£000)	Central (£000)	Total (£000)
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Schools Block DSG funding settlement	130,242.51	33,773.56	20,089.39	3,026.04	187,131.50
Schools Block to High Needs Block (0.25%)	-0.49	0.49	0	0	0.00
Growth Fund	-0.92	0	0	0.92	0.00
Additional SEN funding	0	0.63	0	0	0.63
Total funding Allocation	130,241.10	33,774.68	20,089.39	3,026.96	187,132.13

Projected Expenditure	130,241.10	39,400.78	19,857.10	3,026.96	192,106.84
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In year Position	0.00	-5,626.10	232.29	0.00	-5,393.81
B/fwd. Balances	0	-2,229	0	0	-2,229
Net Position	0.00	-7,855	232	0	-7,623

4 Dedicated Schools Grant 2020-21

- 4.1 The extract from ESFA website represents Haringey's funding allocation for the financial year 2020-21.

Haringey

[Open all](#)

Dedicated schools grant (DSG) allocation for financial year 2020 to 2021

£261,935,787
after high needs deductions

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Published: 19 December 2019

Funding breakdown

Schools block	£200,151,485
Central school services block	£2,945,886
High needs block	£38,475,244
Early years block	£20,363,172

5 Dedicated Schools Grant (DSG) deficit recovery plans

- 5.1 The ESFA has confirmed that there is a change to the requirements for a deficit recovery plan. The previous process deemed 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.
- 5.2 The current process details the 1% calculation will be based on the latest published total DSG allocations for 2019 to 2020, gross of recoupment, as at the end of the 2019 to 2020 financial year and excludes maintained school balance.
- 5.3 Guidance is still required from the ESFA. But it is likely that they will be reviewing the need for a recovery plan on a per authority basis. The ESFA will be contacted to see if Haringey requires a recovery plan.
- 5.4 Recovery plans will 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. The current deadlines are:

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

- 5.5 Until further instruction from DfE has been provided it is still best practice for all stakeholders to formulate a plan to recover the deficit and bring expenditure back to budget, whilst ensuring value for money.

6 Business rates refund re-allocation to schools

6.1 In July 2019 Schools Forum, the Council made the Forum aware of the receipt of £914k Business Rate refund in relation to schools for the year 2018-19. The money is still available for redistribution.

6.2 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%)	0.00	0.00	0.00	0.00	0.00
Business Rates Contingency*	(48.00)	0.00	48.00	0.00	0.00
Financial Management Support	(200.00)	0.00	200.00	0.00	0.00
Un-allocated funds	(666.00)	0.00	666.00	0.00	0.00
Total funding available	Nil	0.00	914.00	0.00	914.00

6.3 On 17th October Schools forum the following proposal was presented for the decision on allocation of the business rates refund:

1. Block transfer of £490K to High Needs Block, which was not permitted by the school forum.
2. Business Rates Contingency of £250K which was also not agreed.
3. School forum agreed to use £100K to fund post for school finance adviser for the two years.
4. The mechanism to allocate remaining funds of £74K was also not agreed.

* Under payment of business rates correction to Coleridge School has been applied in 2019/20 from the above funds.

6.4 We recommend to School Forum that they nominate a panel from Forum members to agree a mechanism to distribute the remaining funds to schools by way of formula taking into the consideration the following factors.

1. Current level of Deficit
2. Current cash flow forecast
3. Key Performance Indications (such contact ration, school budget efficiency and benchmarking operation structure against best case seniors of similar schools)

6.5 An alternative proposal would be to allocate the refunded sum to all schools, using the gross revenue budget DSG budget allocation for 2019/20.

Good practice exchange – initial ideas

Options	Pros	Cons
1. A new series of conferences focused on high needs funding	<ul style="list-style-type: none"> • Could be regionally delivered, encouraging participation • LAs could host 	<ul style="list-style-type: none"> • We would need to find funding • Question about how we would sustain • Additional draw on people's time
2. Develop the SEND network to also cover high needs	<ul style="list-style-type: none"> • Network already exists • Regionally based with 9 LAs acting as 'leads'. • Most high needs pressure comes from SEND, so there is a logic to developing the network 	<ul style="list-style-type: none"> • Could dilute the focus on SEND • Will need finance officers to join in – they might prefer their own network (see option 3 below)
3. Develop the network of finance officers to cover SEND/ exclusions in the context of managing high needs risk/ pressures	<ul style="list-style-type: none"> • Network already exists • Self-organised, sector led • Reasonably good coverage (circa 75% LAs) 	<ul style="list-style-type: none"> • Would need SEND officers to join in – they might prefer their own network (see option 2 above) • Not all LAs attend (est circa 25% do not)
4. Drive additional high needs good practice case examples to the LGA case examples on its website	<ul style="list-style-type: none"> • Could be done in conjunction with 1 or 2 • Case example element of LGA site already exists • Low cost 	<ul style="list-style-type: none"> • Would be 'pull' rather than 'push' (although 1 and 2 would effectively to promote) • High needs case examples could be lost among wider unrelated case examples
5. Develop a new case example data-base	<ul style="list-style-type: none"> • Dedicated for the purpose 	<ul style="list-style-type: none"> • Would need funding • Would need sustaining • Would need awareness raising
6. Commission a new study to identify and report good practice	<ul style="list-style-type: none"> • Potentially more systematic than options 1-4 • Could be done in conjunction with 1-4 	<ul style="list-style-type: none"> • Funding needed • Would be a one-off

Good practice exchange – Suggested Approach and Agenda

Approach: Open Space

- Delegates propose topics
- Shape the agenda to those topics
- We can either:
 - Use break out areas/ spaces for people to opt to join
- Or
 - Time the agenda and run in plenary with table discussions
- Admin:
 - Devise template to capture case examples
 - Tables to complete
 - Gather at end, transcribe, share
- Resources
 - A suitable meeting space (could local authorities take turns to host?)
 - Projector and screen
 - Laptop (unless presenters can plug in their own)
 - Flipchart and pens

Agenda (potential timings)

10.00am – arrive

10.15 – Purpose of the event

10.25 – Introductions (either plenary or on tables if high numbers)

10.35 - Ground rules – contracting:

- e.g. work the problem, not the person/ organisation

10.45 Topic based discussions #1

11.15 Feedback in plenary

What did you learn that could work where you are?

Where there are lightbulb moments?

11.30 Topic based discussions #2

12.00 Feedback

12.15 Break

13.00 Topic based discussions #3

13.30 Feedback

13.45 Reflections

14.00 Close

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Report to Haringey Schools Forum – 27th February 2020

<p>Report Title: Schools in Financial Difficulty Support Programme</p>

Author:

Brian Smith
 Head of Finance & Business Partnering
 Email: Brian.Smith@haringey.gov.uk

Muhammad Ali
 Schools Finance Business Partner
 Telephone: 020 8489 4491
 Email: Muhammad.Ali@haringey.gov.uk

Kristian Bugnosen
 Principal Accountant (DSG)
 Telephone: 020 8489 4491
 Email: Kristian.bugnosen@haringey.gov.uk

<p>Purpose: To update the Schools Forum on Schools in Financial Difficulty Budget</p>
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Recommendations:

1. Schools Forum to agree Schools in Financial Difficulty Budget to support schools with Deficit and cash flow problems

1. Background and Introduction

- 1.1. Schools have delegated authority to manage their budget on behalf of the Council. The Local Authority is not responsible for academies' financial management as they are governed by the central government and academy legislation.
- 1.2. A Contingency Fund for Schools in Financial Difficulty has been de-delegated by maintained Primary and Secondary schools from their school budget share every year for helping schools in financial difficulty when faced with exceptional circumstances.
- 1.3. Under the present service model, schools manage their own finances, and do so in a variety of ways:
 - **Directly employed staff**

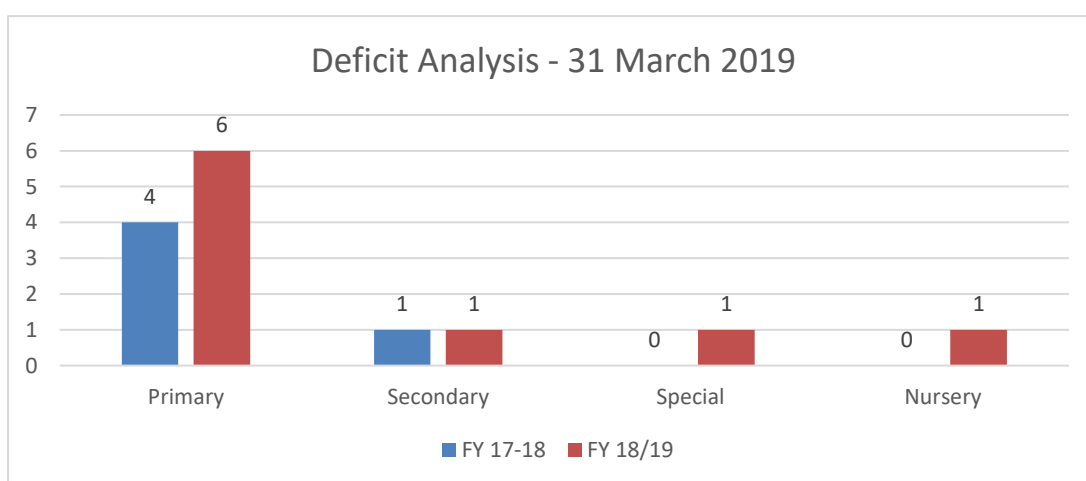
The current cohort of school business managers require support in day to day management of their school's finance and due to identifiable skills gaps, they are not able to provide an appropriate and robust financial forecast or support their school's senior leadership team.
 - **Contracted external advisors**

Schools use several external providers, who may or may not be a suitably qualified accountant. The services they provide are limited to day to day operational level which should be dealt and performed by the school's business manager. There is no strategic support provided to business managers or to the school's senior leadership team.
- 1.4. However, quality assurance issues identified by the school finance with the present arrangements in our schools include:
 - Inaccurate budget forecast forcing school in financial difficulty.
 - Missing cash flow forecast or not enough skills to calculate working capital requirement for schools.
 - No key performance indicator set to monitor schools' financial performance.
- 1.5. In light of the above issues, we have recently started a new in-house finance management consultancy services to provide strategic advisory support to our schools in Haringey at cost. The new team will operate in a professional manner and will consist of suitably qualified accountants with school business management experience. The new team will be managed and run by the school finance team.
- 1.6. This paper sets out the 2019-20 programmes that were developed and established to support school's in financial difficulty following approval from school forum in October 2019: It is a brief of the actions and achievements

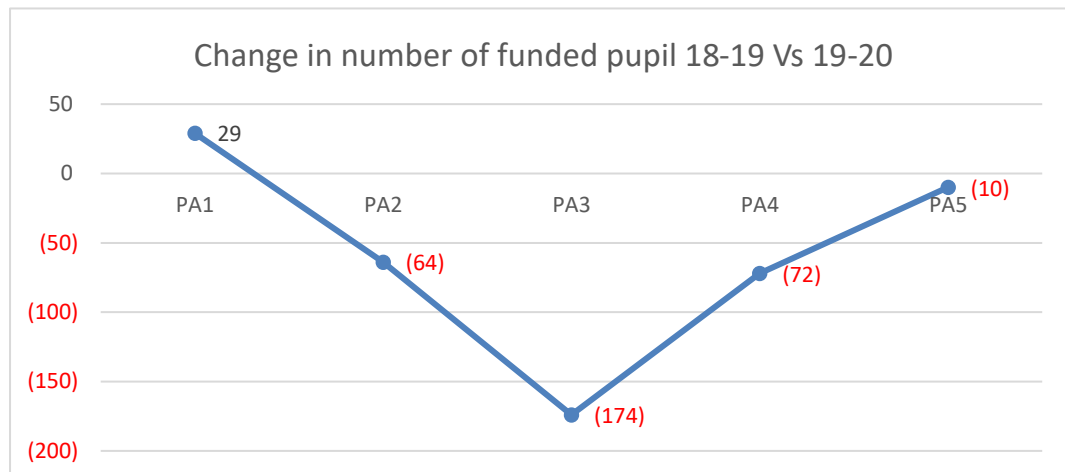
of the newly introduced Traded Element of the School's Finance Team and details the proposals for the need for further funding to sensibly sustain and grow the service to implement greater financial resilience in Haringey Schools. Whilst concentrating on school that pose a risk of entering into a deficit position, we will encourage sustainable and proactive financial good practice to any other schools that require support. This proposal explores in greater detail our business plan, including potential risks, milestones, and how the service could be structured and its financial implications.

2. Schools in Financial Difficulty Updates

- 2.1. The following analysis shows that 9 schools reported a commutative deficit as at year ended 31 March 2019.



- 2.2. The graph shows the number of schools in deficit as at 31 March 2019 as compared to last year. The analysis shows that the numbers of schools in deficit have increased at primary level as compared to last year.
- 2.3. The latest Greater London Authority (GLA) school roll projections project that demand for reception places will continue to reduce for the next ten years. The pattern of reducing primary demand in Haringey is consistent with many other London boroughs. The place planning projections show the reduction in the birth rate for each planning area for Haringey Council. The data in the graph will help schools and the Council to project patterns of demand for school places up to 2028 and, in turn, the impact on schools' funding over the next 10 years. A more detailed analysis of demand for school places can be found in our annual School Place Planning Report at www.haringey.gov.uk/schoolplaceplanning.
- 2.4. The following graph represents changes in pupil number from 2018-19 to 2019-20 by planning area (PA). The graph represents PA 2, 3, 4 & 5 experiencing a reduction in pupil numbers which has a financial implication on schools' budget.



2.5. We will need to work with the school to ensure schools are ready for the change and produce a robust financial planning for the next 5 years to ensure that correct staffing ratio has been adopted to deal with the financial risk associated with the reduction in pupil numbers

2.6. The Department for Education says that the overall financial picture across the state school sector is more positive. "The report itself shows 94% of academy trusts and almost 90% of local authority maintained schools are reporting a cumulative surplus or breaking even - and, 45% of maintained schools have even been able to increase the level of their cumulative surplus in 2017-18," source: <https://www.bbc.co.uk/news/education-46826990>

2.7. The analysis shows for Haringey Council that 86% of all our Haringey schools are reporting a cumulative surplus or breaking even and 44% of our schools reported an in-year deficit in 2018-19.

3. Updates for 2019-20

3.1. Currently three schools have requested an application form to apply for the schools in financial difficulty fund. However, the panel has not received any formal applications for funding from schools

3.2. In October 2019, we asked School Forum to agree to use part of the schools in financial difficulty budget to fund additional resources within the LA to support schools who are experiencing financial difficulty or challenge. This was agreed in principle in October 2019 School Forum.

3.3. We are working with six schools in financial difficulty without applying any additional charges to those schools for this financial support. We will continue to work with schools to ensure that we provide strategic and timely support to school headteachers and business managers in the financial management of their schools.

4. Proposal for 2020-21

- 4.1. The proposal below is to undertake a strategic programme of work with schools in financial difficulty without those schools incurring additional costs by procuring resources externally, some of which we have found to be of low quality.
- 4.2. The school in financial difficulty will be assigned with a specialist finance officer to work closely with headteachers and SMBs in developing medium- and long-term financial strategies including recovery plans. The scope of work will be determined with the headteacher and SBM before the assignment has been taken place.
- 4.3. We envisage to allocate maximum of 10 on site visits (10 full working days) per school per year. Any additional resources required by the school will be subject to a chargeable SLA agreed in advance with the headteacher.
- 4.4. There is a need for a 'break-even' analysis for schools in financial difficulty and benchmarked schools' performance with other similar schools to highlight redundant costs which help to reduce the deficit. This work will also help schools to identify the minimum pupil numbers required to run a school without going into deficit. A model will then be developed which can be used as a guide for schools' leaders and schools' governors, and which supports them through a period of falling rolls in primary and rising rolls in secondary.
- 4.5. Where the school submits a deficit budget, the Chair of Governors and Headteacher will formally notify the Council of their application to apply for a Licensed Deficit. A meeting will be arranged with the school to review the school's deficit with the school required to submit a deficit recovery plan to ensure that measures will be taken to reduce the deficit and repay the loan to the Local Authority over a period of three years.
- 4.6. Schools with deficits are recorded on the Council's risk register and also discussed as part of a termly Schools Management Intelligence Group (SIMG) which brings together officers from all services and helps to ensure that there is an appropriate level of support being given to schools in relevant areas by the Council.
- 4.7. Strategy for supporting schools

Below is a list of programmes and processes we will establish to secure and retain sound financial management where it isn't currently evidenced within the schools.

- Integrated curriculum led financial planning for schools
- Develop and Implement Management Information System
- 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 leaders and school governors
- Supporting schools with financial difficulty progress tracker

4.8. LA financial procedure and scheme of financing school states:

“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 action would only be considered as a last resort.

4.9. Haringey’s intention is to provide a more proactive approach to schools in providing support and guidance on financial management as and where it is required and in a timely manner.

4.10. A recent communication from the DfE states that maintained schools will be required to provide enhanced financial reporting on the following key issues:

- 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

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

4.11. Please also see attached a presentation on schools traded services offer for school.

5. Haringey Schools Data Collection portal

5.1. We are currently in an initial development phase of data collection portal which will roll out in 2 phases:

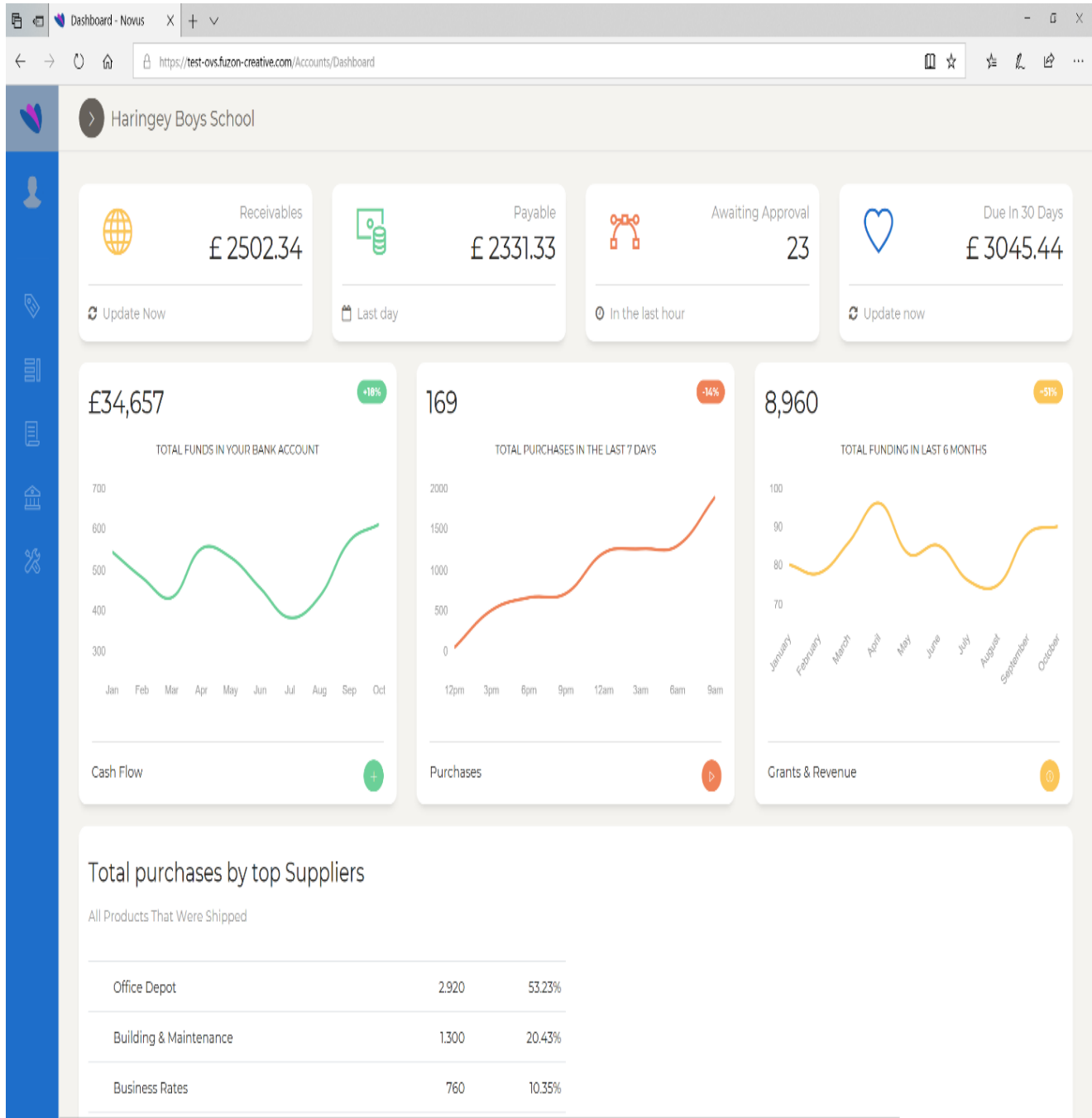
- **Phase 1:** March 2020 – all schools required to submit their year-end financial statements using our web-based data collection portal. This efficiency measure will save time for SBMs because the portal has a data validation function. That will support reconciliation processes before schools submit their financial statements to the Council.

- **Phase 2:** April 2020 – June 2020 – extending data collection portal functionality to replace schools existing accounting system. The new system will provide following advancements:
 - Dashboard reporting for schools' leaders and council (see note 5.4)
 - Cloud base system with interface to Haringey data collection portal.
 - Accrual accounting system help SBMs reconcile period ends accounts
 - Income statement and balance sheet production from the system helps with the reconciliation and cash flow forecasts.
 - Auto Invoice feed - Invoices entered into the system via emails without manual inputs
 - Auto bank reconciliation using bank feed and bank upload make bank reconciliation quicker through automation
 - Online purchase orders, Invoicing and payment approval
 - All accounting returns submitted to the council via the portal provides a paperless audit trail.
 - Link DfE benchmarking tool to analyse school data over the last 5 years

23 schools have signed up with the new system for implementation from April – June 2020.

- 5.2. The Council has already funded phase 1 of the project from its general funds.
- 5.3. We recommend that Phase 2 of the project should be funded from the schools in financial difficulty fund. Please see proposal in section 8 financial implication.
- 5.4. On average a school spend around £1,500-£1,800 per year on existing providers on multiple applications. Our proposal recommends a single system for all our schools. We recommend the cost of Phase 2 is funded by the schools in financial difficulty budget which will achieve estimated savings of £96,000 (£1,500 x 64 Schools) per year for schools for the next 2 years.
- 5.5. Schools will be responsible for procuring the system via Haringey Schools Finance from year 3 onwards at an annual cost of £750-£950.

- 5.6. A screenshot below represents Schools KPI Dashboard for schools headteachers, governor and council. The dashboard is developed by Haringey Schools Finance, will be in place by September 2020 for schools included in the first pilot programme and April 2021 for the rest of the schools in Haringey.



6. Potential Risks

6.1. The following table highlight key the risks associated with the delivery model:

Risks	Description	Response	Risk Rating
Service performance and quality	Ensuring the high level of performance and outputs are maintained.	Services Level Agreement (SLA) with schools in financial difficulties. Half yearly reports on performance to the Schools Forum. Qualified accountants with strong technical accounting knowledge.	Low
Financial Implications	Financial Implications to maintain services post 21-22.	Standards SLA will be cost neutral for schools in financial difficulty. Schools contribution will be required post 21-22 should school still require the services from the council.	Low
Succession planning	Succession planning to maintain consistency of services	Agile working practices to be adopted, shared knowledge and skills practised throughout the team. Focus on recruitment of local apprentices working towards professional qualification who will be able to cover gaps by any leavers to the organisation.	Low
Redundancy	Potential redundancy costs for staff	Any additional costs will be met by additional services provided to schools under the SLA.	Medium

7. Financial Implications

7.1. The following section sets out the total funding required for the development of service for the next two years. It is anticipated that with the introduction of the new service, along with the intelligent financial system, will help

schools be more efficient in delivery of their school's budgets, reduce schools' deficit and licence deficits in future.

- 7.2. School forum of October 2019 has approved £100,000 each year for two years to support this programme.
- 7.3. The table below shows the sources of funding from the current financial year 2019-20 and 2020-21.

Funding Sources	2019-20	2020-21
Business Rates Refund	£100,00	£100,000
Schools In financial Difficulty	£120,00	£120,000
Total funding required	£220,000	£220,000

- 7.4. Table below shows planned expenditures for 2019-20, 2020-21 & 2021-22.

Description	2019-20 Projection	2020-21 Budget	2021-22 Budget
Staffing	35,000	£196,000	£196,000
Schools Financial Systems	-	£24,000	£24,000
Total expected expenditure	£35,000	£220,000	£220,000

- 7.5. The staffing profile being considered for the programme is given below:

1. Recent School Business manager experience
2. Headship experience
3. Professional Qualification or working toward qualification (CCAB)
4. Apprentices (AAT, Accounting & Math)

As part of our succession planning, we priorities recruiting local apprentices to our new team. We will work with our sixth form colleges in Haringey to offer an apprentice programme to young people to join our team from September 2020. We will also use the Apprentice levy fund for qualification and training purposes for all new apprentices.

8. Key Milestones





Description	2020-21	2021-22
Design scope of work	November 19	
Allocation of staff	March 20	
Launch of Finance SLA offer	April 2020	
System implementation	April 20 – June 20	From April 2021
Recruitment of apprentice	September 2020	

9. Recommendation

- 9.1. The School Forum is asked to agree to use £120,000 from schools in financial difficulty contingency budget to develop Local Authority support programme for schools in financial difficulty and to support schools in meeting their enhanced reporting requirements by the Department of Education. This includes the following:
- School Business Manager training
 - Head Teacher Training and new Head teacher induction days as required
 - Governor Training programme
 - Implement Risk registers for all our schools
 - Implement Integrated curriculum led financial planning
 - Assist school to develop and implement a robust 3-5 years budget forecast in line with place planning analysis
 - Develop deficit recovery plans for schools in financial difficulty
- 9.2. The Local Authority finance officers have already delivered various training sessions to the School Business Managers and have received positive feedback from SBMs and Headteachers. Please see Appendix A of this report for more information to support this.
- 9.3. In view of the emerging financial modelling figures of the proposed National Funding Formula, we will work with schools and governing bodies to review their respective school's budgets and organisation structures on a termly basis to ensure that the school is able to continue as a financially viable entity, particularly given the challenges ahead with falling rolls (which we expect to reach the secondary schools phase around 2025).

Appendix A

Response from School Business Managers to finance training from the LA.

 To:  Ali Muhammad
Cc:  Bugnosen Kristian
Retention Policy: Haringey Global Retention (7 years)
 You forwarded this message on 23/01/2020 13:50.

Expires: 21/01/2027

Hi Ali and Kristian

Just a brief note to thank you very much for the presentation today - it was very informative and useful. Everyone there agreed that the changes in Haringey Finance Team have been very positive for schools. We look forward to hearing more on February 7th.

I am interested in Traded Services offering BTW!

Thanks

Sent: 16 October 2019 09:49
To: Schools Returns <s-SchoolsReturns@haringey.gov.uk>
Subject: Re: Haringey School's Finance - School Business Manager's Termly Update - October 2019-20

Thank you for your email. I have found the breakfast meetings very useful and the website looks very good. It will make our work a lot easier in the future.

Do you know when we will be getting our log in and password details for this?

Many thanks
Kind regards

Response from a Head teacher to finance advice from the LA

Dear Ali and Yayah,

Thank you both for making the time to meet with us yesterday. We found your input and suggestions of how to move forward very helpful and the meeting very supportive. We are looking forward to working in partnership with you to resolve the school's financial issues and to achieving the very best for the children at ~~the school~~.

Best wishes,

Schools Traded Services Offer

Haringey School Finance

Muhammad Ali, ACCA

Why!



Current Issues:

- 1 Increase in License deficit applications > cash flow advance
 - 💡 Schools in financial difficulty
- 2 Schools in Deficit > more schools going into deficit
 - 💡 Lack of strategic financial support available to schools leaders
- 3 Schools financial statement > poor quality of returns
 - 💡 Not sufficient information for schools leaders
 - Liquidity not know
 - No long term planning

What is considered in financial risk management?

Market Risk

Credit Risk

Liquidity Risk

Statutory reporting > a greater reporting requirement for schools

DfE is currently publishing documents for statutory reporting requirements for schools

Schools in Financial Difficulty

Risk Based Scoring Model (Oversight Role)

- 1. Cash flow advance**
- 2. Deficit review over the last 3 years**
- 3. Salaries cost above average threshold**
- 4. No SBM**
- 5. Quality of Accounts submission**
- 6. Internal Audit report**

Service Level Agreement (Supportive Role)

- Short term MTFS
- Monthly budget monitoring
- Integrated Curriculum led financial planning - 3 years
- Cost of delivery model
- Financial Benchmarking
- Procurement and contracts review
- Back office function (VFM)

Integrated Curriculum led Financial planning (our Approach)

Maximise value for money

Strategic curriculum changes to help pupils

Help strategic longer-term budget planning

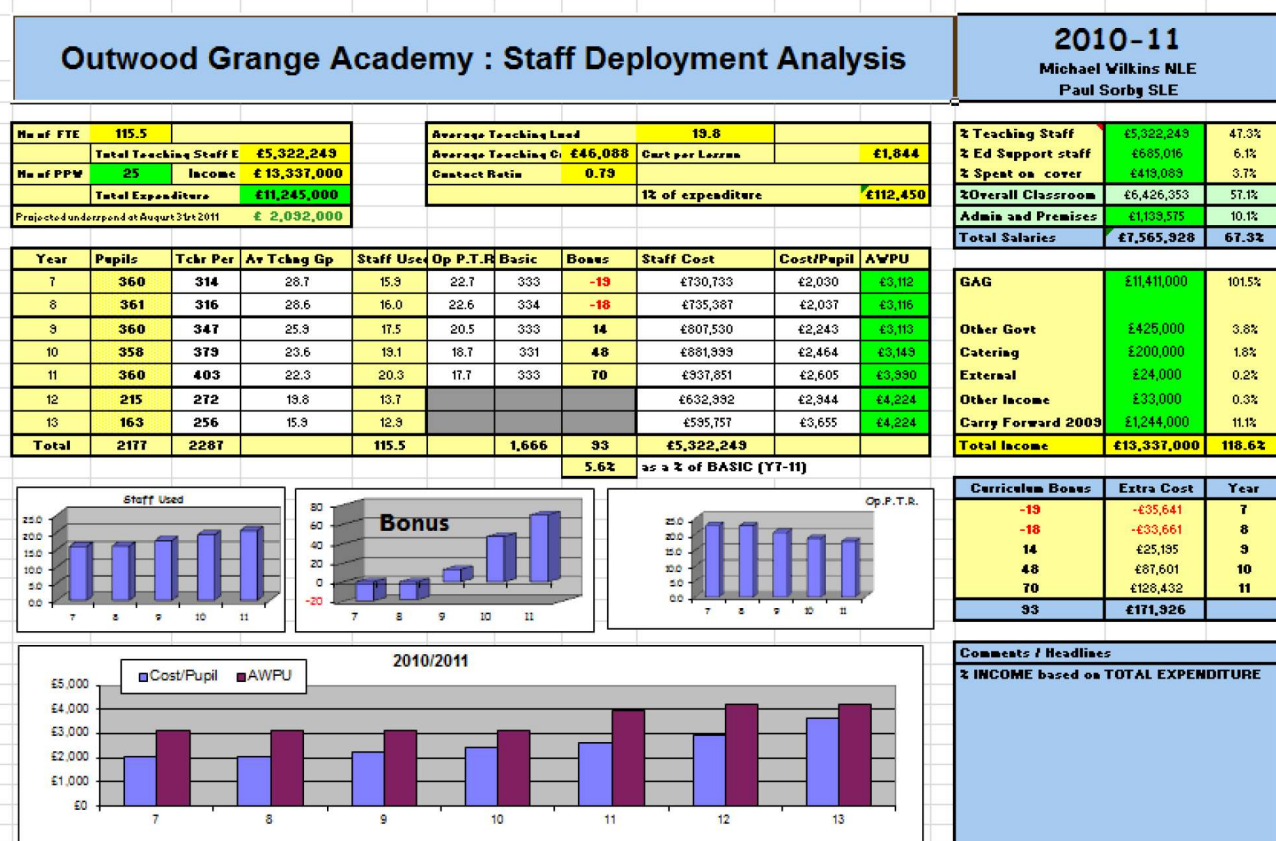
Identify average contact ratio

Virtually no overstaffing

Balanced between ideal curriculum and costs that the school can afford to deliver

School's recruitment needs over the next 3 years

SLT's get involved in schools budget planning



💡 Schools Breakeven Analysis Study

1

Fixed Costs

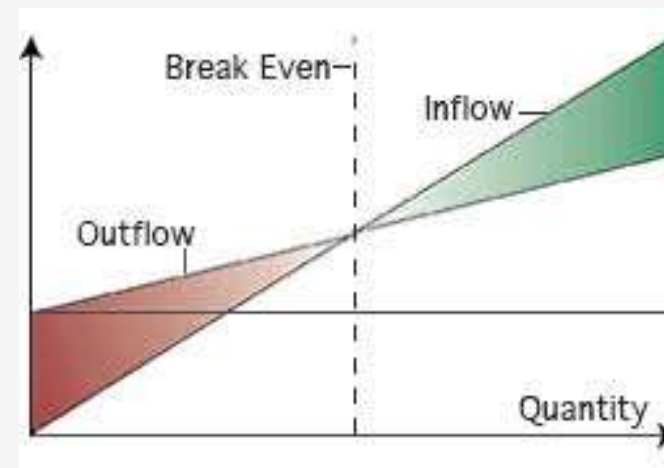
1. Salary & Wages
2. Planned Maintenance & Improvements
3. Learning Recourses
4. Subscriptions

Variable Costs (Variable)

1. Overheads

Revenue & Funding

1. Government funding (largely pupil led)
2. Other funding



2

3

Support Offer for Schools!

Haringey Schools Finance Team will provide a wide range of Finance Support Packages to schools from September 2019.

A robust team structure will be in place to bring reliability and consistency in the service.

A signal point of contact for Schools to contact Business Support Team - 3 days response time.

A dedicated contact number

Support Model:

1 Consultancy > Strategic Advice...

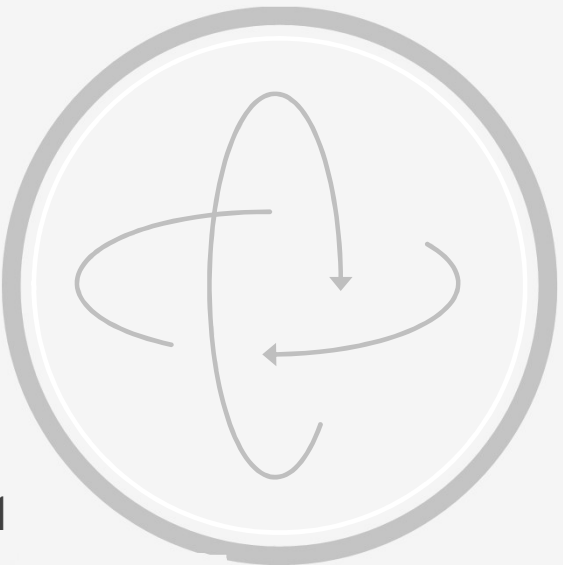
1. Strategic Budget Monitoring
2. Reporting
3. Breakeven Analysis
4. Curriculum Led Financial Planning
5. Cash Flow Liquidity analysis

2 SBM Support Services > day to day operations...

1. Month End Close Down
2. Year End Close Down
3. Bank Reconciliation
4. Accounts Payable
5. Accounts Receivable



Support Packages

- 
- 1 Financial Health Check:** Report on governance, compliance, benchmarking, forecasts, wages, overheads, payments, and ratio analysis.
 - 2 Desktop Support:** Includes monthly or quarterly reports on budgets, cash flow, month end and year end review of accounts
 - 3 On Site Support:** Includes 1 & 2 above plus governors meeting, preparation of budget forecasts, carry out month end and year end close down.
 - 4 System Transformation Support:** New system implementation, staff training, review and advice on internal controls.
 - 5 SBM Services:** Day to day operations in school (Finance Only)
 - 6 Consultancy:** Consultancy services for budget, accounts and specific projects such re-structure etc

Questions & Answers





Agenda Item 10

Report Status

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

Report to Haringey Schools Forum – 27th February 2020

Report Title: Early Years Block Funding 2020-21

Author: Ngozi Anuforo, Head of Strategic Commissioning, Early Help & Culture

Contact: 0208 489 4681 Email: Ngozi.anuforo@haringey.gov.uk

Purpose: To provide Schools Forum members with an overview of the Early Years Block of Dedicated Schools Grant (DSG) for 2020-21.

Recommendations:

1. That Schools Forum notes the indicative funding for the Early Years Block in 2020-21, set out at 2.8.
2. That Schools Forum agrees the proposed allocation of the Early Years Block for 2020-21 as set out in section 3.0 of this report.
3. That Schools Forum notes and agrees the proposed budget allocation for centrally retained funds for 2020-21 as set out in 3.3.
4. That Schools Forum notes the outturn position for 2019-20 financial year at 5.1.

1. Introduction

- 1.1 The purpose of this paper is to provide Schools Forum with an overview of proposals for the use of the Early Years Block (EYB), contained within Haringey's Dedicated Schools Grant (DSG) allocation for 2020-21. The paper will also summarise the projected expenditure for 2019-20.
- 1.2 The paper also contains details of the proposed use of centrally retained funds for the 2020-21 financial year. It is a requirement of the School and Early Years Finance Regulations that the Schools Forum agrees proposals for the use of Early Years DSG centrally retained budgets.
- 1.3 Much of the detail contained within this paper relates to the composition of the early years block and proposed use of amounts allocated to Haringey Council. It should be noted that most of the funding within this block is for the provision of early education places for 2, 3 and 4-year-old children within the borough and therefore the use of this part of the Council's DSG allocation is structured around prescribed areas of spend that are in line with statutory guidance.
- 1.4 At the time of writing, the distribution of early education place funding is through Haringey's early years funding formula (EYFF) that has been in place since 2017. The requirement for Haringey to have an EYFF in place is set out in the statutory guidance for this area, and as such, will remain in place until such time as there is a change in government policy.

2. Early Years Block Funding: 2020-21

- 2.1 The Department for Education (DfE) has notified Haringey Council of its early years block funding allocations for 2020-21, confirming that its funding rate for the 2, 3 and 4-year-old free entitlement, will be changing from April 2020. This follows announcements from Government about increased national funding for education, of which the early years education sector would receive an additional £66m.
- 2.2 Consequently, from April 2020, the rate Haringey Council receives for the delivery of the 2-year-old free entitlement will increase from £5.66 per hour to £5.74. The funding rate received by the Council for the 3 and 4-year-old free entitlement – both universal and extended offer – will increase from £5.66 to £5.74. Whilst this is a welcome change, queries have been raised by members of Haringey's Schools Forum EY working group, and some of the national early years sector representative bodies, as to how the DfE have calculated the new funding rates and determined the differing allocations across local authorities.

- 2.3. **Fig. 1** below sets out the current breakdown and deployment of the LA funding rate.

Fig.1 Universal Base Rate for Haringey 2019-20

	<u>£/hr</u>
LA hourly funding rate 2019-20 (£/h)	5.66
Less: LA centrally retained funding (5%)	(0.29)
	<hr/>
	5.37
	<hr/>
Less: Supplements	(0.38)
	<hr/>
Universal base rate	4.99
	<hr/>

- 2.4 Given the timescales until the implementation of the new funding rate, and the recognised financial pressures on the early years sector, across the diverse range of provision, Schools Forum agreed that the additional 8 pence per hour should be added to the current base rate of £4.99 paid to providers as part of Haringey's EYFF. This increases the base rate the Council pay providers of the 3 and 4-year-old free entitlement to £5.07.
- 2.5 **Fig. 2** below illustrates the revised distribution of the LA funded rate proposed for 2020-21.

Fig. 2. Universal Base Rate for Haringey 2020-21

	<u>£/hr</u>
LA hourly funding rate 2020-21 (£/h)	5.74
Less: LA centrally retained funding (5%)	(0.29)
	<hr/>
	5.45
	<hr/>
Less: Supplements	(0.38)
	<hr/>
Universal base rate	5.07
	<hr/>

- 2.6 Further policy decisions from central government about Early Years Block DSG funding, beyond April 2020 are, as yet, unknown. However, it was the view of Haringey's Early Years Working Group members that there is likely to be a need to undertake a proper review of Haringey's EYFF in time for the start of the financial year commencing April 2021.
- 2.7 The total amount of funding within this block is determined by the elements set out below.
- The Full Time Equivalent (FTE) number of *three- and four-year olds* recorded in the January censuses multiplied by an hourly funded rate of **£5.74**.
 - The Full Time Equivalent (FTE) number of *two years olds* recorded in the January censuses funded by DfE at **£5.74** per hour.
 - 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.
- 2.8 Based on January census numbers, Haringey's total early years block funding allocation for 2020-21 is £20.3m, broken down by specific funding streams in Table 1 below.

Table 1: Haringey's Indicative DSG Early Years Block Allocation for 2020-21

Funding Stream	Initial 2020-21 Early Years Block Allocation (£m)
3 & 4 YO Universal Free Entitlement (15hr)	12.763
3 & 4 YO Extended Free Entitlement (Additional 15hrs)	3.926
2YO Offer	2.248
Early Years Pupil Premium	0.106
Disability Access Fund	0.069
Maintained Nursery Schools	1.248

TOTAL	20.363
--------------	---------------

- 2.9 It should be noted that these are indicative allocations. Final allocations for each financial year are confirmed by DfE in the August of the subsequent financial year.
- 2.10 Within the amount of money available for supplements, the majority is used to create a deprivation supplement funding pot. A smaller amount has provided a quality supplement pot (**£76k**) deployed via a System Leadership model. There is no proposed change to these amounts for 2020-21.

2.11 The Two-Year-Old Offer

- 2.11.1 The allocation of funding within the Early Years Block of DSG for the 2-year-old offer is determined by the January headcount figures collected via the census and to that end, do not accurately reflect the actual numbers of 2-year-old children accessing a 2-year-old place across each academic year. Estimates provided by the DfE/DWP are a broad indication of the numbers of potentially eligible children in the borough and do not have a bearing on the allocation of funding provided to the Council to provide the offer.

The table below shows the changing profile for potentially eligible numbers of children since the introduction of this statutory entitlement.

Table 2: Haringey's changing eligibility profile since 2013.

Academic year	DfE/DWP Estimate for potentially eligible children
2013-14	891
2014-15	1790
2015-16	1710
2016-17	1620
2017-18	1500
2018-19	1432
2019-20	1341
2020-21	1097

3. Centrally Retained Early Years Block Funding: 2020-21.

- 3.1 Local Authorities are required to pass through 95% of all funding for three – and four-year olds received in the Early Years Block of our

Dedicated Schools Grant (DSG) directly to settings. The amount of DSG the Council propose to retain is £0.823m for 2020/2021.

- 3.2 It is proposed that the contribution of centrally retained DSG funds towards the cost of the Haringey's Early Years Quality (EYQ) and Early Help Commissioning teams remain unchanged for 2020-21. A modest contingency is maintained to enable some capacity within the overall budget envelop to manage fluctuations in funding
- 3.3 The profile of centrally retained funds for 2020-21 is as follows:

Table 3: Profile of centrally retained DSG funding 2020-21

Statutory and other functions	Centrally Held 2020-21
	(£)
EY Quality Statutory Moderation and Advisory Service	441,300
Early Education Sufficiency and Administration	228,600
¹ Corporate Overheads	18,800
² TU Representation	18,000
Quality Supplement	76,000
Contingency for Pupil Place Funding Pressure	110,318
	893,018

4. SEN in the Early Years

- 4.1 Expenditure on Early Years inclusion continues to increase, as more children with additional needs access early years provision and work continues to support inclusive practice in settings. The Early Years Inclusion Fund is projecting an overspend on the allocated budget. This reflects the positive engagement of children with SEN and their families in accessing early years provision across the borough. It is likely that this trend will continue and there will be a need to consider how the growth in demand can be met in the new financial year.

¹ This is a contribution to corporate overheads costs for central functions such as Finance, IT, HR, Communications, Property Management and Procurement.

² Amount unchanged from 2019-20 levels.

Table 4: SEN in the Early Years

Budget Area	2019-20 Budget Allocation (£m)	Year End Projection (£m)	Under/Over
Early Years Inclusion Fund (3 & 4yr olds)	0.232	0.342	+ 0.110
Pathways for Early Intervention (2yr olds)	0.042	0.023	- 0.019
Early Support Places	0.361	0.441	+ 0.080
TOTAL	0.635	0.806	+ 0.171 (net fig.)

4.2 The utility of the pathways for early intervention is lower than budgeted for. This inclusion support targets children aged two years and perhaps reflects the lower numbers of children with SEN being supported to access early years settings. Whilst the numbers of children experience language and communication difficulties appears to have increased, higher prevalence of this type of need may not necessarily result in increased expenditure on this budget line. Work is being undertaken with colleagues in the SEND service to build a better picture of the access to provision by two-year-old children, including special school provision.

4.3 The Early Support Places are those places that can be most aligned to special school places but are provided for nursery-aged children aged two, three and four years of age. These are places pre-commissioned via Haringey's children's centres and offered to those children with more complex or higher levels of need. The places are agreed with the children's centres by the start of each financial year and each setting is funded whether places are filled or not throughout the year. Placements are agreed at SEN panel. This year, there has consistently been vacancies amongst the two-year old places.

5. **Current projected out-turn position for Early Years DSG 2019-20**

5.1 Early years DSG expenditure for 2019-20 is profiled according to the budget areas below.

Table 5: Early Education Funding

*indicative

Budget Area	2019-20 Budget Allocation (£m)	*Year End Projection (£m)	Under (-) /Over (+)
3 & 4 YO Universal Free Entitlement (15hr)	*11.956	11.932	- 0.024
3 & 4 YO Extended Free Entitlement (Additional 15hrs)	**3.678	4.025	+ 0.347
2YO Offer	2.217	2.270	+ 0.053
Early Years Pupil Premium	0.107	0.104	- 0.003
Disability Access Fund	0.060	0.025	- 0.035
Maintained Nursery Schools	1.248	1.248	0
Centrally retained	0.823	0.783	- 0.025
TOTAL	20.089		

- 5.2 The budget allocation is the amount set at the beginning of the financial year for planned expenditure against each funding stream within Early Years DSG.
- 5.3 it should be noted that the Year End projections shown in Table 5. are as at Period 11 and are only indicative of final expenditure based on pupil numbers submitted by all early years providers. The final and actual outturn expenditure positions for each of the budget lines will be known at the end of the final period of this financial year (March 2020).
- 5.4 It is anticipated that any significant underspends will be subject to clawback by the DfE, if supported by lower than anticipated pupil numbers in the January 2020 census and will take effect in the funding adjustment period (August -October) of the new financial year. Similarly, where significant overspend has occurred, matched by higher than anticipated pupil numbers captured in the January census, we can anticipate an uplift in funding for that specific budget line, in the funding adjustment period.

6. Early Years Budget Challenges 2020-21

6.1 Funding a free school meal for eligible nursery class children.

- 6.1.1 The statutory guidance for the delivery of funded early education sets out a requirement on local authorities to provide some 3 and 4-year-old children with a free school meal if they attend a school nursery class across the lunchtime and have parents who are in receipt of certain benefits. The early years block contains no specific provision for the Council to meet this obligation and therefore there was a need to

undertake some further work with schools in the borough to determine the scale of the demand and likely cost.

- 6.1.2 As eligibility for free school meal (FSM) children uses the same criteria as eligibility for Early Years Pupil Premium (EYPP), we sought to assess the scale of the demand for a free school meal through an exploration of the draw down and utility of EYPP. A survey was distributed to schools in June 2019 requesting information on how many children within the nursery are eligible for EYPP and whether the funding is utilised to provide school meals. Survey results were presented to the Early Years Working Group in November 2019 and due to the very low response rate (8 schools) it was decided that the survey should be republished (January 2020). Working group representatives agreed to engage with schools to support the completion of the survey. Information received from the January 2020 survey was based on **26/51** schools responding (51% response rate)

Planned action:

- The results will be considered at the next Early Years Working group and discussed as part of developing proposals for recommendation to Schools Forum.

6.2 Developing a new approach to sustaining two-year-old provision in the borough.

- 6.2.1 The provision of free early education places for 2-year olds remains an important part of our wider prevention and early intervention approach, offering key opportunities to engage with children and parents and carers at the earliest point in a child's learning and development journey. Therefore, the ability of providers in Haringey to continue offer enough places to match demand for 2-year olds is crucial. From our recent CSA survey there was evidence from providers that offering free entitlement places for two-year olds was less financially lucrative due to the higher costs generated by the need for higher staffing ratios. A recent analysis of sufficiency suggests that we have a total of 1,508 places available for children across 121 providers, indicating a surplus of places for eligible families when compared to the recent DWP list of potentially eligible families (1,097 potentially eligible). We have seen from recent analysis comparing Autumn 2018 to Autumn 2019 take up, that providers in Highgate, Muswell Hill, Crouch End and Stroud Green wards have seen a reduction in take up of the 2-year-old offer.
- 6.2.2 There is a need to revisit Haringey's place sufficiency against demand to ensure there is much better alignment between the two and develop a new place planning approach that introduces a new rigour to providers business planning ability.

Planned action:

- From April 2020, initiate a series of collaborative network meetings, involving all providers within an NLC in the planning and delivery of the entitlements. These termly meetings will be aimed at developing a locality approach to childcare and early education planning and delivery and will cover the sufficiency of the childcare market within each area.
- The continuation of place sufficiency monitoring and the provision of business support to providers to assess sustainability and viability of places.
- Further analysis of the potentially eligible families on the DWP list in the West of the borough to look for any correlation between the declining numbers of on the DWP list of potentially eligible children and a reduction in take up of 2Y0 places.

6.3 A new approach to distributing the deprivation supplement.

6.3.1 In 2019, we explored the implementation of a new approach to allocating the deprivation supplement as part of the provider funding arrangements. The calculation of the appropriate levels of deprivation supplement could be automated and made via the upgraded provider portal. Funding would be automatically attributed to a child's postcode and processed via the data system. This would enable a more targeted deployment of resources and ensure funding is linked more directly to each child. In addition to this, the data information collated through this mechanism would allow the more detailed identification of where need is located across the borough.

6.3.2 A survey was issued in June 2019 to gather feedback from Early Years providers on the proposed new methodology for calculating the deprivation supplement. Survey results were presented to the Early Years Working Group in November 2019 and due to the very low response rate (**14/147** PVIs and other, **8/51** schools) it was decided that the survey should be reissued (January 2020). Working group representatives agreed to engage with providers to support the completion of the survey. Information received from the January survey was based on **30/147** providers responding (20% response rate) and **26/51** schools responding (51% response rate).

Planned action:

- The results will be considered at the next Early Years Working group and discussed as part of developing proposals for recommendation to Schools Forum.

DRAFT

Appendix 1

Early Years DSG – the statutory elements.

- 1.1 Following several revisions, the latest statutory guidance makes clear the key obligations on the local authority regarding the use of DSG funding for the provision of free early education. These include:
- The implementation of an early years funding formula
 - Universal base rate for all – set by the LA
 - Deprivation supplement (3 and 4-year-old free entitlement)
 - The establishment of a SEND Inclusion fund to support 3- and 4-year olds accessing the free entitlement
 - The maintenance of a 95% pass through rate for LAs
 - The provision of a free school meals for children registered as pupils in maintained school nurseries, who are there before, and after lunch, and whose parents are in receipt of specific benefits.
- 1.2 The Early Years Block is provided by the Education Funding Agency, for the Council to meet its statutory obligations under the Childcare Act 2006, and subsequent legislation, in the provision of the following:
- A 15 hour per week free early education entitlement for all three and four-year-old children
 - A 30 hour per week free early education entitlement for eligible three and four-year olds
 - A 15 hour per week free early education entitlement for eligible two-year olds
 - The Early Years Pupil Premium
 - An Early Years Inclusion Fund for three and four-year-old children
 - A Disability Access Fund
 - Financial support for Maintained Nursery Schools
- 1.3 **The 30-hour offer for three- and four-year olds**
- The impact of the 30-hour free early education offer is of interest to central government and has recently been considered by the Education Select Committee as part of a review of how disadvantage could be tackled in the early years.
- <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/1006/1006.pdf>

It remains to be seen if any changes to the current arrangements will be made but eligibility for the current 30-hour offer remains as follows:

Eligible families can access **up to** a maximum of 15 hours per week/570 hours per year, in addition to the existing universal 15 hours of free early education.

Eligibility will include households where:

- Both parents are working
- One parent is working in lone parent family
- Parental earning is equivalent to 16 hours a week on National Minimum Wage (currently £107 per week, including those receiving tax credits or Universal Credit) up to a maximum earning limit of £100K for per parent
- One/both parent/s is away from work on leave (parental, maternal etc.)
- One/both parent/s receiving Statutory Sick Pay
- Working – employed or self employed
- Zero-hour contracts – calculated on average earnings

1.4 **The Two-Year-Old Offer**

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 who meet the following criteria:

- Children whose parents would be eligible to claim for Free School Meals (FSM)
- Looked After Children (LAC)
- Families receiving Working Tax Credits and have annual gross earnings of no more than £16,190 a year
- Children receiving a current statement of Special Educational Needs or an education, health and care plan
- Children attracting Disability Living Allowance
- Children leaving care through special guardianship or through an adoption or residence order

1.5 **SEND in the Early Years**

All local authorities are required to maintain an *Early Years Inclusion Fund* to support 3 and 4-year old children, with special educational needs below the threshold for Education, Health and Care Plans (EHCPs), to access their free entitlement. In Haringey, the Early Years Inclusion Fund is provided via an allocation from the High Needs block. The statutory guidance allows this fund to be provided from either the high needs block or the early years block.

DRAFT

**Agenda Item
11****Commissioning Unit****Report to High Needs Block –****Report Status**

For information/note x
For consultation & views
For decision

Report Title: High Needs Block Budget Allocation 2020/2021 and outturn 2019-2020**Author: Nathan Jones, Head of Service SEN and Disability**

The purpose of this paper is to:

Set out the proposed budget for the High Needs Block 2020/2021

Report on the forecast outturn position for the High Needs Block across Mainstream Schools Special Schools, Alternative Provision and Hospital Provision 0-25 years 2019/2020

Recommendations:

1. To note the budget position for 2019 – 2020, the pressures and agreed actions taken to mitigate the pressures.
2. To agree the budget proposals for 2020/2021

1.0 Introduction

- 1.1 The purpose of this paper is to report on the outturn of the High Needs Block (HNB) budget for 2019/20, highlighting the significant pressures and proposed mitigating actions.
- 1.2 The HNB has been under pressure since its inception in 2013. The purpose of the budget is to provide financial support for children with Special Education Needs and Disabilities (SEND). Overall if every child had an ‘average’ support cost of £30k, for the population of children with SEND in Haringey this would indicate a budget of £68.5 million. Of course, there is an extensive range of top ups over the 2,282 children, however this average is taken from CIPFA data.

The budget for 2019/2020 and 2020/2021 is as follows: High Needs Budget 2019/2020	£33,770,00
High Needs Budget 2020/2021 Additional funds	£38,475,244
Additional funds for 2020/2021	£4,705,244

The High Needs Budget has seen growth for the 2020/21 financial year; however, it is important to note that these additional funds for 2020/2021 will only prevent the deficit from growing, assuming that there is no continuing growth across the system. It is important to note that the number of EHCPs that Haringey is responsible for continues to grow year on year, with an 18% growth from Feb 2019 to Feb 2020, as we have seen the number of plans grow from 1,928 to 2,282. This rise is evident across other boroughs too.

- 1.3 Despite additional funding of £4.7M for 20/2021, three particular areas remain of concern, these being further education (FE) top-up, Special School top-up and independent and voluntary schools. All three areas generated a significant overspend against allocated budget. It is proposed that all three areas will be uplifted to reflect spend in the 19/20 financial year, bar independent and voluntary, where we have reduced the proposed budget by £900k against actual spend in 2019/20, for the up and coming year. We expect this to be a budget line that continues to be extremely pressured going forward. This continues to be a high focus area for savings going forward.
- 1.4 The proposed budget for 2020/21 allocates sufficient resources within special schools and specialist provision to meet needs and allocates adequate resources to cover mainstream school needs, including increasing numbers of children with Education Health and Care Plans (EHCP).
- 1.5 To date, Haringey’s strategy remains to use local school and college places to the maximum and where appropriate and to encourage children and young people to remain locally for their education at key transition points e.g. reception, secondary and year 11 transfer. To do this, the borough continues

to work closely with local special schools and FE providers to develop provision offers that meet the needs of the local community and are attractive to our families.

Actions Completed in 2019/20 to reduce pressure on budgets:

- a) The delivery of PBS (positive behavioural support) training to special schools to develop skill set to increase ability to meet the needs of complex children and young people with challenging behaviour. It is hoped that this will reduce the need for specialist independent education provision, keeping young people within their local community and reducing financial pressure on the independent school budget line.
- b) The introduction of universal Healthy Children programmes in Haringey, which previously delivered a targeted offer. Health Visiting two-year old checks have been positive in identifying needs early as well as increasing the number of referrals to speech and language therapy. Speech, language and communication needs continues to be the primary area of needs, particularly within primary provision and 28% of young people with SEND are identified within this category in our borough. This is a key drive around early intervention and training sessions have been provided to families who are waiting for a service, along with telephone triage and this has resulted in waiting times and allowed parents to access support in a timely manner.
- c) Continued close work with the Haringey 6th Form College (H6FC) to support young people with SEND, local FE provision is starting to access Educational Psychology (EP) services for assessment. Haringey has appointed an Autism Advisor who is now working with the FE sector to support transition and to support the early identification of young people with social communication needs and to support the development of these skills.
- d) The appointment of Preparing for Adult Hood advisors with a clear focus on supporting young people with SEND into open paid employment and positive activities has reduced budget pressure as young people are, in some instances, able to work and be more integrated into their local community.
- e) The development of a Preparing for Adult Hood pathway guide to support informed decision making for families and professionals to ensure that young people achieve their future aspirations and understand options available to them. It is planned that this initiative will prevent young people revolving around courses within the FE sector.
- f) Continued growth of The Grove school as we move towards full capacity will continue to see savings as we utilise local provision for a narrow cohort of young people rather than sending to independent provision.

2.0 Budget Allocation 2019/20

2.1 The High Needs Block is predicted to close year end 2019/20 with an overspend of **£5.6M** and the factors driving the ongoing pressure on the high needs block remain the same:

- Continuing rising demand for FE provision.
- Increasing numbers of children with EHCPs.
- Increased requirements for special school places.

2.2 There was also increased demand on the budget, as a result of factors which, long term, we anticipate will reduce spend:

- The ongoing growth of The Grove special school to supplement the number of places we have locally for our young people:
- Increased overall special school places to meet complex needs.

3.0 Budget Allocation 20/21

3.1 The High Needs Block allocation budget set for 2020/21 is £38.4million: however, based on the 2019/20 projected outturn expenditure £39.4 million is the figure that is actually required to meet the current statutory duties delivered to in the High Needs Block, and therefore an anticipated minimum overspend of £1 million could be expected, should the current spending patterns remain for the year 2020/21. It is therefore essential that there is an ongoing drive to reduce spend where this is possible.

3.2 It is anticipated that the key pressures will remain the same. These are:

- a) Significant yearly increases in the children who require an Educational Health and Care Plan (18%), coupled with the increased age range of responsibility (0-25).
- b) Lack of consistent funding allocation tool for the FE sector.
- c) Increased complexity of young people accessing Haringey's special schools requiring higher levels of funding to provide adequate support.
- d) Increased school top-ups for children in mainstream schools.
- e) Increased costs for children to whom we have a new duty (hospital admission).
- f) A rise in need for residential therapeutic places linked to those with mental health needs associated with Social Emotional Mental Health/Autism.
- g) A possible increasing use of Independent School places with increased transport costs due to lack of local capacity and speciality.
- h) High cost residential places for young people over 18 years of age.

4.0 Proposed Budget

4.1 As a result of additional money being provided by central government, we are proposing changes to a number of budget lines as set out below.

As can be seen from the table in Appendix 1 there are a number of key changes in the following areas:

- i) E41260: the Independent & Voluntary School line has increased from £4,411,494 to £6,630,744, but we do anticipate that this budget will continue to be significantly pressured going forward.
- ii) E41283: Special Schools Top-Up has been increased due to the number of increased places and the complexity of those accessing those places.
- iii) E41284: Mainstream Schools Top-Up has seen a small decrease to reflect the actual spend for the 2019/20 financial year.
- iv) E41285: Special Units Top-Up has been reduced to reflect that fewer young people are accessing this type of provision.
- v) E41286: Further Education Top-Up has been increased as the demands on this budget line increase year on year (reflecting the demands of EHCPs which now run to aged 25).

4.2 In borough Provision – Increased local capacity.

Special Schools places have increased to meet current need. Increased capacity across the borough ensures that we can meet needs locally. The number of local places currently available is set out in Table 1 below.

Setting	Places 2015	Places 2020
The Vale	99	106
Blanche Nevile	70	68
The Brook	100	110
Riverside (Including Learning Centre)	120	140
The Grove	42 (was Heartlands)	85
Haringey 6 th form	55	70 (Entry and Foundation)
Mulberry	18	18

West Green	8	8
Total	512	605

Table 1: local special places available

5.0 Budget Recovery Actions 2020/21

1. Independent and Voluntary maintained schools:

The independent school places are used when there is no capacity in local or neighbouring special school settings. This number increased from 89 to 111 places needed in 2017/18 and to 130 in 2018/19. An SEND Commissioning detailed place planning review has assisted in more detailed work on year groups and types of school places needed. Work will continue in 2020/21 to secure best value for these places. While we have seen a reduction in the number of young people accessing independent provision (34), the budget cost remains stubbornly difficult to influence, due to the increasing complexity of need and as the annual cost of living rises.

2. Further (Higher) education top-up:

There is an increasing number of young people staying on in education beyond 19. This is the area of greatest growth due to increasing numbers due to extended age range responsibilities. It has been identified that there is a significant disparity in funding level requests across the FE landscape, with requests for hourly rates from providers varying from £20/hour to £30/hour. The need for a well-developed and embedded 'preparing for adulthood' agenda is imperative to support development of appropriate skills to support young people to achieve their potential.

Robust oversight of annual reviews is also needed to ensure that plans are ceased at appropriate times for each young person. Currently Haringey has a comparatively higher number of 20-25year olds with an EHCP: the current figure is around 8% for Haringey while neighbouring LAs have a figure of 5%. This illustrates a potentially significant higher spend than other LAs, at around 45%: however further work needs to be undertaken to fully understand this cohort of young people. We also have to be realistic about how quickly we can move in this area as we risk destabilising the system. However, consideration in the increase in delivery time as FE providers move away from study programmes to T level delivery, this move will require a 50% increase in Guided learning hours. Therefore it is proposed that we move for a system to be in place for Sept 2021 and in the meantime work will be undertaken with Schools Forum High Needs Sub-group to explore further how we reduce spend, alongside working in collaboration with the FE sector.

3. Banding System:

In view of the point detailed above, a review of the borough's banding system to bring FE in line with other providers would create a system

wide mechanism for allocation of funding that would be driven by the needs of individual children and young people. There is no clarity that this would secure any savings - a significant period of modelling and co-production would be at the heart of any development in this area. Again, given the complexity of this piece of work, and potential implications, exploration will be undertaken in collaboration with the high needs subgroup, SENCOs and head teachers to ensure a system wide approach.

4. Pre-Educational Health and Care Plan funding:

A critical area for development going forward is to improve the LA's offer for children and young people with SEND Support. Consideration must be made as to how we can support effective early intervention in partnership with our mainstream schools. Further work must be undertaken between the borough and schools across the system as to what this may look like and the potential positive impact. We would propose that any work undertaken would embrace SENCO network and High Needs Subgroup to ensure that the approach is collaborative and broadly agreed.

5. The Alternative Provision (AP) review which is due to report shortly, will set out recommendations as to how the social, emotional, mental health (SEMH) cohort of young people will be supported by Haringey going forward. Currently, as a borough, we do not have specialist SEMH provision and this cohort of young people is well represented within the independent sector, creating ongoing pressure on the HNB. Consideration of how we provide early support and intervention for this cohort of young people is also reflected within the AP review.

Conclusion

There is no doubt that a fresh injection of funds into the HNB is positive, however, the need to continue to deliver support for the children and young people of Haringey as effectively and efficiently remains paramount. It is expected that the HNB will continue to be pressured into the future, both for the short term and the long term.

Nathan Jones
HoS February 2020

Appendix A

High Needs Block Proposed Budget 2020-21.

SEND Service Areas	Profit Centre/Group	2019-20 Budget	Proj P09	2019-20 Budget Variance	2020-21 Proposed Budget	Paper Reference
Independent & Voluntary Schools	E41260 Independent & Voluntary Schools	4,411,494	7,450,000	3,038,506	6,630,744	i)
Maintained - Top Ups	E41283 Special Schools Top Up	9,544,600	10,972,413	1,427,813	10,900,000	ii)
Maintained - Top Ups	E41286 Higher Education Top Up	2,100,000	3,261,115	1,161,115	3,250,000	v)
HNB Support to Early Years	E41288 High Needs in Early Years	598,900	783,215	74,315	682,000	
Learning Support Services	E41254 Autism Support Team	426,000	480,994	54,994	480,000	
Sensory Support	E41251 Speech & Language Therapy	522,000	547,000	25,000	522,000	
Maintained - Funding	E41282 Special Schools Place Funding	4,480,000	4,493,689	13,689	4,494,000	
Learning Support Services	E41239 Visual Impairment Provision	177,000	178,341	1,341	178,000	
HNB DSG Contribution to Early Help	E41257 HNB DSG Contribution to Early Help	1,230,000	1,230,000	0	1,230,000	
HNB DSG Contribution to SEN Transport	E41255 HNB DSG Contribution to SEN Transport	225,000	225,000	0	225,000	
HNB Support to Schools (PRU + Hospitals)	E41215 Simmons House	225,000	225,000	0	225,000	
HNB Support to Schools (PRU + Hospitals)	E41217 Tuition Service	600,000	600,000	0	683,500	
Parenting - Information Advice & Support	E41252 Parent Partnership (Markfield)	96,000	96,000	0	96,000	
SEND Manager/Admin	G41243 SEN - Admin Team	292,500	292,500	0	292,500	
Learning Support Services	E41247 Hearing Impairment Team	162,700	162,400	-300	162,000	
HNB Support to Alternative Provisions	E41235 In Year Fair Access Panel	338,000	333,586	-4,414	0	
HNB Support to Alternative Provisions	E41234 Alternative Prov Commissioning	1,197,000	1,188,340	-8,660	1,521,000	
SEN contingency	E41287 SEN contingency	1,300,000	1,274,523	-25,477	1,300,000	
Learning Support Services	E41246 SEN Portage Service	206,000	180,161	-25,839	180,000	
Maintained - Top Ups	E41285 Special Units Top Up	388,000	311,298	-76,702	312,000	iv)
Maintained - Top Ups	E41284 Mainstrea. Schools Top Up	5,254,000	5,115,207	-138,793	5,111,500	iii)
High Needs Block Total		33,774,194	39,400,783	5,516,589	38,475,244	

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**Agenda Item
12**



Report Status

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

Report to Haringey Schools Forum – 27th February 2019

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

Author:

Muhammad Ali,
School Finance Business Partner
Telephone: 020 8489 4491
Email: Muhammad.Ali@haringey.gov.uk

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

October 2019.

- Induction of new Forum and election of chair and vice chair.
- Consultations on funding arrangements 2020-21.
- Schools Funding Formula 2020-21.
- Updates from Working Parties.

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.

- Update on Dedicated Schools Budget 2019-20.
- Deficit Recovery Plan (DSG)
- Update on DSG CSSB 2019-20 & 2020-21
- Schools in Financial Difficulty Support Programme
- The Schools Internal Audit Programme.
- Update from working parties.

June 2020.

- Dedicated Schools Budget Outturn 2019-20
- Dedicated Schools Budget Analytical Review 2020-21 & 2021-22
- Update on Schools in Financial Difficulty Support Programme
- Outcome of Internal Audit Programme 2019-29
- Forum Membership
- Update from working parties
- Deficit Recovery Plan (DSG)



Agenda Item 14

Report Status

For information/note	x <input checked="" type="checkbox"/>
For consultation & views	<input type="checkbox"/>
For decision	<input type="checkbox"/>

Report to Haringey Schools Forum – 27th February 2020

Report Title: Alternative Provision Review: Update

Author: Charlotte Pomery, Assistant Director Commissioning

Contact: 020 8489 3751 Email: charlotte.pomery@haringey.gov.uk

Purpose: To provide Schools' Forum members with an update on the implementation of the Alternative Provision Review

Recommendations:

1. That Schools Forum notes the report and change model.
2. That Schools Forum notes the implications of the proposed change model for the High Needs Block and the need to make decisions in the future regarding spend

1. Introduction

- 1.1 The purpose of this report is to update Schools' Forum on the proposals for a new model of alternative provision in Haringey, noting that there will be implications for the funding model and therefore the High Needs Block of the proposed changes.

2. Background

- 2.1 Alternative Provision is 'Education arranged by Local Authorities for pupils who, because of exclusion, illness or other reasons would not otherwise receive suitable education: education arranged by schools for pupils on a fixed term exclusion and pupils being directed by schools to offer off-site provision to improve their behaviour'.
- 2.2 It remains the case, in Haringey and nationally, that the outcomes for pupils permanently excluded from school are poor both educationally and socially and that there continues to be a disproportionality in the number of Black and Minority Ethnic Pupils being excluded and a seeming overrepresentation of pupils with SEN at risk of exclusion, experiencing a significant number of fixed term exclusion or permanently excluded. The risks of becoming longer term NEETS (not in education or employment) or involved in anti-social behaviour or criminality remain high and present a compelling argument for change.
- 2.3 Reviews of both Exclusions and of Alternative Provision have been recently undertaken in Haringey, and during the same period a Review of Exclusion was carried out nationally, led by Sir Edward Timpson and known as the Timpson Review. The main findings from this set of reviews were that a more robust, embedded and consistent response to emerging needs is needed, both in Haringey and nationally. It is in this context that a comprehensive Model for Change has been developed to ensure outcomes for children and young people at risk of exclusion, and those excluded, are strong and sustainable – largely through an earlier and more consistent focus on need and support.

3. Model for Change

- 3.1 The Model for Change, attached as Appendix 1 and still draft at this stage, is the current response to the findings of the Reviews of Exclusions and Alternative Provision in Haringey. It is acknowledged that the proposals being put forward are whole system and far reaching involving not only schools, alternative provision providers and the Council, but also the NHS, the voluntary and community sector, the police, parents and children and young people themselves. The approach has been developed and led by the Alternative Provision Review Group, which comprises primarily the local authority, schools and the NHS, and which has responded to evidence both of need and of best practice nationally and locally in formulating the proposals. The primary focus is always the needs of children and young people and the pressing argument in favour of improving outcomes for those pupils experiencing or at risk of exclusion.

- 3.2 The attached Model for Change is one which will be implemented in phases – some elements need to be in place for September 1st 2020, others will take more time to develop, with the detail being worked up over time through further co-design with schools, alternative provision providers, parents and other stakeholders.
- 3.3 The key themes and principles will, however, remain constant as they have emerged through the Review process and from engaging with a range of stakeholders:
- **Needs first:** A single, strong, consistent and holistic way of identifying and responding to the needs of children and young people focusing on cause not symptom and need rather than diagnosis
 - **Behaviour matters:** A shared ethos to build a consistent approach to behaviour and sanctions across the school community and with parents and families
 - **Learning and education throughout:** An expectation that all children have a right to high quality teaching and learning and that their long-term educational needs will continue to be best met in a stable setting
 - **Shared objectives:** A commitment to transparency and joint working between schools and between schools, parents and the local authority
 - **Engagement:** the voices of children, young people and parents should be actively sought and listened to
 - **Narrowing the gaps:** our practice should reduce inequalities in educational and social outcomes for children and young people, particularly those most disadvantaged currently
 - **Children's learning needs differ:** A varied educational offer within mainstream schools in the borough to accommodate the educational needs of a range of learners
 - **Children's needs change over time:** A recognition that children in primary and secondary settings have different levels of autonomy and therefore different needs
 - **Children's learning and support needs differ:** A diverse Alternative Provision offer to meet the needs of a range of children
 - **Alternative provision is not an end in itself:** An understanding that placements in alternative provision or in Pupil Referral Units are made for a designated period to enable a child to be supported to return to mainstream or special schooling as appropriate, not as an end in themselves
 - **Joint working across agencies is critical to address need:** Timely assessments and diagnoses from other agencies will support the provision of adequate and appropriate support in school – as will continuation of existing support as children join or leave Alternative Provision
 - **Data informed:** we should use data and follow the evidence to achieve the best outcomes for children and young people
- 3.4 A paper will be presented to Haringey Council's Cabinet on 10th March, recommending that a range of decisions be taken which will safeguard the continued delivery of an offer for permanently excluded children in Haringey from 1st September 2020. The proposals set out envision an

Alternative Provision Hub meeting the educational, social and therapeutic needs of children and young people under the governance of the Haringey Tuition Centre. This hub will be resourced to offer direct intervention, reintegration support and outreach into mainstream schools, combining teaching, pastoral and specialist input. Whilst there will be a focus on secondary age pupils, both at KS3 and KS4, the provision will meet the needs of primary age children where other interventions have not had the necessary impact. For all children, the focus will remain consistently on support, intervention, attainment, and reintegration where possible, setting aspirations and ambitions high for achievement both educationally and socially.

- 3.5 There are a number of plans already underway to support these recommendations including: the recruitment of a Development Lead, the strengthening of the existing management committee, changes to the Admissions Criteria of the Haringey Tuition Centre, detailed destination planning for all children and young people in both the Tuition Centre and the Octagon PRU, initiation of the TUPE process and work towards the physical co-location of the current Tuition Service and Octagon PRU on the site of the Stamford Hill school for September 2020. These actions signal a fresh start and will ensure that the new provision operates as a single entity as it develops to meet the full needs of its pupils.
- 3.6 Further elements of the Model for Change are being developed already, prior to being tested and adopted, through working with schools and other stakeholders. Ensuring these elements are in place will support early identification of need and cement multi-agency working between schools, the NHS, the voluntary and community sector and the Council. Equally, ensuring that the voices of children, young people and parents are reflected in the proposed changes is fundamental and a process of engagement is already underway not only to build awareness and knowledge but also to reflect lived experience of what could work better across the system.

4. Financial impact

- 4.1 Alternative Provision is funded from the High Needs Block of the DSG, which as reported elsewhere on this agenda is under pressure from growing demand, increasing complexity and higher costs. Whilst the government's announcement of an additional £700 million nationally for children with SEND in 2020-21 is welcome, this is not sufficient to address the pressures faced.
- 4.2 The budget for Alternative Provision includes spend on the Octagon PRU, which is part of TBAP Multi-Academy Trust and which in line with the Model for Change is being decommissioned from September 2020, and the place funding from the EFSA of £380, 333 (7/12 months of £10,000 @ 58 Pupils). Other budgets in scope include Tuition Service PRU, AP outside TBAP Trust, Pathways for Early Intervention, Independent and Voluntary Schools and In Year Fair Access Panel spend related to need. Officers are currently remodeling budgets and flows to profile money moving

differently round the system and will be engaging with schools on the financial implications of model for them and the wider system.

- 4.3 Updates to the financial picture will be tabled at Schools' Forum on 27th February.

5. Conclusion

- 5.1 This report provides an update to Schools' Forum on a crucially important area of the education landscape in Haringey and signals change which will affect all partners. Whilst some of the timelines are pressing, there are clear and detailed plans in place to ensure they will be met.

DRAFT

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