



## **NOTICE OF MEETING**

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# **Haringey Schools Forum**

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THURSDAY, 14TH JANUARY, 2021 AT 4.00 pm HRS ON ZOOM.

## **AGENDA**

**1. CHAIR'S WELCOME**

**2. APOLOGIES AND SUBSTITUTE MEMBERS**

Clerk to report.

**3. DECLARATIONS OF INTEREST**

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

**4. MINUTES OF THE MEETING OF 3 DECEMBER 2020 (PAGES 1 - 12)**

**5. MATTERS ARISING**

**6. FORUM MEMBERSHIP**

To review the membership of the Forum.

**7. UPDATE ON THE ARRANGEMENTS FOR THE USE OF PUPIL REFERRAL UNITS AND THE EDUCATION OF CHILDREN OTHERWISE THAN AT SCHOOL (PAGES 13 - 20)**

**8. DEDICATED SCHOOLS BUDGET (PAGES 21 - 64)**

**8.1 CENTRAL SERVICES BLOCK REVIEW**

**8.2 LOCAL FUNDING FORMULA – CONSULTATION**

**9. ADDITIONAL FUNDING - SCHOOLS IN FINANCIAL DIFFICULTY (PAGES 65 - 88)**

**10. EARLY HELP AND PREVENTATIVE SERVICES UPDATE (PAGES 89 - 106)**

**11. SCRUTINY PANEL RESTRUCTURE**

**12. UPDATES FROM WORKING PARTIES**

- A. EARLY YEARS**
- B. HIGH NEEDS**

**13. ANY OTHER URGENT BUSINESS**

**14. DATES OF FUTURE MEETINGS**

25 February 2021  
24 June 2021

**MINUTES OF THE SCHOOLS FORUM MEETING  
THURSDAY 3 DECEMBER 2020 AT 4pm**

<b>School Members</b>		
<b>Headteachers</b>		
<b>Special (1)</b>	Martin Doyle (Riverside)	
<b>Nursery Schools (1)</b>	Peter Catling (Woodlands Park)	
<b>Primary (7)</b>	Mary Gardiner (West Green)	*Michelle Randles
	*Stephen McNicholas (St John Vianney)	(A) Paul Murphy (Lancasterian)
	Emma Murray (Seven Sisters)	Linda Sarr (Risley Avenue)
	Will Wawn (Bounds Green)	
<b>Secondary (2)</b>	Andy Webster (Park View)	Tony Hartney (Gladesmore)
<b>Primary Academy (1)</b>	Simon Knowles (LDBS Academies Trust)	
<b>Secondary Academies (2)</b>	Vacancy	Michael McKenzie (Alexandra Park)
<b>Alternative Provision (1)</b>	Gerry Robinson	
<b>Governors</b>		
<b>Special (1)</b>	Jean Brown (The Vale)	
<b>Nursery Centres (1)</b>	Melian Mansfield (Pembury)	
<b>Primary (7)</b>	Laura Butterfield (Coldfall)	
	Hannah D'Aguiar (Chestnuts Primary)	John Keever (Seven Sisters)
	*Jenny Thomas (Lordship Lane)	Julie Davies (Tiverton)
	Vacancy	
<b>Secondary (2)</b>	Vacancy	Vacancy
	Sylvia Dobie (Park View)	
<b>Primary Academy (1)</b>	Vacancy	
<b>Secondary Academies (3)</b>	Noreen Graham (Woodside)	Vacancy
<b>Non-School Members</b>		
<b>Non-Executive Councillor</b>	Cllr Daniel Stone	
<b>Trade Union Representative</b>	(A) Paul Renny	
<b>Professional Association Representative</b>	(A) Ed Harlow	
<b>Faith Schools</b>	*Geraldine Gallagher	
<b>14-19 Partnership</b>	*Kurt Hintz	
<b>Early Years Providers</b>	Susan Tudor-Hart	
<b>Observers</b>		
<b>Cabinet Member for CYPs</b>	*Cllr Amin	
<b>Also Attending</b>		
LBH Director of Children's Services	Ann Graham	
Chief Executive of Haringey Education Partnership (HEP)	James Page	
LBH Assistant Director, Schools & Learning	Eveleen Riordan	
LBH Assistant Director, Finance	Thomas Skeen	
Interim LBH Head of SEN & Disability	Nathan Jones	
LBH Head of Strategic Commissioning, Early Help & Culture	Ngozi Anuforo	
LBH Assistant Director Commissioning	(A) Charlotte Pomery	
LBH Head of Early Help & Prevention	Martin Clement	
LBH Head of Finance & Business Partners	Brian Smith	
LBH Finance Business Partner (Schools & Learning)	Muhammad Ali	
LBH Service Improvement & Children's Services	(A) Karen Oellermann	
LBH Principal Accountant DSG	Kristian Bugnosen	
Lead for Governor Services (HEP)/Clerk (Minutes)	Neetha Atukorale	
Asst Director Early Years Help and SEND	Ann Marie Dodds	

(A) = Apologies given

\* = Asterisk denotes absence

ITEM NO.	SUBJECT / DECISION	ACTION ASSIGNED TO
<b>1.</b>	<b>CHAIR'S WELCOME</b>	
1.1	The Chair, Tony Hartney, welcomed everyone present to the meeting. A warm welcome was extended to Simon Knowles – Executive Headteacher LDBS Academies Trust and Gerry Robinson – Alternative provision	
1.2	Late arrivals – Hannah D'Aguiar (at 4.49pm) Linda Sarr (at 4.54pm) Daniel Stone (at 5.13pm) and Mike McKenzie (at 5.26pm)	
<b>2.</b>	<b>APOLOGIES AND SUBSTITUTE MEMBERS</b>	
2.1	Apologies were received from: Paul Murphy and Charlotte Pomery. It was noted that there were no substitute members in attendance at the meeting.	
2.2	It was noted that the composition of membership would be reviewed in June 2021	
<b>3</b>	<b>DECLARATIONS OF INTEREST</b>	
3.1	None were made	
<b>4</b>	<b>MINUTES OF THE MEETING ON 15 OCTOBER 2020</b>	
4.1	The Minutes were approved as an accurate record of the meeting, subject to the minor amendments below: <b>Page 1 – Correction</b> The Professional Association Representative is Ed Harlow <b>Item 2.3 Addition :</b> The appointment of Simon Knowles as Primary Academy Representative replacing Sharon Easton.	NA - Clerk
<b>5</b>	<b>MATTERS ARISING</b>	
	Members were asked to speak out if there were any matters arising.	
5.1	<b>Item 6 (9.1) – Present a line by line review of the CSSB at the next Schools Forum Meeting on 3 December</b>  It was noted that this action hadn't been included in the agenda for the meeting on 3 December, clarification was requested if the information would be included in the reports presented.	
5.2	<b>Brian Smith reported that a request had been made to defer the item to the Schools Forum Meeting meeting on 14<sup>th</sup> January 2021. Present a line by line review of CSSB. ACTION BS/KB/MA</b>	BS/KB/MA
<b>6</b>	<b>FORUM MEMBERSHIP</b>	
6.1	The Forum were informed that one secondary school governor had expressed an interest in being appointed onto the Forum and will be invited to attend the next meeting.	
6.2	<b>Laura Butterfield agreed to raise the vacant posts with her governor group and also at the next Chairs group meeting. ACTION LB</b>	LB

6.3	<b>Melian Mansfield of the Haringey Governors Association (HGA) will contact Neetha Atukorale to circulate a request to all governors for nominations for the vacant posts and voluntary placements. ACTION MM (HGA)</b>	<b>MM (HGA)</b>
<b>7</b>	<b>DEDICATED SCHOOLS BUDGET</b>	
<b>7.1</b>	<b>Outturn forecast 2020-21</b>	
	Kristian Bugnosen presented a summary of the Report on the Dedicated Schools Budget Strategy (DSG) Outturn Projections 2020/21, which had been previously circulated.	
7.1.1	The purpose of the Report was to inform members of the DSG 2020-21 forecast outturn and to note the updated position with regards to the DSG Deficit Recovery Plan.	
7.1.2	<p><b>The key sections highlighted from the report were:</b></p> <p>The overall DSG position projection as at October 2020 (P7) is a £5.25m in-year deficit for the High Needs Block(HNB) . This is the main pressure to the DSG overspend and this deficit projection has grown since the last report to Schools Forum by approximately £700k.</p> <p>The strategies to address the deficit including :</p> <ul style="list-style-type: none"> <li>• Reviewing the Top Up bandings and award processes</li> <li>• Alternative provision strategy</li> <li>• Review of all funding processes</li> </ul>	
7.1.3	It was reported that there is a £48.86K deficit for Early Years	
7.1.4	The projections for the schools block indicate breaking even, however there has been an increase in the number of licensed deficit applications with 19 schools having a licensed deficit. It was reported that one school had requested a debt restructure. The increase has been due to the loss of income generation during the pandemic. It was reported that this has been the case across other London LAs. The loss of income generation may not have been recognised by the DfE.	
7.1.5	The Haringey Covid Fund as agreed at October Forum has been paid to all eligible schools. One voluntary controlled school has reported that funds have not been received. <b>The Finance Team will carry out investigations into this and provide an update at the next Schools Forum Meeting on 14 January 2020: ACTION BS/KB/MA</b>	<b>BS/KB/MA</b>
7.1.6	<b>Deficit recovery plan</b> – It was reported that the plan is combined with SEND and the Alternative Provision review to capture the different streams of the deficit.	

7.1.7	A member requested that some joint work is carried out to capture the High Needs Block (HNB) strand of funding as the Deficit Recovery plan presented did not appear to be robust. It was confirmed that the HNB report that will follow later in the meeting will cover some of the information requested.	
<b>7.2</b>	<b>Local funding formula for 2021-22 and Deficit Recovery Plan (DSG)</b>	
7.2.1	Muhammed Ali presented the report on the Dedicated Schools Budget Modelling for 2021-22. The purpose of the report was to propose the Local funding formula for 2021-22 for all Haringey Schools that was based on previous years.	
7.2.2	The recommendations from Schools Forum will be included in the consultation circulated to schools to report back feedback at the Schools Forum meeting on 14 January 2021.	
	<b>The key sections highlighted in the report were:</b>	
7.2.3	The shift to a hard formula, without local input has not yet been implemented by the DfE and there will be no charges for 2020-21. The expectation is that a hard NFF formula will be introduced without a local formula applied – from 2022-23.	
7.2.4	Changes to the formula funding to include the rolling in of the Teachers Pay Grant (TPG), the Teachers Pension Employers Contribution Grant (TPECG) and changes to the Income Deprivation Children Index (IDACI).	
7.2.5	It was reported that the majority of schools have gained from the funding from the ESFA that was based on the October 2019 census. The APT has not yet been received for this year. It is expected during the second week of December.	
7.2.6	The real impact of the funding allocation is a 1.6% increase from last year to this year.	
7.2.7	In December 2019 following consultation with all maintained and academy schools, Schools Forum agreed the following principles for the local funding formula in 2020-21: <ul style="list-style-type: none"> <li>a) Growth fund budget to be set different to the indicative budget allocation</li> <li>b) The transfer of 0.0% out of the Schools Block into the High Needs Block</li> <li>c) Set the Minimum Funding Guarantee(MFG) between +0.5% and +2.0% per pupil</li> <li>d) Education Welfare top slice</li> <li>e) Split Sites for nursery schools</li> </ul>	
7.2.8	The agreement from Schools Forum was sought to keep the above methodology.	

7.2.9	A verbal recommendation was made for Schools Forum to apply the same funding mechanism as last year for de-delegated funds to be allocated to amount to £7.70 AWP for Schools in Financial Difficulty and Trade Union Representation of £5.80 AWP. This recommendation was not included in the report.	NA (Clerk)
7.2.10	It was recommended that an in year adjustment to the growth fund takes place to reduce the growth fund from £1.199 million to £1.100 million and transfer £99k back into DSG to protect Tiverton Primary School uptake with Stamford Hill's closure.	
7.2.11	<b>High Needs Block (HNB) Transfer</b> –Reference was made to the discussions in the DSG Working Group - where 3 options for the High Needs Block transfer were reviewed which were 0%, 0.25% and 0.5%.	
7.2.12	The request was made to transfer from DSG to the HNB a minimum of 0.25% - £529,000 and a maximum of 0.41% - £869,000 pending SEND requests. This was recommendation was not included in the report.  Last year the HNB transfer was 0%.	
7.2.13	One member requested clarification on the transfer proposal. He asked if the proposed transfer from DSG to HNB was being made based on the actual SEND position.  It was confirmed that this was based on the previous year and there are not current cases for a transfer.	
7.2.14	Minimum Funding Guarantee (MFG) protects schools from changes from IDACI and other factors. This had been discussed with the DSG working group. MFG to be set from 0.5% to 2.0%. Schools are not expected to lose more than 0.5%.	
7.2.15	It was requested that all decisions are included on the front of the report as this report had included all recommended decisions within the report. <b>Include all recommended decisions on the front page of reports:</b> <b>ACTION : NA (Clerk)</b>	
7.2.16	One member raised concerns that members were being asked to vote on very important areas on de-delegation without the full information being included in the paper and suggested that members were given the opportunity to vote on the basis of consulting with schools first. He requested for the vote to be deferred to the meeting at 14 January 2021.	
7.2.17	He also asked if the PLASC data was available, as it was difficult to vote without the information available.	

7.2.18	<p>It was explained that the PLASC data has not been received yet and there were time limits in terms of the consultation response and the next Schools Forum Meeting on 14 January with the submission to be made to the DfE by 21 January.</p> <p>In addition the member asked if the APT will exclude the TPG and TPAC on MFG.</p> <p>It was confirmed that the APT will exclude the TPG and TPAC on MFG.</p>	
7.2.19	<p>Two members expressed concerns about voting on this decision without being able to review the exact financial information in advance.</p>	
7.2.20	<p>It was highlighted that the consultation deadline was tight and suggested that a vote was taken with the details to be tabled at the forum on 14 January 2021. <b>The feedback from the consultation with schools and the exact information on the de-delegated funds will be tabled at the next Schools Forum Meeting on 14 January 2021. ACTION : BS/KB/MA</b></p> <p>A vote was taken on the following recommended decisions:</p> <ul style="list-style-type: none"> <li>To agree to revise the growth fund from £1.199 million to £1.100 million and transfer £99k back into DSG to protect Tiverton Primary School uptake with Stamford Hill's closure.</li> <li>To confirm if a transfer to a High Needs Block will be considered as outlined above pending SEND requests</li> <li>To confirm the treatment of MFG to APT</li> <li>To agree to the top slice for Education Welfare for £122K</li> <li>To agree to the top slice for Nursery split sites for £60K</li> </ul> <p>No objections were raised to the above proposed decisions.</p>	BS/KB/MA
7.3	<p><b>High Needs Block Budget projected position for 2020-2021</b></p>	
7.3.1	<p>Nathan Jones presented this report. The purpose of the report is to:</p> <ul style="list-style-type: none"> <li>Set out the projected budget position for the High Needs Block for 2020-2021</li> <li>Outline the pressure driving the financial position on the High Needs Block</li> <li>Identify the initial deficit recovery steps</li> </ul>	
7.3.2	<p>It was reported that the HNB has been under pressure, with insufficient funding on a national level. Haringey received an additional £4.7 million funding for the financial year 2020-2021. The EFSA have indicated that further funding will be allocated an early indication is that this will amount to £44,457 million. Confirmation is expected in December 2020.</p>	

7.3.3	There is currently a projected overspend of £5,269 million from HNB for the 2020-21 financial year which will result in a projected deficit carry forward into 2021/22 is £15,336 million. This figure does not take into account the projected uplift from the EFSA for 2021/22. If it does take place the budget carry forward will be around £10,067 million.	
7.3.4	It was reported that the key areas of the over spend were: Independent and non-maintained, special school place funding, mainstream Top up, Special unit Top ups and Further Education Top up.	
7.3.5	As a borough provision has grown with the creation of 152 places in the last 5 years. The new places created at the Grove Special School will have reached it's PAN for September 2021 intake.	
7.3.6	It was highlighted that further work is needed to finalise funding levels for the FE Sector.	
7.3.7	It was reported that in 2019 the national figure was 202 per 10,000 against Haringey's 215. Work was carried out to understand where there is increasing demand Haringey. The new EHCPs are pretty much in line with national figures over 5 years. Table 6 shows the 16+ age group is higher than national figures with 49 per 10,000 on ECPs in comparison with the national figure of 44 per 10,000. The 20-25 age group showed 19 EHCPs per 10,000 in comparison with the national figure of 11 per 10,000.	
7.3.8	The LA has been contacted by a number of head teachers over the last 6 months reporting significant financial pressures to support learners with SEND.	
7.3.9	National data indicates the average proportionality for EHCPs against the full school population should be approximately 3%. It was reported that one mainstream school in Haringey has 6% of the school population with EHCP creating significant financial pressure for the school.	
7.3.10	The 50 most expensive placements were reviewed. These account for £5,951 million of the high needs spend with an average cost of £119K per annum. Only 17 of these are residential placements which cost the LA £3.56 million.	
7.3.11	9 placements are for young people with autism with an average cost of £264K per annum and 7 placements are for young people with SEMH with an average placement cost of £194K cost per annum.  The remaining 33 day placements cost the LA £2,38 million. Of this group 23 have autism with an average placement cost of £76K and 7 have SEMH as a primary need with an average placement cost of £64K.	

7.3.12	<p>Work is taking place to robustly address Haringey's deficit plan to submit to the DfE. There is no single line of focus to reduce costs it will have to be across many lines to support recovery.</p> <p>The areas of focus to support the deficit recovery will be :</p> <ul style="list-style-type: none"> <li>• SEND support</li> <li>• The 20-25 cohort – this will be important as the FE sector don't have a robust structure in place</li> <li>• A review of the high needs funding system</li> <li>• Consideration for the development of further provision within Haringey</li> <li>• Sufficiency planning to ensure that the effective planning is in place to reduce the need to use independent provision</li> <li>• The AP review the development of nurture hubs to provide early intervention to children at the early stage.</li> </ul> <p>Further updates identified in the deficit recovery plan will be brought back to the Schools Forum.</p> <p>The Chair thanked Nathan Jones for his report.</p>	
7.3.13	<p>One member asked if there was adequate support and capacity to carry out a deficit recovery plan in view of the lack of resources and support, particularly as £1.6 million is not accounted for.</p> <p>It was confirmed that it would be a challenge and the one line of funding was a particular area of concern and a priority. However, there is a focus across finance and commissioning on this and the team are working together and the position is better than six months ago.</p>	
7.3.14	<p>Another member asked if there is more optimism in the day placement sector than the residential placements as these are much more difficult to change, particularly as the Grove is increasing in position.</p> <p>Nathan confirmed that the number of independent placements is relatively low and some users have particular care needs. It was confirmed that numbers are growing. However, the primary and secondary transfers will mean that it will be difficult to find spare places mid-year. The scope for the most traction will take place in the independent day places</p> <p>It was recognised that nationally all HNBs are struggling.</p>	
7.3.15	<p>A member commented that the report was useful and some LAs have experienced a very large increase in demand so comparatively the position in Haringey was more positive. He asked if investigations could be carried out into the work taking place in Islington growth appears to have been managed for the older cohort of pupils.</p>	

7.3.16	<p>Nathan confirmed that he has been involved in a cross borough group across North London and it was important to ensure that there are good alternative means of support.</p> <p><b>A member highlighted that comparative data on HNB spending across schools in other boroughs as listed as action 8.2 from the last Schools Forum meeting had not been provided. It was agreed that this would be addressed at the next HNB meeting. ACTION NJ</b></p> <p>The Forum thanked Nathan for his useful report.</p>	NJ
<b>8</b>	<b>Schools in Financial Difficulty Programme Update</b>	
8.1	The purpose of the report was to provide an update on the progress of the Schools in Financial Difficulty Programme.	
8.2	It was reported that £120K was earmarked for Schools in Financial Difficulty for 2020-2021. There is a shared pot that is made up of contributions of £1.9K from each maintained school. This is like an insurance premium for schools in the event of going into financial difficulty, there is tailored support from the Schools Finance Team.	
8.3	Preventative measures have included a two year programme of training for School Business Managers and New Headteachers including sessions on SFVS and the APT planning tool. Governor finance training has also been delivered at no charge to the HEP. In addition to develop and implement a robust 3-5 year budget forecast in line with a place planning analysis.	
8.4	<p>It was reported that so far there has been a 50% increase of loans to schools so far this year. The number of schools being supported has been increasing as the year has progressed. It is still an issue for schools. The Schools Finance Team have developed a traded offer to support schools which is charged at £7500 for Primary, Nursery and Special Schools and £10,000 for Secondary Schools. Schools in financial difficulty are not charged for support as the fund meets these costs. The additional £120K allows for around 20 schools in financial difficulty to access LA support.</p> <p>This has given the Schools Finance Team some capacity in terms of offering targeted support without increasing the financial burden on some schools in financial difficulty, particularly with schools that have lost income during the pandemic that would have been generated from lettings.</p>	
8.5	One member asked if the £44K that had been earmarked is not used by 2020 – 2021 will it be clawed back. It was confirmed that it would be rolled over. He also asked if surveys from the work could be carried out and the feedback reported to Schools Forum.	

8.6	<p>One member commented that the deficits are beyond the control of some schools and requested clarification on the training offered to Headteachers. She suggested that more direct support with members of the schools finance team would be more useful.</p> <p>Brian confirmed that the training highlighted the particular specifics of the school with regards to curriculum.</p>	
8.7	<p>One member commented that the funding was available for the schools to apply for and felt that it was unfair that budgets had been top sliced. She emphasised that the Schools Forum needed to see the impact of this as school budgets had been top sliced. Primary Schools had particularly suffered and deficits are unavoidable.</p>	
8.8	<p><b>It was agreed that a report on the impact of the work to support Schools in Financial Difficulty will be reported at the next Schools Forum Meeting on 14<sup>th</sup> January 2021. ACTION: BS</b></p>	BS
9	<p><b>Arrangements for the use of pupil referral units and the education of children otherwise than at school</b></p>	
9.1	<p>Ngozi Anuforo presented this report.</p> <p>It was reported that the Haringey Learning Partnership opened in September 2020. There have been significant changes with the closure of the Octagon Academy. The new provision has brought existing pupil referral provision under one DfE number. The HLP is made up of four houses:</p> <p>Commerce House – formerly Octagon Academy  Pulford House – formerly Haringey Tuition Service  Simmons House – unchanged  Key stage 4 – Virtual Roll</p>	
9.2	<p>It was reported that there had been 13 permanent exclusions since the start of the Autumn Term 2020 in comparison to 26 across the whole academic year for 2019 – 2020. In increase in exclusions this term could be due to a number of factors including the lockdown over the summer term with pupils adjusting back into education. In addition some hearings may have been postponed as a result of the pandemic. An exclusions deep dive of recent exclusions will take place to understand what could have been done differently.</p>	
9.3	<p>There has been positive impact of some work with the re-integration of 13 pupils into mainstream school using the In Year Fair Access process (Primary and Secondary).</p>	
9.4	<p>A system approach is being taken to work with mainstream schools to prevent exclusions and how the offer can be looked at from HLP to look at the resourcing from the Hubs into mainstream schools.</p>	

9.5	The report identifies that significant investment will be required both in the short and medium term.	NA - Clerk
9.6	The quality of provision in Haringey will also need to be reviewed.	
9.7	The Schools Forum needs to recognise that the HLP is going through a transitional phase. So going forward sustaining funding going forward will be required.	
9.8	<b>It was agreed that the Alternative Provision update would be higher up in the agenda for a more in-depth review at the next Schools Forum Meeting. ACTION NA – Clerk</b>  The forum thanked Ngozi for her report and also Gerry Robinson for her work on setting up the HLP.	
<b>10</b>	<b>Early Help and Preventative Services Update</b>	
	<b>It was agreed that this update will be deferred to the Schools Forum Meeting on 14<sup>th</sup> January 2021. ACTION MC</b>	<b>MC</b>
	<b>Scrutiny Panel Restructure</b>	
	<b>It was agreed that this will be deferred to the Schools Forum Meeting on 14 January 2021.</b>	
	<b>Updates from working parties</b>	
	<b>Early Years</b> The minutes of the working party will be circulated to Schools Forum Members.	
	<b>High Needs</b> No updates were reported.	
<b>14.</b>	<b>ANY OTHER URGENT BUSINESS</b>	
14.1	None	
<b>15.</b>	<b>DATE OF FUTURE MEETINGS</b> <ul style="list-style-type: none"> <li>• 14 January 2021</li> <li>• 25 February 2021</li> <li>• 24 June 2021</li> </ul>	

There being no further business the Meeting closed 6.08pm

## SUMMARY OF ACTIONS

ITEM	ACTION	FOLLOW UP
<b>5.2</b>	Present a line by line review of CSSB at the next Schools Forum Meeting on 14 January 2021	<b>BS/KB/MA</b>
<b>6.2</b>	Raise the vacant posts with governor group and also at the next Chairs group meeting.	<b>LB</b>
<b>6.3</b>	Contact Neetha Atukorale to circulate a request to all governors for nominations for the vacant posts and voluntary placements.	<b>MM (HGA)</b>
<b>7.1.5</b>	Update on the payment of the Covid fund to voluntary controlled school that has not received funding.	<b>BS/KB/MA</b>
<b>7.2.15</b>	Include a summary of decisions to be made on the front page of each Schools Forum Report	<b>NA (Clerk)</b>
<b>7.2.20</b>	Provide a report on the feedback from the consultation with schools and the exact information on the de-delegated funds.	<b>BS/KB/MA</b>
<b>7.3.16</b>	Provide comparative data on HNB spending across schools in other boroughs	<b>NJ</b>
<b>8.8</b>	Provide a report on the impact of the work to support Schools in Financial Difficulty	<b>BS</b>
<b>9.8</b>	The Alternative Provision update will be higher up in the agenda for a more in-depth review at the next Schools Forum Meeting on 14 January 2021.	<b>NA (Clerk)</b>
<b>10</b>	Early Help and Preventative Services update to be deferred to the Schools Forum Meeting on 14 January 2021.	<b>MC</b>
<b>11</b>	Scrutiny panel restructure to be deferred to the Schools Forum Meeting on 14 January 2021	



### Agenda Item

### Report Status

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

### Report to Haringey Schools Forum – 3<sup>rd</sup> December 2020

**Report Title:** Arrangements for the use of pupil referral units and the education of children otherwise than at school

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

**Contact:** 0208 489 4681 Email: [Ngozi.anuforo@haringey.gov.uk](mailto:Ngozi.anuforo@haringey.gov.uk)

**Purpose:** The report updates the Schools' Forum on the changes to the delivery model for the Pupil Referral Provision and the implementation to date of the '*Model for Change*', Alternative Provision transformation programme.

### Recommendations:

1. That Schools Forum notes the Arrangements in place for 20-21 academic year.
2. That Schools Forum notes the AP budget profile for 20-21 financial year.

## 1. Introduction

- 1.1 This report provides School Forum with an update on the current educational provision for pupils otherwise than at school in the borough. In doing so, this paper will update Schools' Forum on the changes to the delivery model for the Pupil Referral Provision and the implementation to date of the '*Model for Change*', Alternative Provision transformation programme.
- 1.2 Under the Education Act 1996 (Section 19), local authorities are required to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, due to illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.
- 1.3 Section 61 of the Children and Families allows for such arrangements to be made in the event that a school placement is deemed unsuitable (education otherwise).
- 1.4 In March 2020, Haringey Council decided to implement an ambitious transformation programme for Alternative Provision, known as *Model for Change*. The plan set out changes to the way in which pupil referral units were arranged in the borough, and also set in motion a three-year plan to improve the educational outcomes for children and young people excluded from school and ensure that many more receive support earlier to increase the possibilities for ongoing success and achievement. This change programme encompasses work to address gaps in the wider alternative provision landscape and drive down exclusions in the borough over the next three years.
- 1.5 Schools Forum is asked to note the details provided in this paper on progress towards implementing the first phase of the *Model for Change* plan.

## 2. Changes to the Pupil Referral Arrangements in 2020

- 2.1 A key strand of work within the AP transformation programme was the decommissioning of TBAP Multi-Academy Trust as the provider of the Octagon Academy provision. The Octagon closed as a PRU provision in Haringey on 31<sup>st</sup> August 2020. A complex set of actions has been undertaken as part of the closure process including the transfer of the Octagon Academy staff team across to the Haringey Council employee establishment, the completion of the legal transfer of assets, building and land back to the local authority, following the closure of the academy and the transfer of pupil records from the Trust to the Local Authority.
- 2.2 In September 2020, Haringey Learning Partnership (HLP) opened as Haringey Council's new educational provision for pupils otherwise than at school due to medical needs or exclusion from mainstream school. HLP also holds responsibility for the Key Stage 4 virtual roll, which comprises of pupils newly arrived to the country and unable to be placed within mainstream school settings.

This new provision brought existing pupil referral provision for pupils under one DfE number. HLP comprises of the following houses:

- Commerce House – formerly Octagon Academy
- Pulford House – formerly Haringey Tuition Service

- Simmons House – unchanged
- Key Stage 4 – Virtual roll.

HLP's offer also includes provision for those pupils requiring short term respite placements and a primary and secondary behaviour outreach team, working directly with mainstream schools to promote inclusion and reduce the need for fixed-term and permanent exclusions.

- 2.3 The new model for delivering Haringey's PRU has enabled us to look towards innovative and creative ways of working. We have, since September, sought to identify, and bid for, grants that enable the piloting of new initiatives including an After School Programme for young people across the HLP for the provision of after school activities and a Family Mentoring Programme with the focus on building a supportive relationship with parent carers, empowering them to act as agents within the system. The after-school programme commenced in October and, if successful, we expect the family mentoring project to begin in January 2021.

### 3. Exclusions – Autumn update

- 3.1 Despite the progress on implementation of Model for Change, there are indications that the current pandemic and the lockdown over the summer term have had an impact on pupils and schools as adjusting back to a full-time education offer has been challenging for some children and young people. The impact of the pandemic and lockdowns on pupil behaviour is still largely speculative but the trend in Exclusions for the autumn term so far fits with a widely anticipated pattern for exclusions, because of the turbulence experienced since the spring term, as well as the usual issues regarding local practice. There may also be an effect of delays to exclusion hearings because of lockdown.

#### 3.2 Autumn Statistics:

- 13 permanent exclusions since start of the Autumn Term 2020, in comparison to 26 across the whole academic year, 2019-2020.
- 77% male pupils, in comparison to 73% in 2019-2020.
- One in Key Stage 2; Two in Key Stage 3 (across two schools); 10 in Key Stage 4 (across five schools).
- 23% recorded as White ethnic background, in comparison to 8% in 2019-2020.
- 62% involved physical assault, in comparison to 35% in 2019-2020.
- Two pupils were in receipt of an Education, Health and Care Plan (Year 5 and Year 10).

- 3.3 Notwithstanding the specific circumstances of the times, we continue to be keen to facilitate earlier and different responses to pupils with behaviour which challenges within mainstream settings, and a number of actions (highlighted in Model for Change) are being undertaken in response to reducing the number of exclusions taking place in the borough. Some have been completed, whilst others commenced this term and others are yet to be finalised and implemented:

- Re-integration – 13 pupils re-integrated back into mainstream school using the In-Year Fair Access process (primary and secondary)

- An Exclusions Deep Dive – a detailed review of recent exclusions as a learning exercise and to understand what could have been done differently
- Building capacity in mainstream settings to support the needs of pupils with identified social and emotional needs through access to Nurture Hubs from January 2021
- Widening the participation in the Anchor Approach and the Nurture Approach, supported by Nurture UK, which will enable identified schools to utilise resources available from the Inclusive Schools Programme, changing approaches to exclusions and behaviour
- Introducing the Family Mentoring programme mentioned above, in January 2021
- A programme of training for Governors: an enhanced programme of training for Governors has begun, intended to ensure that Governors are aware of their statutory roles and will highlight the need for focus to be given on the arrangements in school to meet the needs of pupils at an earlier stage, consideration of the arrangements in place whilst they are being offered and wider provision planning for pupils. Three sessions have already been delivered this term
- Development and implementation of a Pupil Inclusion Panel: the *Haringey Alternative Provision and Intervention Panel* (HAPIP) has been in place since September 2020 and acts as the ‘front door’ to HLP and wider AP intervention and support, outside of those services being accessed by schools directly. Membership includes representation from Educational Psychology Service, Education Welfare Service, SEND Team, Mainstream Outreach, Family Support, Early Help, Alternative Provision Team, Nurture Hub Leads, Social Work, Schools and CAMHS

#### 4. **Additional investment in new ways of working**

4.1 Despite the challenging context of increasing pressures on the High Needs Block within the Dedicated Schools grant (DSG), it is apparent that transforming the alternative provision landscape in Haringey, including facilitating inclusive culture and behaviour change within mainstream schools, and turning around the trajectory for some of our most disadvantaged pupils, will require some significant investment in the short and medium term.

4.2 An upfront investment in transforming AP and SEND in the borough is unavoidable and to this end, it is important that development and growth costs at these initial stages are being captured to inform a realistic and meaningful invest-to-save picture.

#### 4.3 **Developing an outstanding PRU offer in Haringey**

4.3.1 Our ambition for HLP should be no different from what we are striving for in any other education provision in the borough. We need to ensure the curriculum is an enriched offer, that supports the attainment of GCSEs and other accredited courses for those in Key Stage 4, whichever HLP pathway young people choose to follow. The funding successfully attained for the After-School Programme noted above is another element of the rounded offer we want to ensure is in place for pupils, however time-limited their stay. We will proactively work to ensure the HLP offer is robust and can impact positively and decisively on both short and longer-term outcomes for pupils.

This includes contributing to prevention, making sure that interventions for all pupils accessing HLP are of good quality and delivering measurable outcomes for each individual and ensuring high rates of reintegration and support to mainstream schools.

- 4.3.2 We have recognised that a key priority in the development of the HLP provision is the expansion of outreach services to mainstream schools settings. We will be increasing the offer to secondary schools (from January 2021 following recent recruitment) and are looking at the capacity needed to ensure an expanded robust offer is in place for our primary schools. Fundamental to this expansion of the primary and secondary outreach offer is the focus on outcomes including reductions in exclusions (both fixed term and permanent). There is an expectation that an investment in these areas will need to be tied closely to the types of interventions that are needed and how these can be supported/sustained within school, the expected impact of outreach intervention and the expected outcomes over time for individual pupils or cohorts of pupils.

#### **4.4 Nurture Hubs within our school localities**

- 4.4.1 The development of nurture hubs for primary and secondary pupils in Haringey is in the pilot stage. The proposed models for nurture hubs are being considered as part of the new AP pathway in Haringey and as such, we are keen that they are successful and can go on to form part of a range of support provided to pupils in mainstream schools across the borough. To support these pilots, the council will make some initial investment to underwrite the projects and ensure the risk to the schools piloting these approaches is minimised. The scale of this upfront investment is currently being determined but we know that such costs are likely to add additional pressure to existing Council budgets.
- 4.4.2 Following from, and subject to the impact of, the pilot, we will be undertaking work to develop options for a sustainable, financial model for a scalable model for primary and secondary nurture hubs, which is likely to require the cost of a placement to be met by schools through the use of Element 2 funding. It is recognised that this needs some careful consideration of the ability of our schools, particularly in the primary schools sector, to be able to meet the potential placements costs and links strongly to wider work highlighted elsewhere as part of the HNB Deficit Recovery Planning, to consider the efficacy of SEND Support in schools.

#### **4.5 Developing Haringey SEMH specialist provision**

- 4.5.1 Aligned with the implementation of the AP transformation programme is the progression of work in SEND to increase access to an appropriate SEMH offer in the borough. We have been reviewing the cohorts of pupil currently accessing support or provision based on primary SEMH need and identified several key considerations:

- Increasing prevalence
- Thresholds and diversity of needs
- Factors driving out of borough placement versus in-borough placements
- Inconsistency of placements costs
- Current offers, including Pulford House

In addition, we are aware of a reliance on high cost, local independent sector provision to meet the SEMH needs of children and young people with EHCPs.

- 4.5.2 The next steps include the development of proposals for increasing access within the borough. A capacity assessment exercise has been commissioned to appraise the current capacity for alternative education and special educational needs places in the borough against current and future demand. An options appraisal (linked to the wider work across the Children's Services estate) will follow this initial piece of work.

## 4.6 Commissioning SEND and AP Placements

- 4.6.1 We are working on the establishment of a framework system for the commission of places for pupils requiring a placement in independent alternative provision or independent and non-maintained schools. This should deliver benefits including:

- Greater quality assurance and outcome focus
- Improved timeliness of access to appropriate placements
- Better oversight of costs and expenditure
- Increased scope for value for money

- 4.6.2 A framework system will ensure that only fully approved providers are able to participate, including health and other specialist service providers, and we have a range of quality assured providers who can be matched as most appropriate to meet that individual pupil's needs.

- 4.7 As mentioned at 4.2, we are working to develop the invest-to-save approach needed, in addition to a strong drive to strengthen what is already working and to reshape those areas that appear not be working well. We are therefore, compelled to look at our systems and processes – new and old – to become better able to track and evidence impact. This will require cooperation across the system to be able to look at the impact of change in the short, medium, and longer term. Some planned focused work will build on early work that has started on how we can track and measure impact. This work will need to engage key stakeholders, including schools, to establish a suite a meaningful KPIs, which will include exclusion trends.

## 5. Financial Planning

- 5.1 An important strand of the AP transformation programme is determining how financial resources can provide appropriate leverage for change and deliver improved outcomes for children and young people, in the medium and long term. We are aware that developing sustainable financial models for Alternative Provision will need to consider several key elements; direct provision such as HLP, commissioned places in independent AP provision and commissioning capacity within mainstream schools.
- 5.2 We need to ensure that we retain a whole system approach to resourcing, keeping a focus on prevention and early intervention with access to appropriate support for pupils and their families at the most opportune time being a shared and consistent priority across schools, the Council and key partners. Through this, we will work to ensure that school exclusion is never considered an acceptable route to accessing such support. We are working collaboratively with key agencies and services to reduce the scope for any duplication that might undermine impact and explore how their contribution to the system change in AP can be maximised.
- 5.3 In the context of the COVID-19 pandemic, significant financial pressures on many of our schools and increasing demand for SEND support and intervention, particularly around ASD and SEMH, creating an outcome-focused financial modelling approach for Haringey's AP and mainstream education system is incredibly challenging.

## 6. **AP Budgets for 2020-21**

- 6.1 The budget profile for 2020-21 is set out in **Appendix 1**. It should be noted that this takes into the account that transition from a commissioned PRU provision in place from April 2020 – August 2020 and the allocation of a part year budget allocation for HLP from September 2020 – March 2021.
- 6.2 One key action, looking towards the 2021/22 financial and academic years, will be the development of an integrated budget for HLP, bringing together the separate budgets for Commerce, Pulford and Simmons House and creating greater scope for efficiencies and maximising the use of resources. It is anticipated that imminent work to review top up elements of HNB funding will inform budget allocations for HLP for future years.
- 6.3 The 2020/21 budget for Alternative Provision includes spend on the Octagon PRU, as part of TBAP Multi-Academy Trust. In line with *Model for Change*, the provision was decommissioned from September 2020. We have incorporated place funding from the EFSA of £380,333 (7/12 months of £10,000 @ 58 Pupils) for the Autumn 2020 and Spring 2021 terms. Officers are currently exploring the reshaping of budgets and budget flows. A review of Money Following Exclusion (recovery of APWU and Pupil Premium from excluding schools) is expected to be part of refreshing our approach to meeting the needs of pupils more effectively, and how we profile money moving differently round the system. We will engage further with Schools Forum as future financial models evolve.

## 7. **Conclusion**

- 7.1 As work progresses to implement fundamental changes to the AP landscape in Haringey, we will continue to work with schools and other stakeholders. A key focus work in the coming months is re-engaging with children, young people, and parents to ensure that their voices are reflected in the changes as they are developed and implemented. We recognise the implications for the High Needs Block, which we believe will be positive and contribute in the medium to longer term on a sustainable budget deficit reduction plan for this pressured area of spend.
- 7.2 Further papers will be brought to Schools Forum setting out key activity and outcomes. It is anticipated that much of the discussion needed to bring about meaningful and sustainable system change across mainstream settings and alternative provision will be continued to be linked to wider strategies for SEND and High Need Block recovery planning.

## Appendix 1

### Alternative Provision Allocated Budgets 2020/2021

Area of Expenditure	£	Notes
AP Commissioning	530,790	Spot Purchase of placements
Commissioned PRU (TBAP)	283,280	Summer Term only
In Year Fair Access	338,000	Top slice from secondary schools (since 2015)
Commerce House (formally Octagon Academy)	825,540	From Autumn Term 2020
Pulford House (formally Haringey Tuition Service)	923,540	Full year 2020/21
Simmons House	225,000	Full year 2020/21

<p><b>Agenda Item</b></p>
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<p><b>Report Status</b></p> <p>For information / note <input checked="" type="checkbox"/></p> <p>For consultation &amp; views <input type="checkbox"/></p> <p>For decision <input type="checkbox"/></p>
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Report to Haringey Schools Forum – 14<sup>th</sup> January 2020

<p><b>Report Title: Dedicated Schools Grant (DSG) - Central School Services Block (CSSB) Update</b></p>
<p><b>Authors:</b>  Kristian Bugnosen  Principal Accountant (DSG)  Telephone: 020 8489 4491  Email: <a href="mailto:Kristian.bugnosen@haringey.gov.uk">Kristian.bugnosen@haringey.gov.uk</a></p> <p>Brian Smith  Head of Finance &amp; Business Partnering  Email: <a href="mailto:Brian.Smith@haringey.gov.uk">Brian.Smith@haringey.gov.uk</a></p> <p>Muhammad Ali  Schools Finance Business Partner  Telephone: 020 8489 4491  Email: <a href="mailto:Muhhammad.Ali@haringey.gov.uk">Muhhammad.Ali@haringey.gov.uk</a></p>
<p><b>Purpose:</b>  To provide a review of the DSG Central School Services Block (CSSB) usage and the indicative 2021-22 allocation.  Provide detail in Appendix Bi and Bii of how CSSB lines of expenditure contribute to the LA's wider duties to Schools and how this is enhanced by other funding.  Re-iterate the LA's position on addressing the reduction in CSSB funding.</p>

**Recommendations:**

1. Schools Forum to note the central retention and revised allocations of the 2020/21 Central School Services Block DSG (section 4)
2. Schools Forum to note the indicative allocation of CSSB for 2021/22 (section 5)

**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. Appendix A shows the
- 1.2. The block will continue to cover the two distinct elements of:
  - 1.2.1. ongoing responsibilities, and
  - 1.2.2. historic commitments. (Haringey has no historic commitments).
- 1.3. CSSB funds 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 2021-22 can be found can be found on the following weblink:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/901858/2021-22\\_NFF\\_CSSB\\_technical\\_note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901858/2021-22_NFF_CSSB_technical_note.pdf)
- 1.5. This paper sets out the revision of the 2020-21 allocation presented to January 2020 Schools Forum and sets out Haringey's funding allocation and presents the planned expenditure for 2021-22.

**2. Haringey CSSB History.**

- 2.1. The CSSB funding allocations from the DSG is one source of funding utilised by the Local Authority (LA) to support schools. The LA supplements this with General Fund support in administering duties that fall under Statutory and Regulatory duties covered by the CSSB. The budgeted amounts for 2020-21 is a DSG - CSSB budget of £2.945M; with the LA's Schools and Learning Service Budget from the General Fund £3.289M. This excludes other services that support Schools.
- 2.2. The education service grant received by the local authorities ceased in 2018-19 and retained duties funding was transferred to the dedicated schools grant and now forms part of the CSSB but the general duties funding ceased. The CSSB

has reduced from £3.064m in 2018-19 to £2.946m in the current year and will reduce further to £2.872m in 2021-22.

- 2.3. It should be noted that Haringey Council does not charge schools for discharging parts of this responsibility. Some LAs charge schools a per pupil rate for elements of the list of responsibilities local authorities hold for maintained schools. Please see Appendix C for comparative details obtained.

### 3. Central Schools Services Block – updates

- 3.1. Haringey's provisional CSSB allocations for the financial year 2021-22 is £2.872m. The allocation funded at the rate of £84.93 per pupil for 33,818 pupils recorded in October 2019 census. The actual funding rate will be dependent on the October 2020 census figures.
- 3.2. Table A below demonstrates the year on year reduction for Haringey CSSB based on the indicative pupil numbers:

Table A: Reduction of CSSB from 2020-21 to 2021-22

	Ongoing Responsibilities			Historic Commitments	Total CSSB
	Pupil nos.	Per pupil £	£	£	£
2021-22	33,818	84.93	2,872,162.74	0.00	2,872,162.74
2020-21	33,818	87.11	2,945,885.98	0.00	2,945,885.98
<b>Difference</b>	<b>0</b>	<b>-2.18</b>	<b>-73,723.24</b>	<b>0.00</b>	<b>-73,723.24</b>

The reduction in per pupil funding is consistent with the DfE commitment that no LA's per-pupil funding for 2021-22 will fall more than 2.5% compared to its 2020-21 per-pupil funding. Haringey's has had an exact reduction of 2.5% on its per pupil limits. It should be noted that the Per Pupil funding is the highest in the country for Ongoing Responsibilities. Therefore, this is likely to reduce in future years.

## 4 Central School Services Block 2020-21 funding revisions

- 4.1 The strategy and plans for service delivery for 2020-21 have not changed from the previous report to Schools Forum in January 2020. However, due to an increase in copyright charges, the available funding to the council has been effectively reduced by £32,000 and this has been noted as a reduced contribution towards Looked After Children.
- 4.2 The copyright licence costs tend to increase each year but LAs are not notified of the increase until later in the year. This is a fixed DfE recharge to cover copyright licences for all state-funded primary and secondary schools in England – covering schools for almost all their copyright requirements. This recharge increased by £32,000 from £173,000 to £205,000. This is a 18.5% increase but the total grant

available to the Council did not change. Information on Licences can be found on the link <https://www.gov.uk/guidance/copyright-licences-information-for-schools>

- 4.3 Table B below presents a comparison of funding allocations for planned expenditure for the financial year 2019-20 and 2020-21 for the contributions from the CSSB for the whole service delivery of the Statutory and Regulatory functions.

**Table B: Revised CSSB allocations for 2020-21**

Central school services block	2019-20	2020-21 *	Revised 2020-21	Inhouse / Commissioned Split	
				LA	HEP
ESG - Other Statutory and Regulatory Duties (Includes £25K SACRE)	353,035	377,851	377,851	352,851	25,000
ESG - Statutory Education Welfare Service	172,000	172,000	172,000	172,000	
School Standards	378,000	273,035	273,035		273,035
Looked After Children Placements	800,000	800,000	768,000	768,000	
Early Help	350,000	350,000	350,000	350,000	
Servicing of Schools Forum	10,000	10,000	10,000		10,000
Admissions	300,000	300,000	300,000	300,000	
Governor Support	130,000	130,000	130,000		130,000
Music & Performing Arts	168,000	168,000	168,000	168,000	
Support Costs	192,000	192,000	192,000	192,000	
Copyright Licences	173,000	173,000	205,000	205,000	
<b>Total budget allocation for Schools Block</b>	<b>3,026,035</b>	<b>2,945,886</b>	<b>2,945,886</b>	<b>2,507,851</b>	<b>438,035</b>

\* as reported at January 2020 Schools Forum

- 4.4 The LA contributes substantial funding and resources in supporting Schools in the borough. Haringey's General Fund net expenditure service budget for Children's Services: School's and Learning for 2020-21 is £3.289M, with a forecast spend of £3.583M at Period 8. The services under this budget directly supports education in the borough. Any overspend is retained by the LA and no pressure is passed to Schools.
- 4.5 The actual council budget for Support Service Charges is £36M. Although schools do not have access to all the support services a proportion of this cost is chargeable to the DSG. The CSSB portion has been factored into the Support Cost charge of £192k.
- 4.6 The CSSB Spend Matrix, provides a more thorough examination of the LA's CSSB obligations it provides a table with a matrix breakdown of what each line of spend is for, the performance measures related to each and a summation of possible approaches to reduce future spend.
- 4.7 Key Observations include:
- 4.7.1 Elements included from the rolled up Education Services Grant
  - 4.7.2 All items are in line with the LA's statutory and regulated duties. The services that LAs can fund from the CSSB are set out in the extract from the Operational Guidance at Appendix A below

- 4.7.3 In addition, as detailed in the CSSB Spend Matrix the LA also utilises general fund resource to support strategies and services such as Music and Performing Arts at £155.5K and Admissions at £352.3K; Asbestos management plans.

## 5 Central School Services Block 2021-22 proposed allocations

- 5.1 As outlined in section 3 the indicative reduction in the CSSB grant for 2021-22 is £73,723. This has been notionally allocated against the line for Looked After Children Placements. The CSSB is a contribution towards the cost of this service and so will be a cost pressure for Haringey's General Fund.
- 5.2 Table C below presents a comparison of funding allocations for planned expenditure for the financial year 2020-21 and the proposed allocations for 2021-22.

Table C: Proposed allocations of CSSB for 2021-22

Central school services block	Revised 2020-21	Proposed 2021-22	Inhouse / Commissioned Split	
			LA	HEP
ESG - Other Statutory and Regulatory Duties (Includes £25K SACRE)	377,851	377,851	352,851	25,000
ESG - Statutory Education Welfare Service	172,000	172,000	172,000	
School Standards	273,035	273,035		273,035
Looked After Children Placements	768,000	694,277	694,277	
Early Help	350,000	350,000	350,000	
Servicing of Schools Forum	10,000	10,000		10,000
Admissions	300,000	300,000	300,000	
Governor Support	130,000	130,000		130,000
Music & Performing Arts	168,000	168,000	168,000	
Support Costs	192,000	192,000	192,000	
Copyright Licences	205,000	205,000	205,000	
<b>Total budget allocation for Schools Block</b>	<b>2,945,886</b>	<b>2,872,163</b>	<b>2,434,128</b>	<b>438,035</b>

## 6 Conclusion

- 6.1 The funding for CSSB will reduce by £73k for 2021-22 and may well be further reduced in future years.
- 6.2 The proposed allocations and reduced DSG funding will result in a further cost pressure on the Haringey General Fund.
- 6.3 Further investigation and analysis would be beneficial to understand the outputs of the different services funded and the cost drivers for the services to see if any changes to the delivery methods may release savings as provided in

Appendix Bi Spend Matrix and Appendix D. The Schools and Learning Service will then need to decide a strategy to address the reducing allocation and maintaining standards.

- 6.4 Benchmarking CSSB funded activities with other authorities may reveal areas of best practice or where service levels are different.
- 6.5 Further consultation with schools will inform the type and level of support desired and any room for savings or growth for the funding of each of the areas funded by CSSB.

## Appendix A

### Responsibilities held for maintained schools only

From the Schools Revenue Funding Operational Guide, September 2019

#### **Statutory and regulatory duties**

- Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 57)
- Budgeting and accounting functions relating to maintained schools (Sch 2, 74)
- Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 58)
- Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 59)
- Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 60)
- Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 61)
- Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 62)
- Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 63)
- Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 76)
- HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 64); determination of conditions of service for non-teaching staff (Sch 2, 65); appointment or dismissal of employee functions (Sch 2, 66)
- Consultation costs relating to staffing (Sch 2, 67)
- Compliance with duties under Health and Safety at Work Act (Sch 2, 68)
- Provision of information to or at the request of the Crown relating to schools (Sch 2, 69)
- School companies (Sch 2, 70)
- Functions under the Equality Act 2010 (Sch 2, 71)
- Establish and maintaining computer systems, including data storage (Sch 2, 72)
- Appointment of governors and payment of governor expenses (Sch 2, 73)

#### **Education welfare**

- Inspection of attendance registers (Sch 2, 79)

**Asset management**

- General landlord duties for all maintained schools (Sch 2, 77a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:
  - appropriate facilities for pupils and staff (including medical and accommodation)
  - the ability to sustain appropriate loads
  - reasonable weather resistance
  - safe escape routes
  - appropriate acoustic levels
  - lighting, heating and ventilation which meets the required standards
  - adequate water supplies and drainage
  - playing fields of the appropriate standards
- General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)
- Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

## Appendix C

### Table of comparable London boroughs where per pupil charges are made to schools for specific CSSB funded services.

#### LMS Exchange - Education Services (previous ESG funded services) - Maintained Schools contribution (Dec-20)

This is a response from a number of LA's who were asked if they were charging schools through de-delegation for any services, they administer that were once funded via the ESG.

Region	LA Code	Local Authority	Primary	Secondary	Special	General Rate (if phase not stated)
<b>Inner London</b>	<b>309</b>	<b>Haringey</b>	<b>no charge</b>	<b>no charge</b>	<b>no charge</b>	<b>no charge</b>
Inner London	209	Lewisham	no charge	no charge	no charge	no charge
Inner London	210	Southwark	£16.43	£16.43	n/a	n/a
Inner London	212	Wandsworth	£11.56	£11.56	£21.00	n/a
Inner London	213	Westminster	no charge	no charge	no charge	no charge
Outer London	302	Barnet	£23.08	23.08	n/a	n/a
Outer London	303	Bexley	£30.00	£30.00	£148.00	n/a
Outer London	306	Croydon	no charge	no charge	no charge	no charge
Outer London	308	Enfield	no charge	no charge	no charge	no charge
Outer London	203	Greenwich	no charge	no charge	no charge	no charge
Outer London	310	Harrow	no charge	no charge	no charge	no charge
Outer London	311	Havering	£17.90	n/a	£44.75	n/a
Outer London	312	Hillingdon	n/a	n/a	n/a	£1.22
Outer London	313	Hounslow	n/a	n/a	n/a	£23.81
Outer London	314	Kingston upon Thames	no charge	no charge	no charge	no charge
Outer London	315	Merton	31.61	31.61	31.61	n/a
Outer London	318	Richmond upon Thames	no charge	no charge	no charge	no charge
Outer London	320	Waltham Forest	n/a	n/a	n/a	£21.50
South East	867	Bracknell Forest	n/a	n/a	n/a	£20.00
South East	871	Slough	no charge	no charge	no charge	no charge
South East	936	Surrey	n/a	n/a	n/a	£35.96

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**CSSB Review Matrix -**

The table below details the different lines of spend detailed in the CSSB spending strategy. What it is, cost drivers and performance measures, and all other funding strands that intersect with the supporting the strategy. The funding provided is the funding the LA has direct control\* HEP contribution is the funding passported from the LA and does not include any traded income the HEP generates in administering similar duties.

Central school services block	What it is?	Cost Drivers/What influences spend.	KPI/Performance Measures	Strategies/Doing things differently/Other Efficiencies to reduce costs for 2022-23	LA Contribution CSSB	HEP Contribution CSSB* 1	LA contribution GF	Other DSG Block Contributions	Other Grants/Income
ESG - Other Statutory and Regulatory Duties (Include SACRE)	Functions that used to fund the Education Service Grant before "roll-up". Other Statutory and Regulatory Duties (Include SACRE) - This includes cost of AD and Management Info Research post in Schools in Learning.	Staff and a contract with HEP for SACRE.	Statutory obligations indicate that there is some nationally/locally benchmarking. KPI's are stipulated in contracts.	Cost analysis of different element in the budget. What are other LA's doing? Review of usage: statutory vs desirable. Contracts retendered or brought in-house?	352,851	25,000	1,665,300	0	0
ESG - Statutory Education Welfare Service	The CSSB contribution to Statutory Education Welfare Service for the element formally funded by ESG.	Staff and other staff running costs.	Impacts are detailed in Appendix D. Statutory obligations indicate that there is some nationally/locally benchmarking. KPI's are stipulated in contracts.	Cost analysis of different element in the budget. What are other LA's doing? Review of usage: statutory vs desirable.	172,000	0	16,430	472,000	0
School Standards	The CSSB contribution to for School Standards as contracted to HEP. (Supplements the wider LA strategy).	For School Standards element it is a contract with HEP.	Statutory obligations indicate that there is some nationally/locally benchmarking. KPI's are stipulated in contracts.	Cost analysis of different element in the budget. What are other LA's doing? Review of usage: statutory vs desirable.	0	273,035	762,490	0	0
LAC Placements	A DSG contribution to LAC Placements is it a set figure?	A set contribution	Impacts are detailed in Appendix D.	Cost analysis of different elements in the contribution. Review the awarding mechanism.	768,000	0	7,537,060	0	0
Early Help	Budget used to support Early Help Strategy	Staffing Costs and meeting service demands. Through programmes run, and formal interactions with young people and residents.	Impacts are detailed in Appendix D. (The Head of Service for Early Help has a paper for Schools Forum Jan 2021)	Cost analysis of different elements in the budget. This service has already been reviewed and undergone changes. But continual best value reviews should still occur regularly.	350,000	0	814,061	1,200,000	1,091,100
Servicing of Schools Forum	LA's commissioning budget to support running of Schools Forum.	Contract with HEP.	Stipulated in the contract. Detailed in Appedix D.	Cost analysis of running Schools Forum - Direct Officer time, material costs, rental costs. Is £10K enough? Too much? Previous history prior to 2019 demonstrated underspends or less of DSG assigned budget. Does remote meeting as advocated by DfE mean savings? And could this be implemented as future practice. Retender - or bring in-house. Include in the MTFS strategy.	0	10,000	0	0	0
Admissions	Budget is DSG contribution to School Admissions and Organisation and relates to staff.	Staff and turn over of applications.	This is detailed on Appendix D. Under benefits.	What are other LA's doing? Review of usage: statutory vs desirable.	300,000	0	352,860	0	0
Governor Support	LA's commissionng budget to provide support to School Governors and their training.	Contract with HEP.	Stipulated in the contract. Impacts and usage is detailed on Appendix D under Benefits column.	Cost analysis of running Training - Direct Officer time, material costs, rental costs. Is £130K enough? Does online and virtual meetings mean savings? Retender - or bring in-house. Include in the MTFS strategy.	0	130,000	0	0	0
Music & Performing Arts	Budget contributions to the LA's wider Music and Arts programme. This is the DSG contribution to the overall programme. The LA General Fund contributes to the total programme.	The overall budget is used on staff and other running costs.	Presume total number of music lessons run etc	What are other LA's doing? Review of usage: statutory vs desirable.	168,000	0	155,480	0	0
Support Costs	This is the contribution to pay some council support functions including: Finance, HR and Audit Support etc.	Staff numbers of support service.	N/A this is a recharge. The full cost of every service is made up of direct front line costs and indirect back office costs in accordance with CIPFA's Service Reporting Code of Practice (SeRCOP). In order to show the true costs of a service, there is a requirement to apportion the indirect overhead costs.	Cost analysis of different elements in the budget. Review the recharge mechanism. The recharge calculation is based on support service direct support of Children's and Education services that support Schools.	192,000	0	0	0	0

CLA & MPA Licences	Charge for CLA & MPA Licences.	CLA & MPA Licences are a fixed price only known later in the year.	N/A	It is an uncontrollable charge. DfE/ESFA provide budget and charge with no variance.	205,000	0	0	0	0	
					Totals	2,507,851	438,035	11,303,681	1,672,000	1,091,100
					CSSB Total		2,945,886			
					Other Contribution Total			14,066,781		
					Grand Total	17,012,667				

\*1 details of HEP usage is supplemented by Appedix B.ii.)

**Appendix D**

**NB This table was previously presented to SF and the whole section needs updating for current levels of service, etc**

**– Central School Services Block funding as taken from Schools Forum December 2017.**

Text in Grey are updates

<b>Admissions</b>	
<b>Focus of the service provided</b>	The Admissions Service discharges the local authority's statutory duties in respect of school admissions and sufficiency of school places, adhering to legislation and statutory guidance laid by central government. The Service works within the PAN London context to ensure that every child in the borough has access to a school place.
<b>The benefit derived by our schools/families/children</b>	<p>Local authorities are responsible for securing sufficient primary and secondary school places in their area. We are also required to make arrangements to enable the parent of a child to appeal against the decision to refuse a school place.</p> <p>We are required to provide advice and assistance to parents when deciding on a school place and allow parents to express a preference. This includes maintaining a website and publishing primary and secondary prospectuses about admission arrangements for each of the maintained schools and academies in the area.</p> <p>The Place Planning team calculate the LA's school roll projections and publishes them an annual report. This data is fundamental to informing where additional (or reduced) provision is required in the borough and officers within the Service are responsible for leading through all school organisation projects including school expansion, adjustment to published admission numbers, change of age range and school closures.</p>
<b>The consequence of reduction or removal of funding</b>	<p>There is a high risk that the Service will not be able to fulfil its statutory duties in ensuring that every child has an offer of a school place.</p> <p>As this is a statutory duty an appeal can and will have to be made to the Secretary of State for Education if this budget is not agreed. Reception and secondary transfer applications must be processed via the PAN London system meaning that schools cannot carry out this function on a school by school basis.</p>

<b>Link to CSSB guidance</b>	<p>The guidance states Admissions is covered by centrally held funding. However, we are seeking Schools forum approval for the same (not increased) budget as previous years (299.8K) so the Service can continue to successfully perform its statutory functions. We are the smallest admissions team in London but efficiency and judicious management enables us to operate as one of the top performers.</p> <ul style="list-style-type: none"> <li>• <a href="#">Admissions (Sch 2, 9)</a></li> </ul>
<b>Any other comment or consideration</b>	<a href="#">The LA also contributes General Fund of £352.8k to this function.</a>

<b>Governor support services</b>	
<b>Focus of the service provided</b>	<p>The Governance Services Team empowers all school governors by providing high quality support, training and guidance to enable them to confidently and effectively conduct their strategic roles.</p> <p>Additional support is provided to schools where governance is a concern.</p> <p>The provision of a growing professional clerking service supporting schools through a traded service both within and outside of Haringey.</p>
<b>The benefit derived by our schools/families/children</b>	<p>Governance Services support to governing bodies helps them hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.</p> <p>Strong governance ensures that there are appropriate statutory and other policies and procedures in place that not only provide a safe and stimulating learning environment, but also to deliver the best possible outcomes for all our children and young people.</p>
<b>The consequence of reduction or removal of funding</b>	<p>Either a cessation or a significant reduction in advice and support to all schools.</p> <p>There would need to be a significant increase in traded services charges for both governance training and the clerking service. This would run a high risk of <a href="#">HEP</a> prices becoming less competitive in the market place and difficult to afford for our schools</p>
<b>Link to CSSB guidance</b>	Contribution to combined budgets. Schools Forum agreement prior to April 2013.

	<ul style="list-style-type: none"> <li>Appointment of governors and payment of governor expenses (Sch 2, 74)</li> </ul>
<b>Any other comment or consideration</b>	<p>The Governance Services Team maintains and develops effective provision for all governors and leaders within the Haringey family, and provides access to good quality, value for money services in order to strengthen strategic leadership and accountability.</p> <p>The CSSB element is now contracted to the HEP and are providing a traded element of support on top of the £130k provided.</p>

<b>LAC placements</b>	
<b>Focus of the service provided</b>	<p>Education of Looked After Children with complex needs arising as a result of their social care needs</p> <p>The contribution from DSB to the cost of residential care placements for LAC was put in place seven years ago, to ensure that Looked After Children with the most complex behavioural needs had access to high quality education, care and intervention.</p> <p>The placements for those in residential are often two or three way funded across social care, Health and education. The education funding comes from either the high needs block if the child has an Education Health and Care plan, or the DSB if not.</p> <p>Whilst the numbers of looked after children have now reduced, there are 442 looked after children as of November 2017.</p> <p>Of these children, 328 children do not have an educational health and care plan and are of school age.</p> <p>16 are in some form of specialist provision to meet their behavioural needs.</p> <p>The education contributions to this placement cost are between £50,000 and £34,000 per young person, totalling £550,000.</p> <p>The children who are between education placements when coming into care, or have education sourced by an independent fostering agency have short term education costs of approximately £250,000</p>
<b>The benefit derived by our schools/families/children</b>	<p>With the support of the Virtual School Team we have hugely improved the education outcomes for LAC in recent years</p>

	<p>(evidence via attendance, SATs, GCSE, AS and admissions to Higher Education).</p> <p>Haringey has been one of the highest performing authorities in the country for attainment of 5 GCSEs grades A*-C, including Maths and English, for looked after children for the past three years.</p> <p>This is due in part to being able to provide highly specialist interventions and education from a variety of sources when needed</p> <p>Children's Services will always try to arrange for LAC in residential care to attend mainstream or special schools or Pupil Referral Units in the area they are staying if appropriate.</p> <p>For some children, however, these are simply not viable options and we then purchase education from the residential provider. Our overarching objective, however, remains to work toward reintegration back to mainstream or community based school.</p> <p>Children are sometimes placed in emergency circumstances with Independent Fostering Agency (IFA) foster carers and are without a school place for a period of time.</p> <p>In these circumstances Children's Services will ask the IFA to provide education as part of the total care package. Some of the larger IFA have their own school provision, the others will arrange for a teacher to work one to one with the child. Children's Services are billed by the IFA for this education component and this budget is utilised for this purpose, rather than attempting to support the children in nearby mainstream schools before they are ready to be integrated.</p> <p>The purpose of the education offer is to integrate the young people back into mainstream education and to be able to live with a family in the long term.</p>
<b>The consequence of reduction or removal of funding</b>	<p>Care and education for the most complex children can be highly challenging to identify, and there is a high risk their education would be disrupted leading to further barriers in their learning.</p> <p>As a result, children may be returned to mainstream schools before they are ready to be educated in mainstream, resulting in further exclusions.</p> <p>Currently we support children who are fostered in their education including making additional payments to cover education costs during short term and permanent exclusions from school.</p>

	Without this money, this cost would need to be passed to the young person's originating school to be covered in order to ensure their access to education.
<b>Link to CSSB guidance</b>	<p>The Children Act 1989 guidance and regulations Volume 2: care planning, placement and case review; June 2015</p> <p>When placing a child, the responsible authority is under a duty to ensure, so far as reasonably practicable in all the circumstances, that the placement does not disrupt the child's education or training <b>[section 22C(7) and (8)(b)]</b>. This means that the responsible authority has an obligation to try to ensure that the child can continue to stay at the same school even if s/he can no longer live in the immediate neighbourhood.</p> <p>In any case (other than where a child is in Key Stage 4, see below) where the responsible authority propose making a change to the child's placement which would disrupt the arrangements for his/her education or training, they must ensure that the arrangements for his/her education and training meet the child's needs and are consistent with his/her PEP.</p>
<b>Any other comment or consideration</b>	<p>This budget has played a significant role in achieving excellent education outcomes for all our looked after children.</p> <p>Ensuring that there are sufficient funds to provide both specialist and interim education for young people changing placements, or moving into care, is key to preserving the young people engagement and access to education, and therefore increasing the likelihood of them returning to mainstream school.</p> <p><a href="#">This exists as an £800K contribution to the Looked After Children's budget.</a></p>

<b>Music and performing arts</b>	
<b>Focus of the service provided</b>	Subsidised instrumental musical lessons, instrument hire and ensemble membership for pupils entitled to free school meals
<b>The benefit derived by our schools/families/children</b>	Equality of opportunity
<b>The consequence of reduction or removal of funding</b>	As we are obliged to offer these subsidies and provide the service centrally on behalf of all schools, we would need to charge schools for the subsidies on a case by case basis or appropriate formula. i.e. we would need to charge the cost directly to schools, probably based on Pupil Premium data.
<b>Link to CSSB guidance</b>	<p>p.53: "contribution to responsibilities that local authorities hold for all schools"</p> <p>and:</p> <p>p.54: "contribution to combined budgets where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources"</p> <ul style="list-style-type: none"> <li>• Provision of tuition in music, or on other music-related activities (Sch 2, 55)</li> </ul>
<b>Any other comment or consideration</b>	<p>Haringey Music Service is core funded by Arts Council England [ACE] as lead partner in the Haringey Music Education Hub [HMEH]. ACE reported in September that HMEH is national lead in equality of opportunity.</p> <p>The LA also contributes General Fund of £155k to this function.</p>

<b>Administrative costs and overheads relating to services funded by CSSB</b>	
<b>Focus of the service provided</b>	<p><b>Business Case.</b></p> <p>Introduction:</p> <p>The full cost of every service is made up of direct front line costs and indirect back office costs in accordance with CIPFA's Service Reporting Code of Practice (SeRCOP). In order to show the true costs of a service, there is a requirement to apportion the indirect overhead costs.</p> <p>In this scenario the apportioned services are:</p> <ul style="list-style-type: none"> <li>• <b>Finance</b></li> </ul> <p>Relating to centrally retained services. The provision of financial revenue and capital support and advice, the receipt of income, management of recoupment processes, payments of accounts, insurance and audit arrangements and treasury management.</p> <ul style="list-style-type: none"> <li>• <b>Internal Audit</b></li> </ul> <p>Covering regularity audit to ensure compliance and governance.</p> <ul style="list-style-type: none"> <li>• <b>Human Resources</b></li> </ul> <p>Covering personnel and payroll support, advice on terms and conditions and advice on best practice as a good employer.</p> <ul style="list-style-type: none"> <li>• <b>ICT</b></li> </ul> <p>This charge will cover all licensing arrangements, help desk, data management, systems developments, security, server management, hardware maintenance and internet links to service users.</p> <ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul> <p>Maintenance of information flows to both internal and external stakeholders, managing public and media relationships, promotion of the corporate identity, lead in public consultations and the management of the corporate reputation.</p> <ul style="list-style-type: none"> <li>• <b>Accommodation</b></li> </ul>

	<p>This is all of the essential costs incurred in the provision of suitable accommodation for officers, including rentals, NNDR, utilities, site supervision and running costs.</p> <ul style="list-style-type: none"> <li>• <b>Procurement</b></li> </ul> <p>The negotiation of contracts and placing of orders, ensuring the principles of best value of adhered to all times.</p> <ul style="list-style-type: none"> <li>• <b>Customer Services</b></li> </ul> <p>Ensuring interaction with the public, ensuring they are directed to the most appropriate course of action.</p> <p>These costs are essential in supporting the infrastructure within which the service operates.</p> <p>In order to ensure consistency across all schools, the current methodology upon which apportioned charges are based, uses Schools Consistent Financial Returns (CFR) as a benchmark, which indicates overheads at approximately 13% on a consistent basis.</p> <p>However, since this methodology was introduced, there has been a drive to reduce back office costs, through the use of self-service modelling and greater use of ICT solutions. It is therefore anticipated that reductions in spending on overheads in these areas will be delivered as part of the Council's Medium Term Financial Strategy.</p>
<b>The benefit derived by our schools/families/children</b>	The cost of services is considered as a fair apportionment of overheads that appertain to the centrally retained budgets, based on sound accounting principles.
<b>The consequence of reduction or removal of funding</b>	The support service cost is an integral part of the full service cost.
<b>Link to CSSB guidance</b>	<p><b>Additional note on central services</b></p> <p>Services set out in the tables above will also include administrative costs and overheads relating to these services (regulation 1(4)) for: Page 51</p>
<b>Any other comment or consideration</b>	There is a corporate drive to reduce overheads as a percentage of total spend, which will be reflected in the Medium Term Financial Strategy.

	<p>The support service charges will be reviewed to ensure that the sharing of the budgeted contribution is reflective of the current support.</p> <p>However – the CSSB is only a small contribution to the wider support provided to Schools.</p> <p><b>Internal Audit</b> - the recharge is based on the regularity audit, but the internal audit team also provides advice and assistance in dealing with fraud and counter fraud measures. The internal audit service has carried out numerous fraud investigations at schools.</p> <p>The support services also run training for school business managers, head teachers and governors regularly. This additionality is covered by General Fund budget.</p>
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<sup>1</sup> including impact of the removal of the funding on children or other people who have one or more of the protected characteristics under the Equality Act 2010 – I do understand that this will have to be estimated without an EqIA having been carried out

<b>Early Help</b>	
<b>Focus of the service provided</b>	<p>The Early Help service provides a collaborative model for early help with all partners involved via TAF approach. It provides holistic family support for families facing multiple and complex needs below the statutory threshold.</p> <p><b>Consistent, reliable and recognisable C4C 'brand'</b> with an agreed operating model;</p> <p><b>A service that is rooted in systemic practice</b> and will operate within a framework of signs of safety and the skills of motivational interviewing;</p> <p>Will therefore be <b>more relational and about</b> families feeling heard and respected even where there is challenge; Less about referring on</p> <p><b>Really embedding the whole family approach.</b></p> <p>Early help support enables families to overcome issues, achieve behavioural change and develop greater resilience moving forward.</p> <p>Early Help focusses;</p> <ul style="list-style-type: none"> <li>• <b>Children not attending</b> school regularly</li> <li>• <b>Prevention</b> of children and young people committing offences</li> <li>• <b>Parenting capacity</b> manifesting itself in significant behavioural issues</li> <li>• <b>Other children who need help</b> e.g. SEMH support</li> <li>• <b>Troubled Families</b></li> <li>• <b>Reduce re-referrals</b> to higher level interventions by focusing our work on <b>sustained change</b> for families;</li> <li>• <b>Prevent family breakdown</b> resulting in care entry. Promotion of resilience in families rather than dependence;</li> </ul> <p><b>Build capacity in universal providers</b> to support children earlier.</p>
<b>The benefit derived by our schools/families/children</b>	<p>In 2016/17 the Early Help service has worked directly with offered support to 687 families, formed of 1375</p> <p>Delivered transition support for 5 primary schools</p> <p>Since Sept 2016 -</p> <p><b>Attended:</b></p> <p>132 vulnerable children meetings</p> <p>212 case consultations with parents/staff</p> <p>61 parenting drop-ins</p> <p><b>Delivered;</b></p> <p>9 employability workshops, 15 parenting workshops and 4 threshold workshops in schools and settings</p> <p>Coordinated and delivered 2 full Team around the School programmes in response to issues of CSE/Gangs and serious youth violence.</p>

	<p>Provided TAS support in relation to SYV to 5 schools and CONEL following critical incident.</p> <p>Directly delivered 3 x 12 week parenting courses</p>
<b>The consequence of reduction or removal of funding</b>	<p>This would cause an inevitable and significant negative impact on vulnerable families and subsequently schools (attendance and attainment) if funding is removed. The Ofsted document '<b>Whose Responsibility</b>' emphasises the system and partnership responsibilities for delivering Early Help. Without continued DSG funding, our partnership support offer will be unable to continue and grow across the borough, leaving settings as the primary family support provider.</p> <p>Additional resource and interventions available to schools in support of reducing exclusions, improving parenting, absence reduction, employment and family support will be significantly reduced creating additional pressure and also risk associated with Ofsted assessments.</p>
<b>Link to CSSB guidance</b>	<p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>The Haringey Early Help partnership offer is a key element of support in the Haringey continuum of need. The Early Help Service is a central plank of the boroughs safeguarding approach. Effective early intervention reduces demand against statutory services and over time will reduce LAC numbers. It cannot be separated from the statutory function of safeguarding undertaken by the council in support of children and young people on the borough. As such this element of funding allocation is within the CSSB guidance.</p>
<b>Any other comment or consideration</b>	<p><a href="#">Early Help in the LA has had a review and restructure. With impacts and changes presented to School Forum for the January 2021 meeting.</a></p>

### Statutory Education Welfare Services

<b>Focus of the service provided</b>	<p>The Education Welfare Service (EWS) undertakes the Local Authority's statutory duty to ensure children registered at our schools attend on a regular basis (as per sections 437 – 447 of the 1996 Education act and subsequent amendments). The service offers additional and discretionary casework in order to improve attendance with both referred families and in a preventative capacity.</p>
<b>The benefit derived by our schools/families/children</b>	<p>Regular attendance is a key aspect in ensuring that our children receive the best start in life.</p> <p>EWS has made a significant and valuable contribution to improving attendance, at both whole school and individual pupil level, and continues to do so. The Education Welfare</p>

	<p>Service also contributes significantly to ensuring that our pupils are safeguarded.</p> <p>Research has clearly demonstrated links between irregular school attendance and lower academic achievement.</p>
<b>The consequence of reduction or removal of funding</b>	<p>Removal of funding would result in EWOs leaving the council; a loss of expertise and experience, and would necessarily reduce the amount and range of work undertaken by the remaining EWOs on behalf of schools.</p> <p>This would have an impact on individual pupil attendance, as EWS focus would have to be on fulfilling the LA's statutory duties rather than casework. More extensive support, currently traded to some schools, would have to cease and focus would have to be on more entrenched cases or in statutory functions only. School staff would have to undertake attendance work as detailed above.</p>
<b>Link to CSSB guidance</b>	<p>Table 8b (page 47): Responsibilities held for all schools:</p> <p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20) School attendance (Sch 2, 16) Responsibilities regarding the employment of children (Sch 2, 18)</p> <p>Responsibilities held for maintained schools only: Inspection of attendance registers (Sch 2, 78)</p>
<b>Any other comment or consideration</b>	<p>Removal of funding of EWS would mean all attendance work and most of the missing children work would have to be undertaken by school staff.</p> <p>There may be issues in relation to continuing to providing the lead for "school safe" alerts.</p>

<b>School standards</b>	
<b>Focus of the service provided</b>	<p>School standards:</p> <ul style="list-style-type: none"> <li>- NLC budgets</li> <li>- School to school support and contingency</li> <li>- Data analysis</li> <li>- Additional SIA support</li> <li>- Conference subsidy</li> </ul>
<b>The benefit derived by our schools/families/children</b>	School standards have improved to the point of 99% of schools rated Good or Outstanding by Ofsted. Support provided through this funding source has been central in supporting this positive trajectory. It has specifically supported school to school collaboration, which is at the heart of driving a school-led model of school improvement
<b>The consequence of reduction or removal of funding</b>	Reduced funding for standards and school to school support for the remainder of the 2017-18 academic year
<b>Link to CSSB guidance</b>	School improvement cannot be covered through CSSB. However, this is not defined and we propose to continue to support school to school working through this funding for the 2017-18 academic year
<b>Any other comment or consideration</b>	<p>It is proposed the reduction to the CSSB overall of £80k will be taken from this budget line. The remaining funding will continue to support school to school working for the remainder of the 2017-18 academic year. De-delegated funding for school standards will also be reviewed and may be lost.</p> <p>From September 2018 Haringey Education Partnership will take over school improvement functions from the Council and this funding source will be reconsidered in full.</p>

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<p><b>Agenda Item</b></p>
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<p><b>Report Status</b></p> <p>For information/note <input checked="" type="checkbox"/></p> <p>For consultation &amp; views <input type="checkbox"/></p> <p>For decision <input checked="" type="checkbox"/></p>
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**Report to Haringey Schools Forum – 14<sup>th</sup> January 2021**

<p><b>Report Title: Dedicated Schools Budget Modelling for 2021-22 / Projected Out-turn for 2020-21 DSG.</b></p>
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**Purpose:**

1. To provide analysis and conclusion of the consultation sent to all Haringey primary and secondary schools on the 2021-22 schools funding formula.
2. Update on 2020-21 Financial position at period 8.
3. Update of Deficit Recovery Plan as detailed in appendix c.

**Recommendations:**

- 1) School forum to decide the preferable model for 2021-22 DSG allocation. The funding share based on the consultation survey results is the LA recommended option. The recommendations are listed in 3.4 of the report but the LA recommendations are detailed below
  - Growth fund to be set at £1.1M for the financial year 2021-22.
  - Maintain a 0% transfer to the High Needs Block.
  - The Minimum Funding Guarantee (MFG) remains between +0.5% and +2.0% per pupil and is set at +1.98%.

- Block transfer of £122,000 Education Welfare Services budget to Central block.
- £60K to be provided for the Split Site for the single Nursery School in the borough with a split site.
- De-delegation of £132K for Trade Union Representation.

2) But, School's forum may propose alternative options.

## 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 announced that there will be no changes for 2021-22. The "hardening" of the formulas is still being reviewed by central government and will be reported back when the DfE confirm implementation.
- 1.3 In light of above each local authority will continue to set a local school's formula, in consultation with local schools.
- 1.4 The final DSG block allocation for 2021-22 was published on 15<sup>th</sup> December 2020. The Teachers Pay Grant and Teacher Pension Grants have been rolled into the main DSG for 2021-22. The modelling figures used in the consultation have adjusted for this so Schools can make comparisons a "like for like" basis.
- 1.5 This paper sets out a summary of DSG's four blocks' financial position for the financial year 2021-22 and the strategy for DSG formula for Schools Budget Share allocations for the financial year 2021-22..
- 1.6 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf)
- 1.7 The DSG is continues to be divided into four notional blocks:
  - Schools, High Needs, Early Years, and Central School Services Block.
- 1.8 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 2023-24.

- 1.9 The ESFA have published the allocations tables and supporting documents which show how much funding each local authority will receive, and how that funding has been calculated can be found at:  
<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2021-to-2022>

Further breakdown of the funding blocks for Haringey can be found:  
<https://skillsfunding.service.gov.uk/view-latest-funding/local-authority/statement/309>

- 1.10 The conditions of grant have also been updated on the 17<sup>th</sup> December 2020. This includes changes to treatment of deficits and reporting, and can be found:  
<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2021-to-2022/dsg-conditions-of-grant-2021-to-2022>

## **2 School Funding Formula 2021-22**

- 2.1 Following the Schools Forum on 3rd December 2020, all schools in Haringey were consulted on the local funding factors to the Haringey 2021-21 Schools Funding Formula. Primary and Secondary Schools were to vote for the most appropriate principles to be followed in distributing the 2021-22 Schools Block funding, including:
- (a) Growth Fund budget to be set different to the indicative budget allocation.
  - (b) The transfer 0.0% out of the Schools Block into the High Needs Block
  - (c) Set the Minimum Funding Guarantee (MFG) between +0.5% and +2.0% per pupil
  - (d) Education Welfare top slice.
  - (e) Split Sites for Nursery Schools.
  - (f) Continuing historic de-delegation arrangements.
- 2.2 The final APT was not published until 15<sup>th</sup> December 2020 for Local Authority to calculate schools funding using October 2020 Census. The conditions of grant were also updated on December 17<sup>th</sup> 2020. The consultation was factored on the premises of a like for like comparison. So the final APT may differ from any modelled costing provided during the consultation period.
- 2.3 The LA's position is to devolve maximum funding to schools and adhere to as closely as possible to the "hard" NFF, as agreed with Schools Forum in previous years.
- 2.4 The LA can choose not to agree with School Forum decision relating to Block Transfers and make a case with the Secretary of State. But this is not being considered in this instance.
- 2.5 Revised calculations for 2021-22 have been circulated prior to Schools Forum and are attached with different models for comparison purposes as attached on appendix A

## **3 Consultation Response**

- 3.1 Following consultation with the Schools Forum on 3<sup>rd</sup> December 2020, all schools in Haringey were consulted on the proposed changes for 2021-22 to the Council's Schools Funding Formula.

- 3.2 The consultation started on 7<sup>th</sup> December, with a deadline of 17<sup>th</sup> December 2020 for responses from Head teachers and Chairs of Governors.
- 3.3 The breakdown results of the consultation survey are supplied in Appendix A. It should be noted that there has been a steady increase in the last 3 years of Schools engagement in the consultation process. The process for 2019-20 saw a collective response of 11, The response for 2020-21 totalled 37, and the total responses for the 2021-22 consultation is 55. The move to using e-forms should have helped ease administrative burdens and encouraged engagement.
- 3.4 The following table A. shows the leading choices and total responses received for all options – based on modelling of the Schools Block with the Indicative APT and October 2019 census figures – which were available at the time of consultation. There is a column that detail the decisions and how it effects the APT funding:

Table A: Consultation Results.

Consultation Question	Results (Highest total votes)	Affect to 2021-22 APT (Schools)
<b>Growth:</b> To set Growth Funding Budget at £1.100m (Indicative Budget is £1.199m)* as stated in December School Forum. £99k will be put back through the formula to protect Tiverton School uptake due to the closure of Stamford Hill	Growth Budget to be set at £1.100M.	Through the APT tool the Growth Budget is set at £1.100M with any difference being routed through the main APT. All primary and secondary schools have access to the growth fund. Any remaining balances at Year End – will be presented to School Forum to decide distribution.
<b>High Needs Block Transfer:</b> To set a %age of High Needs Block transfer from DSG Allocation.	There will be a 0% transfer of Schools Block Funding into the High Needs Block.	The Schools Block will not be contributing to the High Needs Block for 2021-22.
<b>Education Welfare:</b> Block transfer of £122,000 for Education Welfare Service budget to Central Block to ensure all schools and academies have contributed a fair amount to fund the services for the financial year 2021-22	£122k will be top sliced from the Schools Block to support the Education Welfare Service.	The arrangement for top slicing a contribution from Schools Block to support the Education Welfare Service will continue for 2021-22.
<b>Nursery Split Sites:</b> Nursery Split Site funding of £60k for one Nursery School to be continued for 2021-22	£60k has been agreed to support the split site Nursery.	This will be top sliced from Schools Block to support the Nursery in question to ensure parity across the Borough.
<b>De-Delegated Factors:</b> De-delegated factors within the APT remain the same as 2020-21 APT: <b>including A: Schools in Financial Difficulty £179,000:</b> LA Maintained Primary and Secondary Schools contributing £7.70 per AWPU and <b>B:Trade Union Representation £135,739:</b> LA Maintained Primary and Secondary Schools contributing £5.80 per AWPU.	No to A (Schools in Financial Difficulty) , Yes to B (Trade Union Representation).	There is no Schools in Financial Difficulty Fund for 2021-22. The de-delegation pot has reduced when compared to 2020-21. There is a larger share to be distributed directly to Schools through the main formula funding route. The Trade Union funding has been agreed for 2021-22. The rates will continue at the same amount as previous years.

## Finance Recommendations for 2021-22

3.5 Based on the consultation the following recommendation are made:

3.5.1 Growth fund to be set at £1.1M for the financial year 2021-22. To protect the amalgamation of Stamford Hill pupils moving to Tiverton.

3.5.2 Maintain a 0% transfer to the High Needs Block. The maximum allowable without making a disapplication would have been £xx or 0.25% of Schools Block total budget.

3.5.3 The Minimum Funding Guarantee (MFG) remains between +0.5% and +2.0% per pupil. Setting capping outside these parameters will require DfE approval. The recommended model has the MFG set at 1.98%

3.5.4 Block transfer of £122,000 Education Welfare Services budget to Central block, because it provides a maximum increase in school budget.

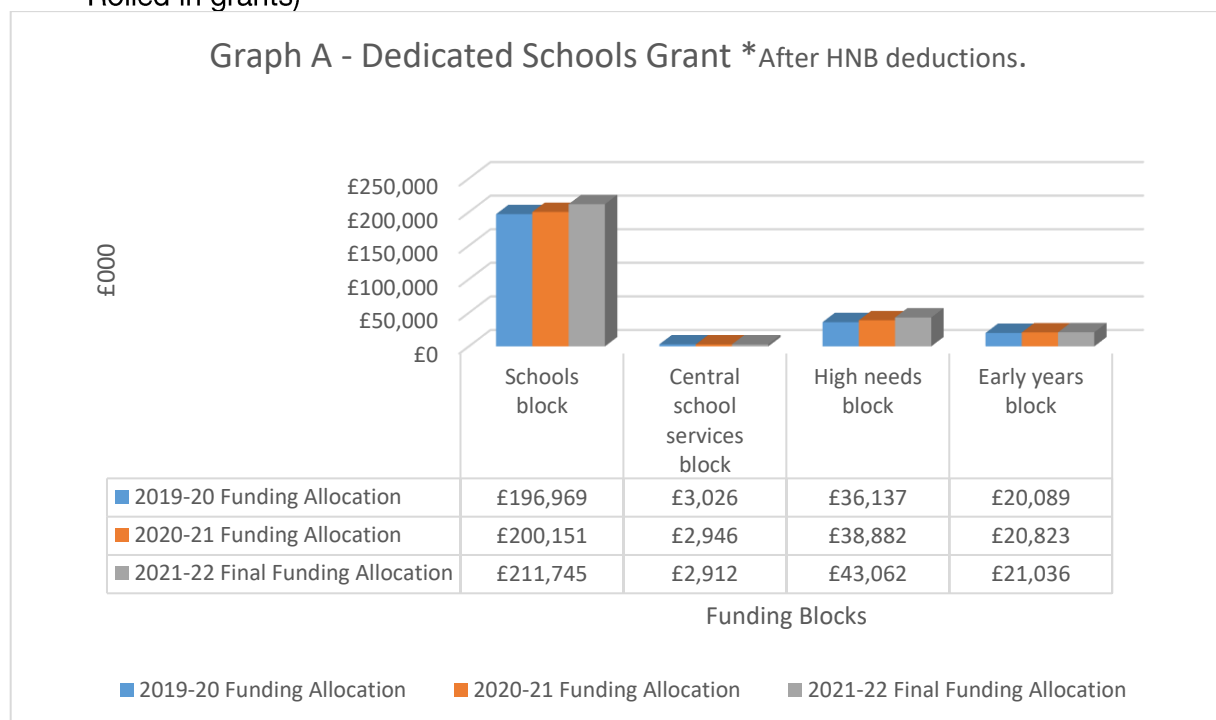
3.5.5 £60K to be provided for the Split Site for the single Nursery School in the borough with a split site.

3.5.6 De-delegation of £132K for Trade Union Representation.

3.6 However Schools Forum can choose propose alternatives. All the different modelling scenarios are attached on Appendix B – and this has been circulated to all schools prior to School Forum.

## 4 Dedicated Schools Grant Allocation 2021-22

4.1 Graph A represents funding allocation compared year on year for each block. (Included Rolled in grants)



- 4.2 Dedicated schools grant (DSG) allocation for financial year 2021 to 2022, prior to academy recoupment and after high needs deductions is presented in Table B below. \*It is inclusive of rolled in Teacher's Pay Grant and Teachers Pension Employers Contribution Grant (TPEGG) in the Schools Block.

<b>Table B: DSG Funding Breakdown</b>	<b>2021-22 Final Funding Allocation</b>
<b>Schools block</b>	£211,745
<b>Central school services block</b>	£2,912
<b>High needs block</b>	£43,062
<b>Early years block</b>	£21,036
<b>DSG Total Allocation</b>	<b>£278,755</b>

- 4.3 Budget Setting for Early Years and High Needs Block is set with the respective council services. The detailed information is shared with the relevant working groups in the first instance.

## 5 Projected Outturn of Dedicated Schools Grant 2020-21

- 5.1 The predicted DSG forecast financial position for the financial year 2010-21 at period 8 is a £5.335m in year deficit. The HNB continues the main material pressure to the DSG.
- 5.2 A detailed reporting on HNB and EYB will be presented by the services and are discussed in detail at these working groups.

**Table B: 2020-21 Haringey DSG Out-turn.**

<b>2020-21 DSG Budget Forecast @ P8</b>	<b>Schools Block (£000)</b>	<b>Central (£000)</b>	<b>High Needs (£000)</b>	<b>Early years (£000)</b>	<b>Total (£000)</b>
Schools Block DSG funding settlement	130,166.44	2,945.89	38,942.50	20,823.13	192,877.96
Schools Block to High Needs Block (0.25%)	0.00	0.00	0.00	0.00	0.00
Growth Fund	0.00	0.00	0.00	0.00	0.00
Additional SEN funding	0.00	0.00	0.00	0.00	0.00
<b>Total funding Allocation</b>	<b>130,166.44</b>	<b>2,945.89</b>	<b>38,942.50</b>	<b>20,823.13</b>	<b>192,877.96</b>
<b>Projected Expenditure</b>	<b>130,166.44</b>	<b>2,953.88</b>	<b>44,220.84</b>	<b>20,871.99</b>	<b>198,213.15</b>
In year Position	0.00	-7.99	-5,278.34	-48.86	-5,335.19
B/fwd Balances	0.00	-10.26	-10,066.96	-107.53	-10,184.75
<b>Net Position</b>	<b>0.00</b>	<b>-18.25</b>	<b>-15,345.30</b>	<b>-156.39</b>	<b>-15,519.94</b>

- 5.3 Period 9 out-turn will be presented in February 2021 to Schools Forum.

## 6 Dedicated Schools Grants (DSG) Deficit recovery Plans Update

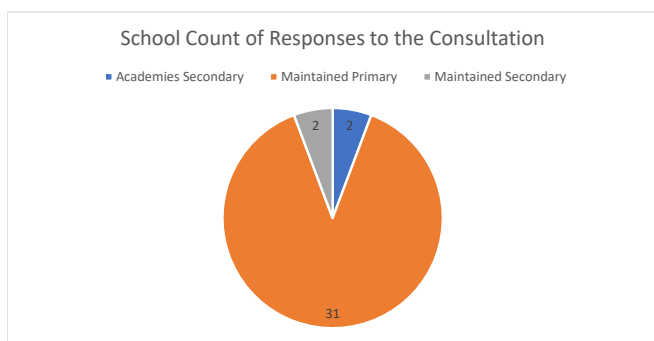
- 6.1 The conditions of grant update as referenced in 1.10 – detail guidance on further conditions relating to DSG overspends and deficits. Essentially if the Department requests details and plans of recovery, the LA must engage and be able to provide any information that is requested. The guidance concludes with the following statement:  
*“The Secretary of State reserves the right to impose more specific conditions of grant on individual local authorities that have an overall deficit on their DSG account, where he believes that they are not taking sufficient action to address the situation.”*
- 6.2 The Head of Service for SEND provided the overarching strategy for the Deficit Recovery Plan at the December forum. The current status is the need to draw together the different LA working groups that are engaged with High Needs as these individual projects all dove tail into reducing the deficit. This includes Haringey’s SEND Review and Alternative Provision work
- 6.3 The template from the DfE will be used to record and report back the progress to Schools Forum. Please refer to the link see an example and lay out of the workbook.  
<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-deficit-management-plan>
- 6.4 A progress report taking extracts from this template will be presented at future School Forums.
- 6.5 The current plans for any underspends in specific school funding segments i.e. Growth Fund – is to highlight these variances to Schools Forum and agree a treatment. Some underspends may be required to meet the deficit recovery.
- 6.6 Recovery plans should be discussed with Schools’ Forums and be signed off by the local authority’s chief financial officer (CFO) before the plans are submitted to the DfE. Therefore, we plan to provide Schools Forum with recovery plan updates throughout the academic year.
- 6.7 Updates from the DfE regarding DRPs will be provided to Schools Forum when they are received.

End of Report

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## Appendix A

## Haringey Schools - APT -2021 - 22 Local Funding Consultation Survey Results - Breakdown



A total of 55 responses were received through the survey link. After vetting for returns to remove ineligible votes, including 2 School Business Manager, 1 Nursery School, 2 votes that did not include the voter designation, 1 vote that did not state the School and 1 doubled Governor vote from a School. The total eligible vote count numbered **48**.

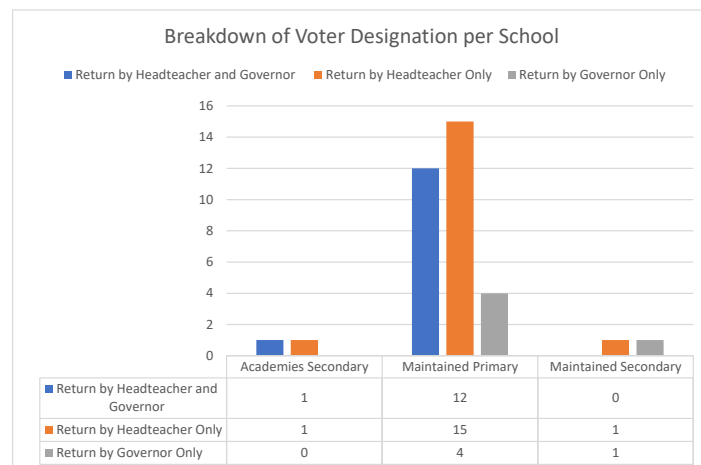
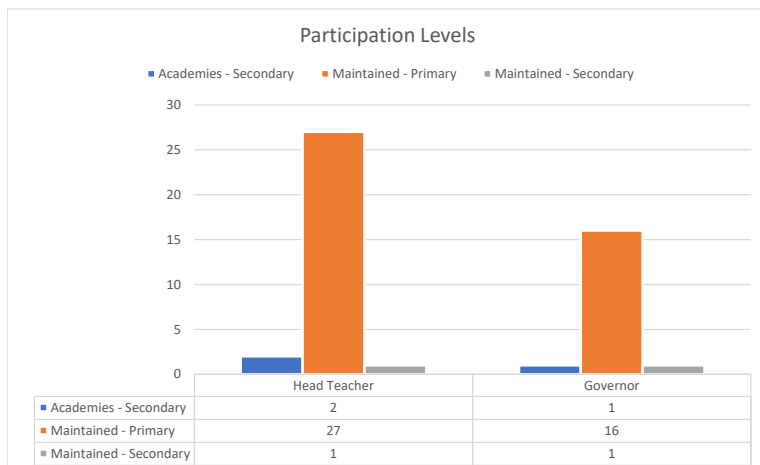
These 55 responses came from 41 Schools (plus an additional 1 vote not stating the School). After vetting this meant that **35** Schools had voter representation.

The breakdown of School Type can be found in the chart: [“School Count of the Responses to the Consultation”](#).

The chart [“Participation Levels”](#) detail the breakdown the votes by Head teacher of Governor.

The chart [“Breakdown of Voter Designation per School”](#) detail the total numbers where a school has either had:

a) Headteacher and Governor vote, b) a headteacher vote only or c) a Governor vote only. \*As part of the consultation all eligible schools effectively have 2 chances to register a vote for the local funding formula factors. For further details of the actual vote results please review [“Haringey Schools APT 2021-22 Survey Results”](#).



## Haringey Schools APT 2021-22 Survey Results

Survey Questions	Answers	Maintained Responses		Academies Responses	
		Head teacher Votes	Chair of Governors Votes	Head teacher Votes	Chair of Governors Votes
<b>Growth:</b> To set Growth Funding Budget budget at £1.100m (Indicative Budget is £1.199m)* as stated in December School Forum. £99k will be put back through the formula to protect Tiverton School uptake due to the closure of Stamford Hill	Yes	24	16	1	1
	No	4	1	1	0
	Skipped	0	0	0	0
<b>High Needs Block Transfer:</b> To set a %age of High Needs Block transfer from DSG Allocation.	0%	26	15	1	1
	0.25%	1	2	1	0
	Skipped	1	0	0	0
<b>Education Welfare:</b> Block transfer of £122,000 for Education Welfare Service budget to Central Block to ensure all schools and academies have contributed a fair amount to fund the services for the financial year 2021-22	Yes	20	13	1	1
	No	8	4	1	0
	Skipped	0	0	0	0
<b>Nursery Split Sites:</b> Nursery Split Site funding of £60k for one Nursery School to be continued for 2021-22	Yes	18	11	2	1
	No	10	6	0	0
	Skipped	0	0	0	0
<b>De-Delgated Factors *1:</b> De-delgated factors within the APT remain the same as 2020-21 APT: including <b>A: Schools in Financial Difficulty £179,000:</b> LA Maintained Primary and Secondary Schools contributing £7.70 per AWPU and <b>B:Trade Union Representation £135,739:</b> LA Maintained Primary and Secondary Schools contributing £5.80 per AWPU.	Yes to A & B	6	7	0	0
	Yes to A, No to B	1	0	0	0
	No to A, yes to B	20	10	0	0
	Skipped	1	0	2	1
<b>Total Voters</b>		<b>28</b>	<b>17</b>	<b>2</b>	<b>1</b>
<b>Grand Total</b>		<b>48</b>			

\*1 - The actual De-delgated amounts have changed due to the APT formula. The TU representation amount is now £132,721.

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## Appendix B

## Haringey : Authority Proforma Tool Factors for 2021-22

The table below charts an individual School Budget based on the local factors - listed in the consultation process.

2021 - 2022 Schools Budget Comparison			Formula Factors	Consultation Results: Model 1	Consultation Results: Model 2	Consultation Results: Model 3	Consultation Results: Model 4
			DSG Allocation	211,745,094	211,745,094	211,745,094	211,745,094
Item in Blue: Funding directly passported to Schools (Post De-Delgated budget)	Growth Fund			1,100,000	1,100,000	1,100,000	1,100,000
	Hign Needs Block			0	507,692	0	507,692
	Education Welfare			122,000	122,000	122,000	122,000
Item in Gray: Funding for de-delgated function, retained for other services, & Growth funds supporting schools	Nursery Split Site			60,000	60,000	60,000	60,000
	School in Financial Difficulty			0	0	176,199	176,199
	Trade Union			132,721	132,721	132,721	132,721
URN	LAESTAB	School Name	Type	210,330,373	209,822,680	210,154,174	209,646,481
2002	3092002	Belmont Junior School	Primary	1,273,906	1,271,129	1,272,174	1,269,396
2003	3092003	Belmont Infant School	Primary	1,071,281	1,069,005	1,069,895	1,067,619
2004	3092004	Bounds Green Junior School	Primary	1,613,073	1,609,419	1,610,763	1,607,109
2005	3092005	Bounds Green Infant School	Primary	1,446,529	1,443,291	1,444,489	1,441,251
2008	3092008	Campsbourne Junior School	Primary	1,252,681	1,249,932	1,251,010	1,248,261
2009	3092009	Campsbourne Infant School	Primary	995,922	993,818	994,575	992,470
2015	3092015	The Devonshire Hill Nursery & Primary School	Primary	2,009,562	2,004,970	2,006,875	2,002,283
2020	3092020	Earlsmead Primary School	Primary	2,068,449	2,063,287	2,065,569	2,060,407
2022	3092022	Highgate Primary School	Primary	2,117,915	2,113,055	2,114,658	2,109,798
2025	3092025	Lancasterian Primary School	Primary	2,103,478	2,098,620	2,100,691	2,095,833
2029	3092029	Coldfall Primary School	Primary	2,946,587	2,939,585	2,941,760	2,934,757
2031	3092031	Tetherdown Primary School	Primary	1,978,247	1,973,735	1,975,044	1,970,531
2041	3092041	Rokesly Junior School	Primary	1,689,461	1,685,637	1,686,920	1,683,096
2042	3092042	Rokesly Infant & Nursery School	Primary	1,303,219	1,300,364	1,301,294	1,298,439
2045	3092045	South Harringay Junior School	Primary	1,155,412	1,152,936	1,153,856	1,151,381
2046	3092046	South Harringay Infant School	Primary	1,089,839	1,087,531	1,088,484	1,086,175
2047	3092047	* Stamford Hill Primary School	Primary	0	0	0	0
2051	3092051	West Green Primary School	Primary	1,242,831	1,240,130	1,241,307	1,238,605
2057	3092057	Tiverton Primary School	Primary	2,156,693	2,151,980	2,153,967	2,149,254
2058	3092058	Coleridge Primary School	Primary	4,026,047	4,016,390	4,019,594	4,009,937
2062	3092062	Welbourne Primary School	Primary	2,751,209	2,744,767	2,747,567	2,741,125
2063	3092063	Lea Valley Primary School	Primary	2,360,173	2,354,593	2,357,016	2,351,436
2065	3092065	Ferry Lane Primary School	Primary	886,955	885,191	885,939	884,175
2072	3092072	Rhodes Avenue Primary School	Primary	2,906,749	2,899,848	2,901,890	2,894,990
2075	3092075	Crowland Primary School	Primary	2,084,361	2,079,525	2,081,458	2,076,622
2076	3092076	Weston Park Primary School	Primary	1,056,882	1,054,717	1,055,396	1,053,230
2077	3092077	The Willow Primary School	Primary	2,267,200	2,261,865	2,264,089	2,258,754
2078	3092078	Alexandra Primary School	Primary	2,038,432	2,033,722	2,035,676	2,030,966
2079	3092079	Stroud Green Primary School	Primary	1,647,152	1,643,436	1,644,942	1,641,226
2080	3092080	Earlham Primary School	Primary	1,768,033	1,764,023	1,765,746	1,761,736
2082	3092082	Lordship Lane Primary School	Primary	2,983,686	2,976,580	2,979,513	2,972,407
2083	3092083	Bruce Grove Primary School	Primary	1,933,239	1,928,802	1,930,668	1,926,230
2084	3092084	Risley Avenue Primary School	Primary	2,869,700	2,862,904	2,865,742	2,858,946
2085	3092085	Muswell Hill Primary School	Primary	1,995,330	1,990,724	1,992,104	1,987,498
2088	3092088	Seven Sisters Primary School	Primary	1,836,982	1,832,801	1,834,803	1,830,622
3000	3093000	St Aidan's Voluntary Controlled Primary School	Primary	1,094,037	1,091,709	1,092,466	1,090,138
3001	3093001	The Mulberry Primary School	Primary	3,409,474	3,401,299	3,404,854	3,396,679
3302	3093302	St Michael's CofE Voluntary Aided Primary Scho	Primary	1,891,088	1,886,659	1,888,015	1,883,587
3303	3093303	St James Church of England Primary School	Primary	1,215,829	1,213,138	1,213,935	1,211,244
3306	3093306	St Mary's CofE Primary School	Primary	2,520,055	2,514,009	2,516,451	2,510,406
3500	3093500	Our Lady of Muswell Catholic Primary School	Primary	1,870,417	1,866,042	1,867,499	1,863,124
3501	3093501	St Francis de Sales RC Junior School	Primary	1,821,437	1,817,188	1,818,911	1,814,663
3502	3093502	St Ignatius RC Primary School	Primary	1,874,297	1,869,912	1,871,710	1,867,325
3503	3093503	St Mary's Priory RC Junior School	Primary	1,236,570	1,233,826	1,234,884	1,232,140
3504	3093504	St Paul's RC Primary School	Primary	1,127,822	1,125,358	1,126,336	1,123,872
3505	3093505	St Mary's Priory RC Infant School	Primary	846,186	844,447	845,178	843,438
3506	3093506	St Peter-in-Chains RC Infant School	Primary	517,920	517,025	517,335	516,440
3507	3093507	St Francis de Sales RC Infant School	Primary	1,447,497	1,444,211	1,445,588	1,442,301
3508	3093508	St Martin of Porres RC Primary School	Primary	900,945	899,064	899,705	897,825
3509	3093509	St Gildas' Catholic Junior School	Primary	977,487	975,410	976,132	974,055
3510	3093510	St John Vianney RC Primary School	Primary	1,195,971	1,193,332	1,194,385	1,191,746
3511	3093511	Chestnuts Primary School	Primary	2,189,962	2,184,783	2,186,813	2,181,633
3512	3093512	North Harringay Primary School	Primary	2,179,089	2,173,941	2,175,909	2,170,761
4029	3094029	Hornsey School for Girls	Secondary	5,680,347	5,660,135	5,674,425	5,660,213
4030	3094030	Highgate Wood Secondary School	Secondary	8,596,277	8,574,536	8,586,536	8,564,795
4032	3094032	Fortismere School	Secondary	8,299,829	8,278,583	8,289,695	8,268,450
4033	3094033	Gladesmore Community School	Secondary	10,239,996	10,214,195	10,230,125	10,204,324
4037	3094037	Park View School	Secondary	8,711,561	8,689,486	8,702,752	8,680,677
2011	3092011	Eden Primary	Primary Academy	1,001,650	999,530	1,001,650	999,530
2012	3092012	Brook House Primary School	Primary Academy	2,422,015	2,416,272	2,422,015	2,416,272
2016	3092016	Harris Primary Academy Coleraine Park	Primary Academy	2,397,575	2,391,876	2,397,575	2,391,876
2021	3092021	Harris Primary Academy Philip Lane	Primary Academy	2,184,517	2,179,361	2,184,517	2,179,361
2028	3092028	Noel Park Primary School	Primary Academy	2,942,210	2,935,111	2,942,210	2,935,111
2030	3092030	Trinity Primary Academy	Primary Academy	2,437,881	2,432,073	2,437,881	2,432,073
2037	3092037	Holy Trinity CofE Primary School	Primary Academy	1,000,820	998,686	1,000,820	998,686

3300	3093300	St Paul's and All Hallows CofE Infant School	Primary Academy	647,193	645,967	647,193	645,967
3304	3093304	St Ann's CE Primary School	Primary Academy	1,032,676	1,030,295	1,032,676	1,030,295
3307	3093307	St Michael's CofE Primary School	Primary Academy	883,135	881,167	883,135	881,167
3308	3093308	St Paul's and All Hallows CofE Junior School	Primary Academy	951,551	949,543	951,551	949,543
4031	3094031	Duke's Aldridge	Secondary Academy	8,084,546	8,063,855	8,084,546	8,063,855
4034	3094034	Woodside High School	Secondary Academy	9,379,094	9,355,058	9,379,094	9,355,058
4036	3094036	Alexandra Park School	Secondary Academy	7,640,890	7,621,331	7,640,890	7,621,331
4703	3094703	St Thomas More Catholic School	Secondary Academy	8,453,733	8,432,010	8,453,733	8,432,010
4705	3094705	Heartlands High School	Secondary Academy	9,203,307	9,179,859	9,203,307	9,179,859
6905	3096905	Greig City Academy	Secondary Academy	7,008,454	6,990,446	7,008,454	6,990,446
4000	3094000	Harris Academy Tottenham	Primary Academy	7,887,816	7,867,641	7,887,816	7,867,641

	Averages						
	Averages	Primary	Primary	1,759,307.57	1,755,276.72	1,756,822.21	1,752,791.36
	Averages	Secondary	Secondary	8,305,601.77	8,284,587.05	8,296,706.73	8,275,692.01
	Averages	Primary Academy	Primary Academy	2,149,086.52	2,143,959.99	2,149,086.52	2,143,959.99
	Averages	Secondary Academy	Secondary Academy	8,295,004.09	8,273,759.83	8,295,004.09	8,273,759.83

\* Stamford Hill Budget requires further adjustment for Closure













## Agenda Item



## Report Status

For information/note ☒  
 For consultation & views  
 For decision

### Report to Haringey Schools Forum – 14<sup>th</sup> January 2021

**Report Title: Schools in Financial Difficulty Programme Update**

#### Authors:

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#### Purpose:

1. To follow up on previous report on Schools in Financial Difficulty programme.
2. To include further impact analysis and how school finance supported schools who signed up for the programme.

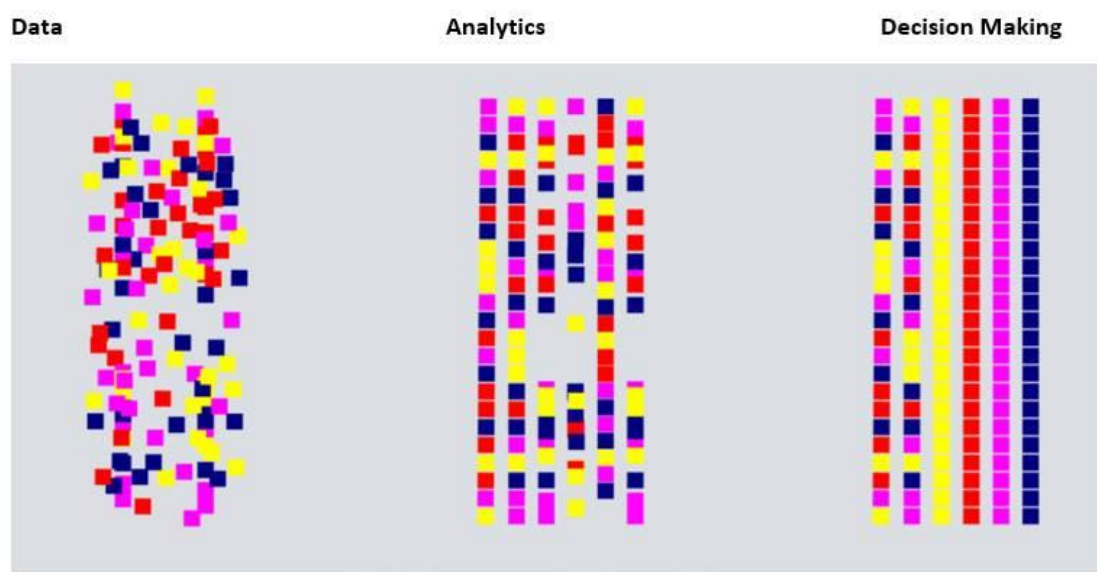
## 1 Introduction.

- 1.1 The Haringey Schools Finance Team made a successful bid at Schools Forum to run a programme to support Schools in Financial Difficulty (SiFD). This was presented at and the reconfirmed in February 2020.
- 1.2 The School in Financial difficulty program was then officially approved in July 2020 by the school's forum. Schools finance started supporting schools from September 2020.
- 1.3 The service is a new service for schools. Initial feedback from our schools have been provided in **appendix A**.

## 2 Direct Impact

- 2.1 The schools finance team support schools in financial difficulty with one to one support. The team work directly with school business managers to ensure they improve and enhance budget monitoring and control functions to support school leadership team with timely and accurate information. This includes
  - Licence deficit applications
  - Restructure reviews
  - Detailed variance and risk analysis
  - Integrated curriculum led Financial planning
  - Financial Health checks
- 2.2 Our engagement with clients has allowed for standardisation of reporting and information gathering. The overall aim of Schools Finance's involvement is to empower schools to have a stronger understanding of their finances to support strategic decision making for school senior leadership teams.

This picture illustrates the aim of School's Finance involvement in the decision-making process.



The programme aims to improve the decision-making process for our schools. Currently too much time is spent on data-gathering and collating

source data into meaningful analysis to support decision making. Schools Finance aim to work with schools to make these processes as seamless as possible so that data is presented in a manner that allows decision makers to make informed decisions based on high quality data and effective analysis of this.

- 2.3 The table below shows a comparison of external service providers compared to the Council Traded Services offer.

**SiFD Schools - Potential Savings. Key**

	Average Consultant *	LA Annual Price	Difference on Average
Nursery	10,000	7,500	2,500
Primary	10,000	7,500	2,500
Secondary	12,000	10,000	2,000
Special	10,000	7,500	2,500

\* Information obtained from schools we are currently supporting. The average consultant charge is based on SLAs charge with their previous external consultants.

- 2.4 The table below shows savings that schools have made by signing up for SiFD

**Schools in Financial Difficulty (Finance Support) Financial Breakdown - Estimated Savings**

**Potential Savings to Schools met by Schools in Financial Difficulty Programme**

		Primary	Secondary	Nursery	Special	Total	
	Average Saving	£10,000	£12,000	£10,000	£10,000		Monthly Saving
Actuals	April	3	1	0	0	4	£3,500.00
	May	3	1	0	0	4	£3,500.00
	June	3	1	0	0	4	£3,500.00
	July	4	1	0	0	5	£4,333.33
	August	4	1	0	0	5	£4,333.33
	September	6	1	0	0	7	£6,000.00
	October	8	1	1	0	10	£8,500.00
	Total Actuals (Apr - Oct)						£33,666.67
Forecast	November	10	1	1	0	12	£10,166.67
	December	10	1	1	0	12	£10,166.67
	January	10	1	1	0	12	£10,166.67
	February	10	1	1	0	12	£10,166.67
	March	10	1	1	0	12	£10,166.67
	Total Forecast (Nov - Mar)						£50,833.33
	<b>Total Savings</b>	<b>£67,500</b>	<b>£12,000</b>	<b>£5,000</b>	<b>£0</b>		<b>£84,500.00</b>

**\*These figures are indicative potential savings.**

**Case Study 1:** A school applied for a licensed deficit through a consultant. The external consultant charges were £400 per day to the school, working with the school's business manager to complete a cash flow forecast and three years' budget profile for the school to show the viability of the schools' financial position. The total cost to the school for the external support with the licenced deficit application was £1,200 (three days support).

The council supported 6 schools during the last 6-8 months with the licenced deficit applications without the need for schools to hire external consultants.

**Case Study 2:** Supporting schools with financial health check: the health check provides high level assessment of finances and financial processes within schools. The aim of health check report provides a direction of travel for schools to investigate further if they are significant variances. See attached Case Study 2 – Financial health check report

There has been a positive feedback on the presentation of the health check report as it provides structure and a process for schools to approach the review of their financial operations. This helped one school to accept the need to review their cost of the structure, through evidence-based analysis. We are in process of completing further financial health check programme with more in the pipeline to support in 2021.

**Case Study 3:** Budget monitoring report: Standardisation of reporting makes it easier for headteachers and schools' governors to understand the financial position of their school.

We have developed new reporting templates for our schools. We have trialled this with 3 schools. We have received positive feedback on this from headteachers and school governors. This will be rolled out to all our clients. See attached Case Study 3.

The above is just an example for strategic direction we have taken to support all our schools business managers ,not only those schools in financial difficulty, but we are promoting a consistent approach to provide better financial information to their head teachers and the council for informed decision making.

### 3 Indirect Impact (Qualitative)

- 3.1 School Business Managers (SBM) Training sessions have been delivered to SBMs to assist with improving and standardising financial knowledge and understanding and processes and standards across Haringey schools. This also gives a chance for SMBs to engage with the schools' finance team on a regular basis. We have initiated these sessions for SBMs, headteachers and Governors from 2019. Anonymised feedback samples from the sessions has been provided in Appendix A.
- 3.2 SBMs have been trained on Schools Financial Value standards tool last year to support their senior leadership team (SLT) team understanding their school's key performance indicators and interpret their school's financial performances.

This has been delivered to business manager at no additional cost to schools because many Schools rely on external consultant to provide this information for submission to the Local Authority.

### 3.3 Quality of Year end returns 2018 -19 & 2019 – 20

Financial Year	No of Schools	Un-reconciled	Reconciled
FY 2018-19	63	80%	20%
FY 2019-20	63	40%	60%

In 2018-19 80% of Year End Returns from schools were un-reconciled and some were returned with issues that included the following:

1. Opening balances were not reconciled with the council books.
2. Income statements and balance sheet were not reconciled.
3. Miscoding of grants to various CFR codes.

One of the major issues with un-reconciled income statements and balance sheet means, school business manager will not be able to correctly calculate their schools cash flow requirement. School finance provided a template to schools to calculate schools cash flow requirements for the next 12 months. (The 3 major financial returns are Income and Expenditure Statement, Balance Sheet and Cash Flow – these must all reconcile).

Due to the above issues there is added administrative burden on LA and Schools SBMs as it raises a high level of financial risk and concern on credibility of schools' return. The School Finance Team have looked to alleviate these pressures and added efficiency and regulation to processes.

In the 2019-20, the quality of return improved considerably. This was achieved due to increase engagement with SBMs including training, introduction of templates & tools such cash flow and APT budget tool, and the implementation of NOVUS system.


NOVUS for year-end helped in the following ways:

1. Improved data collection via a portal not using excel documents minimise administrative burden and errors. Positive comments from some SBMs that changes in process was quicker and easier.
2. Gateway check on NOVUS portal, prompt school schools to check their income statement and balance sheet reconcile before submission to the LA. The portal will not allow school to submit un-reconciled returns to the LA.
3. Return via portal allow a dashboard review of school's progress in submitting returns to allow the LA to be proactive in supporting school to complete their statutory obligations.

To conclude this update examples of customer feedback are included below.

APPENDIX A: Customer Feedback

Training Session Feedback - Samples



Governor Training - Finance for Governors

Chat

Files

Meeting Notes

+

Join

10

⋮

(Guest) 11/5 10:58 AM


Great. these templates are great. Thanks

(Guest) 11/5 11:24 AM

Great presentation guys

(Guest) 11/5 11:10 AM

Thank you, this was really helpful



Briefing: Schools Financial Value Standards

Chat

Files

Meeting Notes

+

Join

14

⋮

(Guest) 10/16 11:38 AM

Thank you. This was very helpful

👍 1

(Guest) 10/16 11:40 AM

Benchmarking is very useful in terms of trying to find a similar special school to ours at very difficult.


👍 1

is

Feedback from the Headteacher in reference to Budget Monitoring Report (Case Study 3)

Retention Policy Haringey Global Retention (7 years)

Expires 17/11/2027

 You forwarded this message on 19/11/2020 15:18.

My goodness Ali, your report is amazing! Thank you so much for your hard work; I think that the Governors will really appreciate it – it provides them with all the information that they have been asking for and is so succinct and clear.

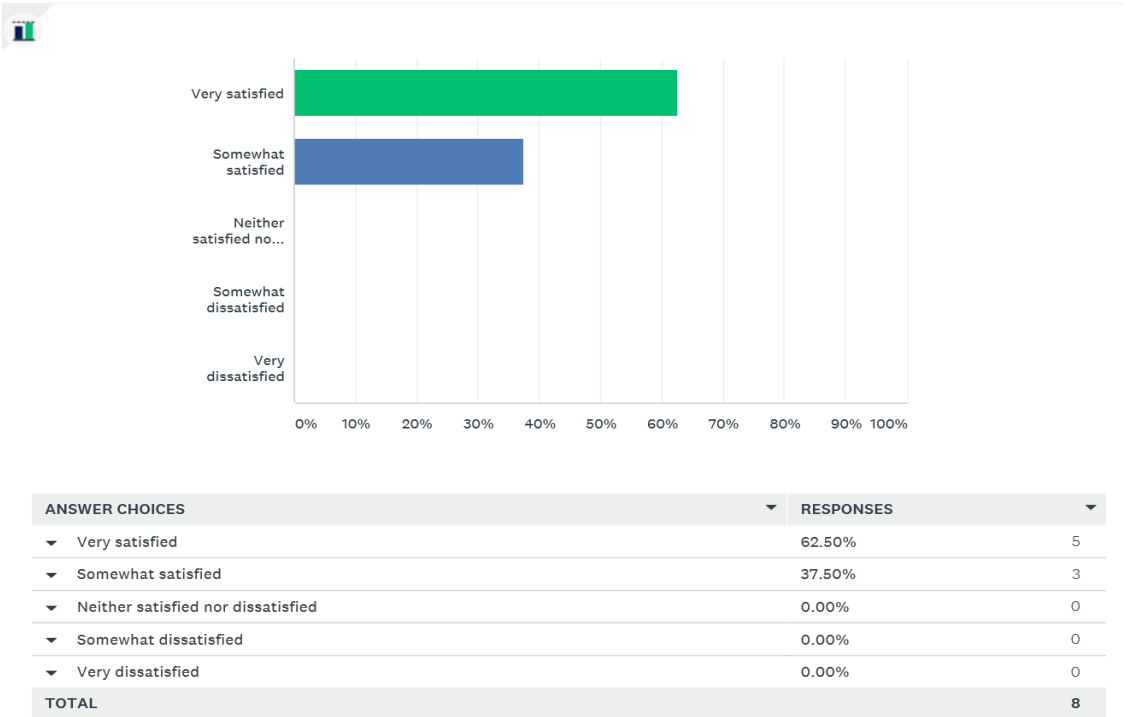
I just have one question; under 'Teaching Staff, point 2' we took out maternity leave insurance but did not replace the teacher as we are sharing one teacher across the Reception and Nursery classes. I am wondering if that will affect the 21k forecast at the end of the financial year.

Best wishes and thank you again,

Survey Monkey feedback (Current Clients)

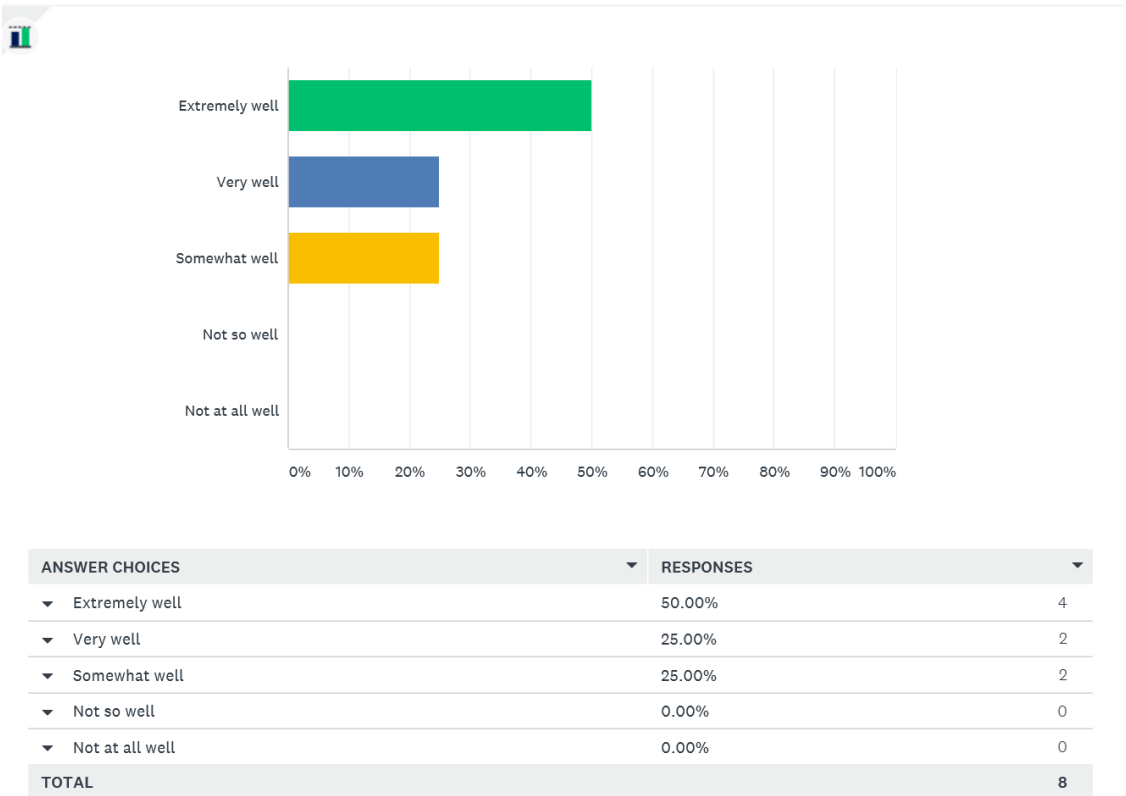
Overall, how satisfied or dissatisfied are you with our services?

Answered: 8 Skipped: 0



How well do our services meet your needs?

Answered: 8 Skipped: 0



**Q4**

Any other comments you would like to make about traded services

---

LA Officers are very helpful and responded promptly to the needs of the school.

**Q4**

Any other comments you would like to make about traded services

---

We are very grateful to the LA Finance team for their support and advice

**Q4**

Any other comments you would like to make about traded services

---

Very prompt and patient.

**Q4**

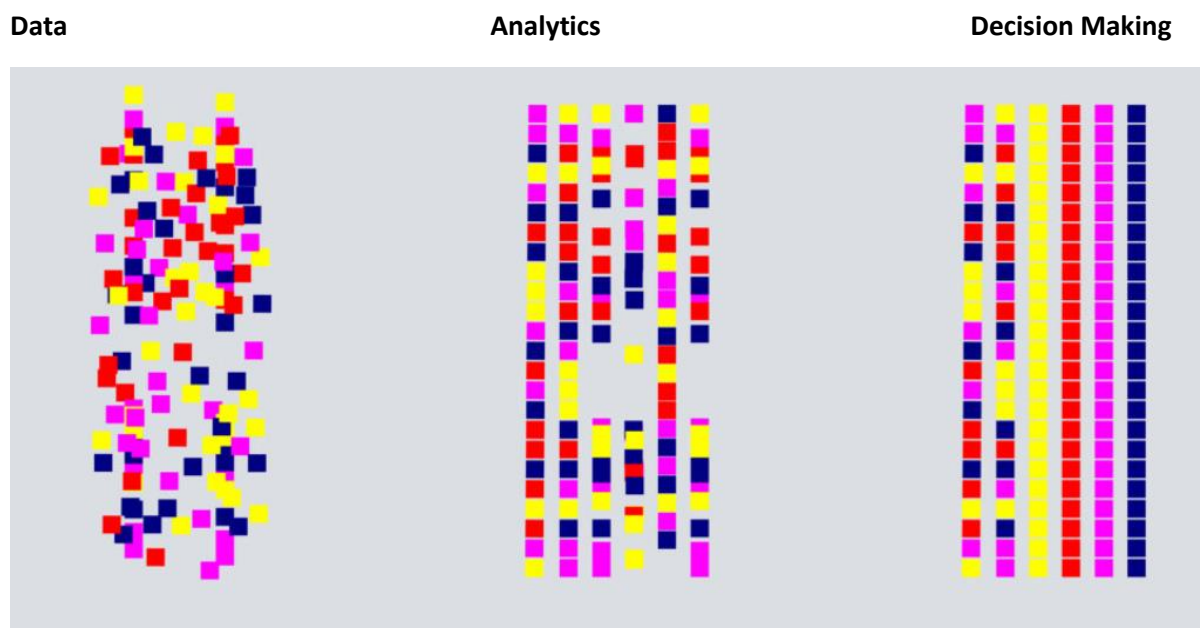
Any other comments you would like to make about traded services

---

It would be great for the service to distinguish complimentary services being a Haringey school and chargeable services which would help support business managers.

## Financial Health Check Guidance:

The Haringey Schools Finance Health Check is a straightforward test to analyse a school's financial data and how that data is put together. We will conduct financial data analysis and an analysis of financial processes.



This chart illustrates the broad aim of the Health Check: How does the schools financial data flow through to enable decision making? - Is the data cleansed and good quality? How are the analytics conducted before the decision making stage? The health check also looks to identify any strategic considerations from analysing your data and processes.

**Data Analysis** – Assessment of Financial Information to inform the School's direction of travel with their finances.

- Staffing review. How many? how much? Is there a vacancy factor etc.
- Contracts review analysis. Depth and breadth.
- Income trend analysis. Sustainability.

**Analysis of Financial Processes** – A mini -audit to ensure the financial information is supported with robust processes and Governance.

- Financial Controls. – Purchase orders, Budget Management and Procurement.
- Governance Arrangements – Regularity of reporting, levels of detail in reporting, data sources/evidencing.
- Ability to provide Statutory Information to the LA/Central Government to the required standard.
- The check is not to make a judgement on whether a School's use of resource are appropriate: But a check to ensure that any finance decision making are supported by solid financial information and processes in the school.

**Scoring:**

It is a process that produces a RAG score card and the more “greens” mean a greater level of satisfaction that Haringey Schools Finance have with a School’s Financial position and their internal processes. Please see the Schools Finance Health Check Questionnaire.

**What Schools Need to provide:**

- Pupil on roll by year group.
- Pupil on roll with an EHCP plan. And number of pupils in the process of EHCP.
- Current detail forecast by ledgers including variance analysis report.
- Staff Numbers split by Category and FTE numbers (no names needed/post only).
- Staff number directly supporting pupil with an EHCP plan.
- Contract Register – info required is end date, start date value of contract and what is for.
- So not to over burden the school, the LA does hold some information and will only communicate with the school if any thing is out of date or missing.

**Combining these factors will allow Schools Finance to produce metrics and provide advice. Please see the next page for a sample report of the process. Parts highlighted in colour are held for outputs of our analytical work.**

## Sample report to be completed by School's Finance.

Financial Health Check Report: [Name of School] [Date of review] [Term]

Opening Reserve:	Current Reserve:	Projected Out-turn:
TBC	TBC	TBC

### Reason for request:

[Input school's requirement here – include brief history]

### Finance Infrastructure

The School often returns their financial information early/on time/ late. The last CFR returns received were Q1/Q2 on xx/xx/xxxx. This met/did not meet the deadline of xx/xx/xxxx.

The last VAT return was received on xx/xx/xxxx. This met/did not meet the deadline of xx/xx/xxxx.

The budget for 2020/21 was received on xx/xx/xxxx. This met/did not meet the deadline of xx/xx/xxxx.

The Schools uses the following system for their Finances: [Input system here i.e RMS/FMS/Xero] and this was implemented xx/xx/xxxx. The contract is up for renewal on xx/xx/xxxx.

This system does/does not produce readymade financial reports. These financial reports are/not edited and are/not presented to Governing Body.

The Governing Body meet x times a year. The last finance report was on xx/xx/xxxx.

### Contracts

The School has x contracts as detailed below:

Contract Type/Purpose	Provider	Annual Amount	Contract End Date
Gas			
Electricity			
Photocopier			
Add as required			

Some contracts that the School has with the LA as noted above include: [Input contracts here i.e Payroll]

### Staff

Staff	Count	FTE
Senior Leadership		
Teaching Staff		
Non-Teaching		
<b>Total</b>		

[Enter chart for average staff costs] This may or may not be included in the Governing Body Reports.

### **Expenditure Analysis.**

The Chart Below details the in year projected split of Salary and Non Salary Costs. [Source Data: CFR Report at xx/xx/xxxx.]

[Enter chart here]

*This comparator demonstrates the share split of spend on staff. This is a benchmark often used in SFVS/ICFP and a main metric as part of the Government recommendations. (Add link to guidance).*

The Chart Below details the average cost per class. [Source Data: CFR Report at xx/xx/xxxx.]

[Enter chart here]

### **Income Analysis.**

The Chart Below details the split of funding streams. [Source Data: CFR Report at xx/xx/xxxx.]

[Enter chart here]

*This comparator demonstrates the split of income. This should indicate the nature of dependency of funding i.e. main Schools Block Funding supplemented by lettings etc.*

### **3 Year Analysis – past performance.**

The Chart below details year on year trends. [Source Data: CFR Report for last 3 year and Balance Sheet at xx/xx/xxxx.]

[Enter chart here]

### **Benchmarking and Outliers (Analysis):**

The School has/not completed their SFVS and this was sent on xx/xx/xxxx. This met/did not meet the deadline of xx/xx/xxxx.

The School has/not conducted Integrated Curriculum Financial Planning this was completed on xx/xx/xxxx.

### **Future Risks/Opportunities – Continuing as a Growing Concern**

The School do not /have a 3 – year budget plan this was completed on xx/xx/xxxx

The Chart below details trends

[Enter chart here]

Factors that have been made in the School's 3 Year Budget Plan include the following:

[Input any applicable information i.e material fall in rolls, loss of income, loan repayments etc.]

### **FURTHER ADVICE FOLLOWS BELOW:**

### School's Finance Advice:

We maintain that the Finance Health Check is a broad review and analysis of your School's current financial position. Whilst School's Finance cannot always offer cast iron solutions through this process - it can give a general idea of your direction of travel and pick out "obvious" issues. For a more detailed evaluation referring to your SFVS and conducting an Integrated Curriculum Financial Planning review is recommended to benchmark your schools against statistical neighbours to pick out any outliers and encourage inward reflection to find solutions.

Your Schools overall rag shows you are a: [Input findings of checklist]

[Further detailed findings and recommendations will be provided here based on the review of the above items, the checklist and information provided by School]

To conclude you are/not eligible for free support from the Schools in Financial Difficulty Programme. If you wish to access this free/traded service offer support, we will book a time to discuss next steps. We can also refer you to external colleagues that can provide bought in additional support.

This information can also be used as further evidence of collaboration and partnership working with the LA and with Schools Finance Team in particular. The information if appropriate could be used in License Deficit Applications / Restructure requests or any other reporting where your Schools Finances are concerned.

THE FINANCIAL HEALTH CHECK PROCESS IS SUBJECT TO CHANGE AS WE RESPOND TO SCHOOLS NEEDS AND CHALLENGES.

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**Case Study 3: Budget Monitoring Report for Headteacher, SLT & Schools Governors**

**School x**

**Budget Monitoring Report  
Period 6**

**Prepared by Muhammad Ali**  
**Muhammad.ali@haringey.gov.uk**

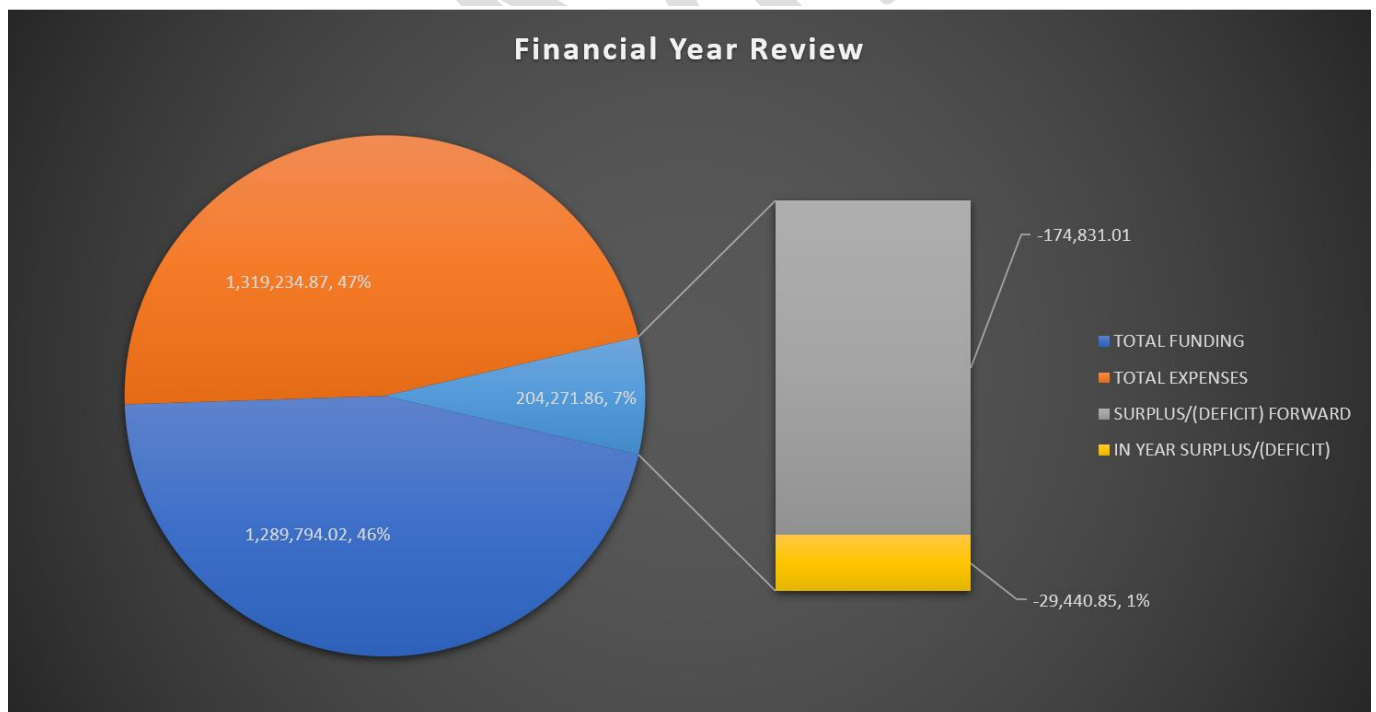
## Executive Summary

This report sets out the financial position as at the end of September 2020 and is based on actual costs and income for the first 6 months of the financial year with forecasts for the remaining 6 months of 2020/21.

Financial performance is a key element of school's overall performance and is essential for the achievement of the school's objectives of improving teaching and learning standards within the school. For that reason, this report will be issued alongside a detailed financial monitoring reports for the current financial year which will presented to the school governing body and resources committee meeting on a regular basis.

**Financial Year Review:** predicts that school is expecting an in-year deficit of **xxx** as at 31 March 2021 against budget in year deficit of **xxx**. This is due to the reduction in furlough income and DfE Covid19 reimbursement claim during the financial year. This is based on worst case scenario.

**Year to Date Review:** As at 30 September 2020, the total funding received by the school was **xxxx** with total expenditure of **xxx** leaving an in year surplus of **xxx**. This is encouraging financial position for the school which is due to reviewing expenditure line by line to ensure savings are identified. School will continue to work on reduction of expenditures under the deficit recovery plan to bring school budget in balance by the end of year 3.



# Variance Analysis Report

<b>Catering</b>	<b>Column1</b>	<b>Column3</b>	<b>Full Year</b>
Income			£35,868
Expenses			£33,830
<b>In Year Surplus/(Deficit)</b>			<b>£2,038</b>

<b>Nursery</b>	<b>Full Year</b>
Income	£76,015.68
Expenses	£111,067.82
<b>Surplus/(Deficit)</b>	<b>(£35,052)</b>

<b>After School Club</b>	<b>YTD</b>
Income	£23,665
Staffing	£20,443
Other	£0
<b>Total</b>	<b>£3,222</b>

<b>Breakfast Club</b>	<b>YTD</b>
Income	£13,377
Staffing	£4,864
Other	£0
<b>Total</b>	<b>£8,514</b>

**Table 3:** Full year analysis predicts the catering budget will be in line with total income received during the year. The income included Universal free school meal grant plus any other income generated by the school during the year.

**Table 4:** Predicting an in-year deficit of £xx in nurseries budget which is due to lack of income generation during pandemic period. The funding is expected to increase in the last quarter of the current financial year.

**Table 5:** Financial position as of September 2020. The variance is due to the percentage of furlough income less than actual payroll cost. School ability to generate income from local sources is also being affected by the COVID19.

**Table 6:** Financial position as of September 2020. The variance is due to the percentage of furlough income less than actual payroll cost. School ability to generate income from local sources is also being affected by the COVID19.

## Income Analysis

### **I01– Funds delegated by the Local Authority (Short fall of £xxK)**

1. DfE COVID19 expenditure claim of £xxxK has now been materialised. School have been awarded £xxK.
2. Furlough income was predicted to be £xxK. To date we have received £xxK from the claim submitted to the ESFA. The income does not take into account of £xxx per staff being furlough during the Pandemic period. Extension in furlough grant may generate additional income which has not been forecasted in the full year analysis.
3. Reduction in funding for nursery 15 hours and additional 15 hours. This is expected to increase in the last financial year if we provide more hours to children. The impact on nursery hours are due to the COVID19.

### **I05– Pupil premium grant and Looked after children pupil premium (Short fall of £xK)**

1. Reduction in due to reduction in Post LAC pupil premium. The funding is awarded by the Council virtual school team for LAC pupil premium. The school will need to liaise with the relevant team to understand the reasons for budget cut in this area and link back to school census for accuracy purposes.

### **I12– Income from schools visit (Short fall of £xK)**

1. Covid19 related: ability for school to generate income for school trip has been declined. The expenditure related Y6 trip has now been postponed to the next financial year. The overall impact on school financial position for the current is £xxx. This is due to the deposit has already been committed in the current financial year.

### **I13– Income from Donations (Short fall of £xxK)**

1. Covid19 related: ability for PTA school to generate income for contribution to school financial position.

## Expenditure

### **E01-E07 & E31- Staff cost (Predicted Underspend of £xxxK)**

#### **Teaching Staff**

1. Overall reduction of £xxxK against the budgeted expenditure.
2. The financial position may change due to staff on maternity. If maternity cover has been provided by way of agency staffing the financial position at year end would be saving of £xxxK at the end of the financial year. If there is no cover currently provided for staff this would result in nil variance and will add to the current deficit.

#### **Nursery Staff**

3. Variance between staffing E03 – Support Staff, E07 – Other staff have been correctly profiled to correct cost center to ensure nursery staffing are reported under E31 for transparency and effective budget monitoring of nursery staffing budget against the total income generated from the nursery.

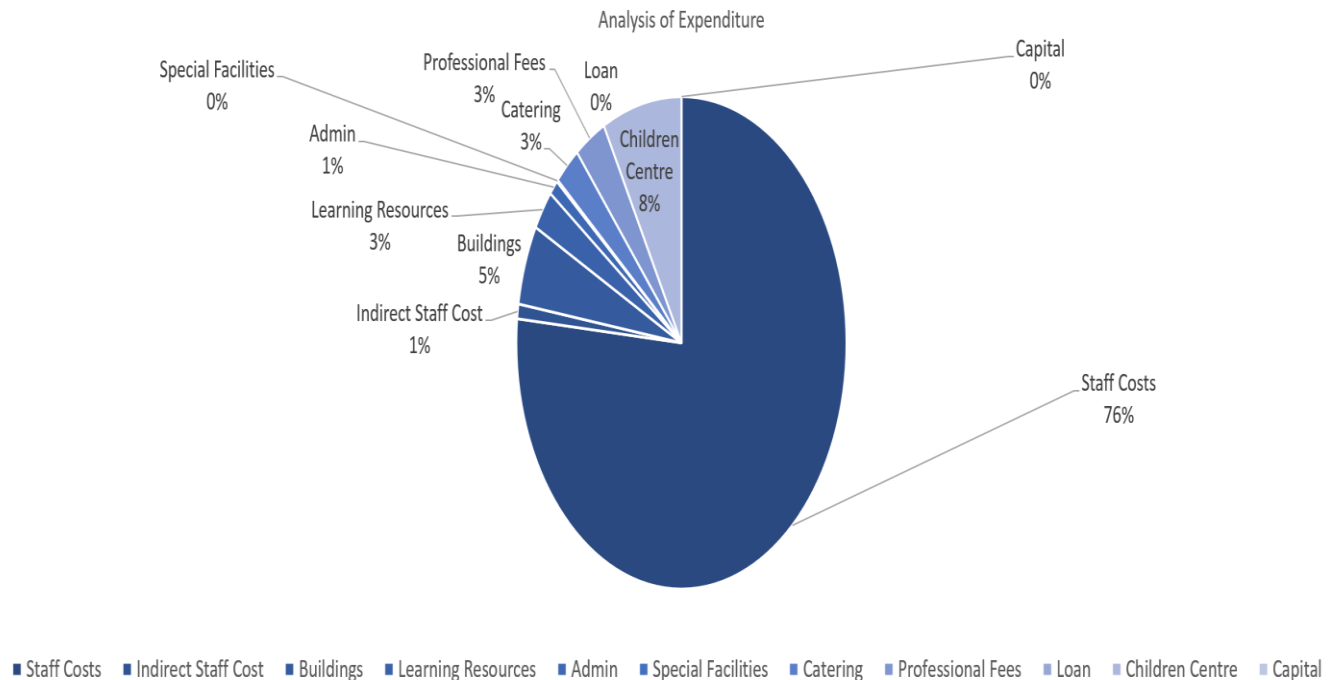
### **E19 – Learning Resources (Predicted Underspend of £xxxK)**

1. As mentioned above under I12 reduction in income lead to reduction in expenditure for school visit. The current activity has now been postponed to the next financial year.

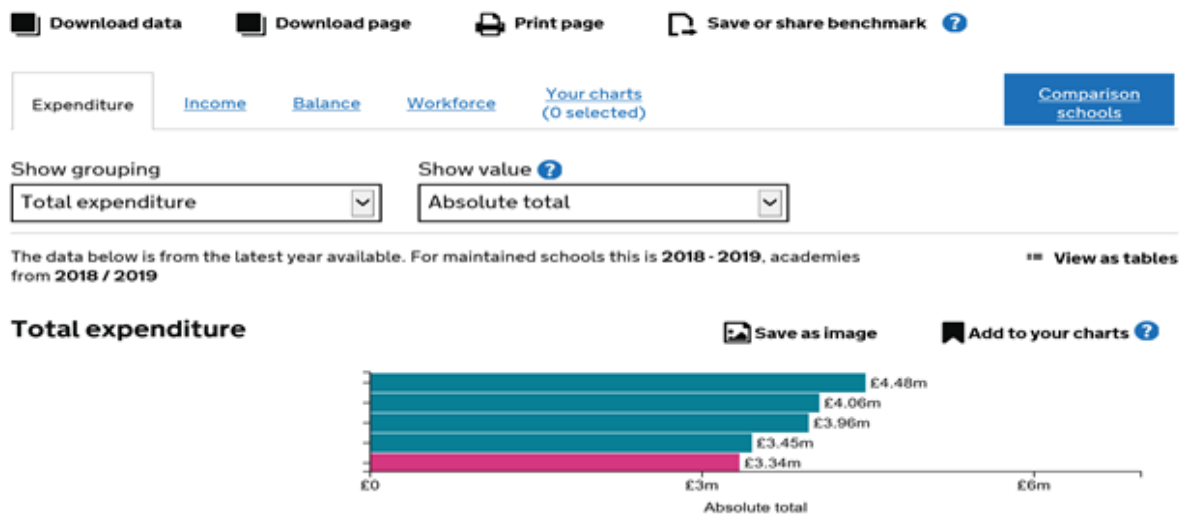
### **E25 – Catering Supplies (Predicted Underspend of £xxxK)**

1. The favorable variance is due to reduction in pupil and paid meal during the COVID19. The overall impact on school budget is nil as stated in table 3 under catering cost center.

## Breakdown of Expenses – Financial year Review



## Benchmarking charts

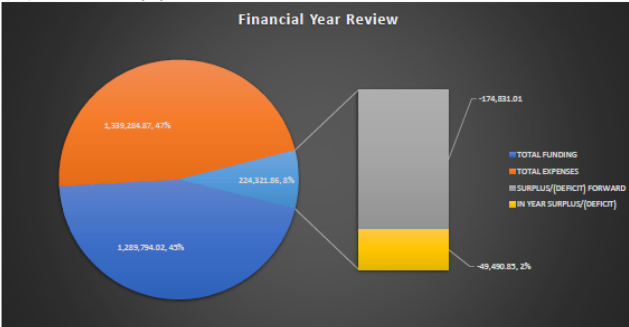


**Recommendations:**

1. Keep agency budget in line with the current budget forecast. Total available budget from September to March 21 is £xxx.
2. Review Nursery hours from now to the end of financial year as this will have impact on nursery funding for 15 hours and additional 15 hours.
3. Review E19 Learning resources budget and where possible identify savings.

## Case Study 3 - Standardsation of Financial Reporting: Visual Storytelling

London Borough Of Haringey - School Name

Reporting Period: 01 April 2020 - 30 September 2020  
Date: 27/10/2020

Summary (Actual + Forecast)	Summary (Annual Budget)	Summary (Variance)
TOTAL FUNDING	TOTAL FUNDING	Shortfall
1,289,794	1,427,446	-137,652
TOTAL EXPENSES	TOTAL EXPENSES	Underspend
1,339,285	1,349,459	10,174
SURPLUS/(DEFICIT) FORWARD	SURPLUS/(DEFICIT) FORWARD	SURPLUS/(DEFICIT) FORWARD
(£174,831)	(£174,831)	£0
IN YEAR SURPLUS/(DEFICIT)	IN YEAR SURPLUS/(DEFICIT)	Overspend
(£49,491)	£77,987	(£127,478)
TOTAL SURPLUS/(DEFICIT)	TOTAL SURPLUS/(DEFICIT)	Overspend
(£224,322)	(£96,844)	(£127,478)

## Financial Year Review

## Total Expected Funding

Table 1

ITEM	AMOUNT
Government Funding	£1,097,637.79
Pupil Premium	£21,520.23
Income from Facilities	£83,502.00
Income from catering	£10,000.00
Children Centre	£0.00
Additional Grants	£53,979.00
Donations	£13,155.00
Capital Income	£0.00

## Total Budgeted Expenses

Table 2

ITEM	% age	AMOUNT
Teachers	48%	645,876
Support Staff	15%	199,242
Premises Staff	3%	34,411
Admin Staff	5%	70,994
Catering Staff	0%	0
Other Staff	3%	39,833
Staff related Expenses	0%	800
Staff training	0%	5,855
Staff related expenses	5%	8,666
Learning Resources	3%	34,288
Administrative Supplies	1%	12,903
Special Facilities	0%	1,800
Catering	3%	33,830
Agency	2%	24,000
Professional Fee and Charge	3%	40,887
Loan	0%	0
Children Centre Salary	8%	111,068
Children Centre Operational	0%	0
Capital Expenditure	0%	0

## Financial Review

Table 3

Catering	Children Centre	Capital	Full Year
Income			£35,868
Expenses			£33,830
In Year Surplus/(Deficit)			£2,038

Table 4

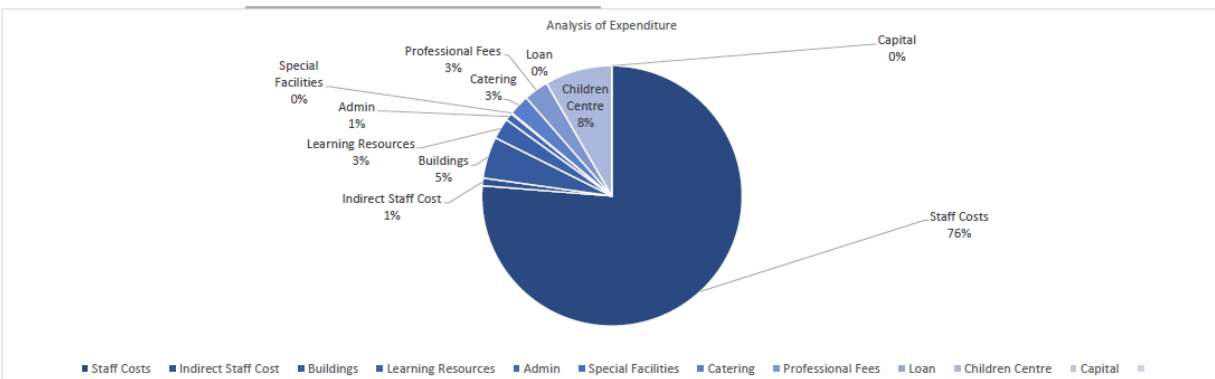
Nursery	Full Year
Income	£76,015.68
Expenses	£111,067.82
Surplus/(Deficit)	(£35,052)

Pre-School Club	YTD
Income	£23,665
Staffing	£20,443
Other	£0
Total	£3,222

Table 5

Breakfast Club	YTD
Income	£13,377
Staffing	£4,864
Other	£0
Total	£8,514

EXAMPLE



## London Borough Of Haringey - School Name

## Year to date Financial Position

Table 6

## Review of Expenses

COST CENTRE	Budget YTD	Actual YTD	Variance	U/(O)
Teachers	£333,626	£316,908	£16,718	U
Support Staff	£115,175	£100,950	£14,225	U
Premises Staff	£16,479	£16,888	£-410	O
Admin Staff	£35,099	£35,040	£59	U
Catering Staff	£0	£0	£0	O
Other Staff	£50,320	£19,217	£31,103	U
Staff related Expenses	£400	£0	£400	U
Staff training	£2,928	£-141	£3,069	U
Staff insurance	£2,997	£-70	£3,067	U
Building related expenses	£34,383	£0	£34,383	U
Learning Resources	£22,614	£8,317	£14,297	U
Administrative Supplies	£5,802	£12,903	£-7,101	O
Special Facilities	£900	£0	£900	U
Catering	£21,126	£3,830	£17,296	U
Agency	£12,000	£17,941	£-5,941	O
Professional Fee and Charges	£20,444	£4,100	£16,344	U
Loan	£0	£0	£0	O
Children Centre Salary	£0	£50,438	£-50,438	O
Children Centre Operational	£0	£-536	£536	U
Capital Expenditure	£0	£0	£0	O
	£674,290	£602,495	£71,795	U

U = Under Spend

O = Overspend

Table 7

## Review of Income

COST CENTRE	Budget YTD	Actual YTD	Variance	Surplus / (Shortfall)
Government Funding	£568,252	£545,641	£-22,611	Shortfall
Pupil Premium	£13,518	£12,112	£-1,406	Shortfall
Income from Facilities	£41,712	£34,074	£-7,638	Shortfall
Income from catering	£7,548	£1,390	£-6,158	Shortfall
Children Centre	£0	£0	£0	Shortfall
Additional Grants	£25,692	£32,344	£6,652	Surplus
Donations	£12,002	£1,155	£-10,846	Shortfall
Capital Income	£0	£0	£0	Shortfall
	£668,724	£626,716	£-42,007	Shortfall

## Comments

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# Early Help and Prevention Service

Martin Clement - Head of Service

## EH Service Budget

Service	DSG	TF Grant	Reserve	General Fund	Total
Early Help and Family Support Total:	1,230,000	1,091,100	0	1,164,061	3,485,161
Youth Services Total	0	0	688,685	1,114,046	1,802,731
Grand Total	1,230,000	1,091,100	688,685	2,278,107	5,287,892

Funding	DSG	Troubled Families	GF	Total
Amount	1,230,000	1,091,100	1,164,051	3,485,151
			Per Child	1,458.22
% Split	35.29%	31.31%	33.40%	
% £ per Fund	514.64	456.53	487.05	1,458.22

EH cost per child

# EH HNB Funding

Currently £1.2m of the HNB funds the locality EH service

The Locality Service is made up of 3 teams consisting of 15 officers  
- 1 Team Manager / 2 Seniors and 12 Family Support Workers

Teams work with an average of 1300 families each year, (2390 children).

Core risk indicators since March: DA / MH, (adult and child) and financial difficulties

Cost of late intervention nationally up to £531 per person, (EIF foundation).

70% of the children are aged between 5 - 17

Teams work whole family: So far this year 56% are recorded with outcomes achieved, 21% require stepping up to Social Care and 22% disengage, (Covid has impacted on disengagement this year).

Increase of 30% of referrals from West, (Hornsey mainly with increases in Muswell Hill and Highgate) since January.

West took 100 children in September and October 2020

Re-referrals 2% lower than same period last year despite Covid. Outcome based plans / Early Help Panel and TAFS at 15 days have contributed to this Currently 6% target is 5%

All Assessments referred in September 100% completed on time.

# Educational Outcomes

- ▶ **Supporting Transitions:** Development of Plan to support Yr. 6 pupils going to high referring secondaries, (January 2020) / Work with YP in PRU during lockdown 1.0 and beyond
- ▶ **literacy and Numeracy:** Work with parents who have English as a second language / Supporting reading with Fathers in order to increase confidence
- ▶ **NEET reduction:** Expansion of RPA team from 1 to 4 officers / Enhancing Education and Skills offer to YP / Enhanced offer to Schools careers support service/ NEETS operational group engagement / Post 16 operational group / Engagement with SEND officers to improve offer to SEND cohort
- ▶ **Improved attendance and attitudes:** Enhanced open access offer to all using BGYH – podcasting / coding etc / Detached youth work offer in risky spaces and placed in West / Group work offer to YP in high referring schools in the West / joint work with HCG / parent and professional seminars / HOS attendance at AP panel supporting transitions and care planning / More enhanced wrap around support to develop emotional stability in Young People / Use of Anchor resilience wheel to promote confidence in parents and young people

# Core outcomes Sought



# Hard and Soft Outcomes 1.0

Hard outcome	Soft outcome	Impact measurement
Reduce Young People involvement in crime between the hours of 3pm - 6pm	Develop more confident parents	<ul style="list-style-type: none"> <li>• Reduced crime data e.g. robbery</li> <li>• Reduced first time entrant data</li> <li>• Reduced re-offending data</li> <li>• Client and parent questionnaires</li> </ul>
Reduce the abuse and exploitation of children - CCE/CSE, (Criminal and Sexual).	Young People feel more confident/risk aware	<ul style="list-style-type: none"> <li>• Reduced reports of abuse</li> <li>• Reduced exclusions</li> <li>• Reduced first time entrant data (particularly reduced involvement of young people in drug dealing)</li> <li>• Reduced re-offending data</li> <li>• Client and parent questionnaires</li> </ul>
Increase individual, family and community resilience by empowering young people and their families, developing aspiration and equipping young people with the skills and knowledge to help reach their potential	<p>Young People feel more confident/risk aware</p> <p>Prevention of family breakdown</p> <p>Improved local economy (more skilled and aspirational workforce).</p>	<ul style="list-style-type: none"> <li>• Reduced crime</li> <li>• Reduce exclusion</li> <li>• Reduced NEET</li> <li>• Increase in those attending positive activities.</li> <li>• Client and parent questionnaires</li> </ul>

# Hard and Soft Outcomes

Improve the emotional and mental health of young people.	Young people report feeling better able to deal with their emotions and having developed the skills and knowledge to deal with adverse events in their lives.	<ul style="list-style-type: none"> <li>• Fewer referrals to CAMHS</li> <li>• Client and parent questionnaires</li> </ul>
Reduce referrals to Early Help and Children's Social Care	Enhanced individual, family, and community resilience	<ul style="list-style-type: none"> <li>• Reduction in referral to social care and the MASH</li> <li>• Reduction in case loads</li> <li>• Reduction in family breakdown</li> <li>• Reductions in LAC.</li> </ul>
Reduce exclusions and numbers of young people who are NEET	Improve behaviour and attitudes in schools and increase the economic prosperity of the borough	<ul style="list-style-type: none"> <li>• Reduced temporary and permanent exclusions</li> <li>• Reduced numbers of NEET/Increase in number in ETE</li> <li>• Reduced first time entrant rate</li> <li>• Reduced criminal and sexual exploitation numbers referred to MASH</li> </ul>

# Early Help Panel 1.0

The Early Help Panel is held weekly and is chaired by the HOS for EH

It is designed to build resilience in families so they can be robust and manage their own challenges and reduce the need for statutory agencies to intervene.

The Haringey Early Help Panel supports the following areas:

Whole system information can be shared to make decisions

Children and Families can access the resources they need rapidly

Agencies collaborate to ensure children, young people and their families receive the right help, for the whole family, first time

Lead professionals are agreed to drive joined up assessments, plan and interventions for children, young people and their families

The need for children, young people and their families to have to tell 'their story' more than once is reduced

Support plans can be reviewed support when needs and/or risks change to minimise the risk of children, young people and their families being referred to specialist or statutory services

Reduction in Families being referred into Children's Social Care unnecessarily

# Early Help Panel 2.0

Over 100 cases heard since inception

Between 20 professionals on the call each session

Evidence of core EH principles in place i.e. right help right time / skilled workforce using common language / systemic partnership

Clear pathway to supports

Collaborative Care Plan Development

Robust information sharing

Review held in September 2020 outcome was very positive

HOS attendance at AP panel each Monday to support link between EH and AP provision.

# Troubled Families Criteria

1. Getting a good education and skills for life: Children who have not been attending school regularly.
2. Improving children's life chances: Children who need additional support, from the earliest years to adulthood.
3. Parents or children involved in crime or anti-social behaviour.
4. Improving living standards: Families experiencing or at risk of worklessness, homelessness or financial difficulties
5. Staying safe in relationships: Families affected by Domestic Abuse
6. Living well, improving physical and mental health and wellbeing: Parents and children with a range of health needs

# Covid response

Virtual Open access from Youth Service - young carers group / cooking / keep fit sessions

Engagement with YP in PRU - supported direct learning where required

Youth Hub was food hub for vulnerable families - Felix Project and Tottenham Food Bank

Letters went out to parents giving them tips on how to manage difficult behaviours during lockdown

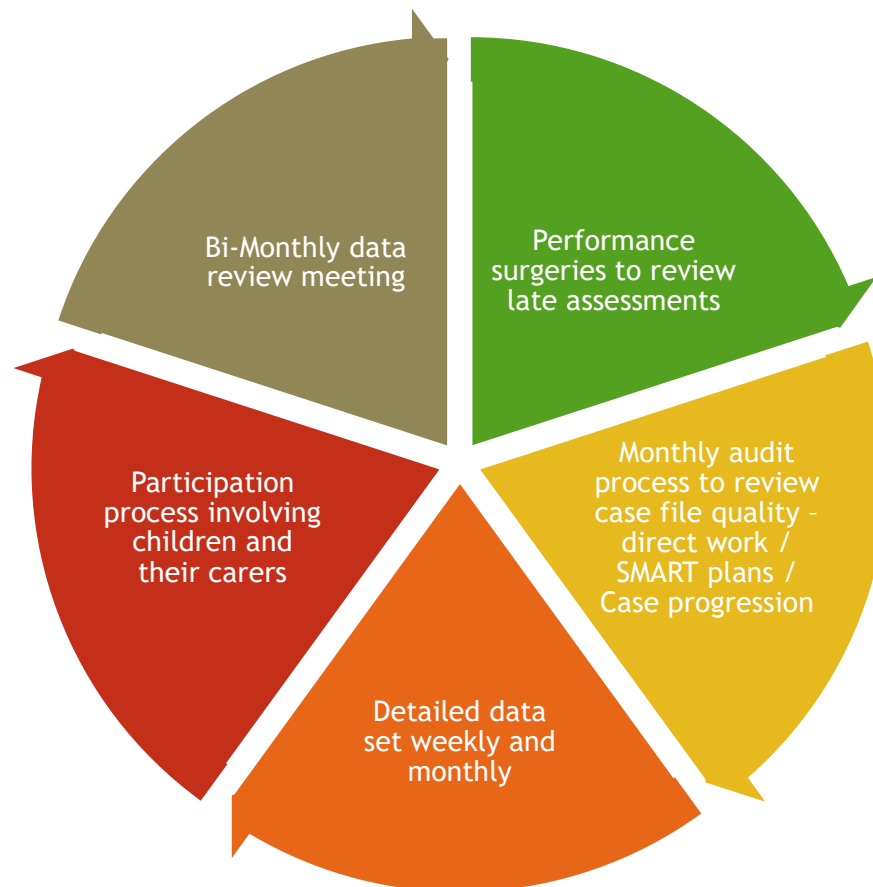
Games were brought for most vulnerable families so they could engage as a unit

2x weekly calls to families who were most at risk

Myth busting sessions with YP who thought virus was a hoax

Virtual and direct visits still took place for vulnerable families

# Audit Processes



# Bruce Grove Youth Space

The Youth Space is usually open daily from 4pm - 9pm

The Youth Space offers nightly open access provision to Children and Young People

Open Access consists of music production and design / coding / podcasting / Young Carers supports / Chess club / Emotional Support via Project Futures / Football and many more activities designed to enhance well being

The Youth team work closely alongside Community partners such as Haringey Community Gold and RISE

The Youth Team will be expanding to include a Contextual Safeguarding Team and an Out of court disposal team. All new officer are due in post by October 2020

# Contextual Safeguarding 1.0

This team will work with cases where it is identified that there are early onset exploitative behaviours i.e. child perpetrating or being directly exploited and those at risk of exclusions and NEET. This team will work with the child, community and family in order to reduce risk by improving thinking skills, raising awareness and considering the causes and triggers of these behaviours and situations.

The team will work to the Victim Offender Location Theme, (VOLT), model and will complete Well Being Assessments, where appropriate, to make sure that risk is well understood. The team will look at a variety of factors that lead to engagement in exploitative behaviours or being exploited

# Contextual Safeguarding 2.0

- Drug misuse
- School exclusion
- Truancing
- Low self esteem
- Peer on Peer sexual exploitation and abusive behaviour

The team will work with children and young people experiencing these risks in an extra-familial context and develop robust preventive plans to ensure that harm does not escalate. This team will also carry out a vital role in reducing risks in school via carrying out a yearly Group Work program that revolves around these core areas:

- Knife Crime/Weapons awareness
- Staying Safe online
- Healthy relationships
- Substance misuse

# Out of Court Disposals 1.0

This team will support young people who are at risk of, or starting to, become involved in the criminal justice system and those at risk of exclusions and NEET, especially those who have been given an O OCD (Triage or Caution/Caution Plus) and those who have finished a statutory order but who need further support.

The aim is to divert young people away from the Criminal Justice System where possible and into Early Help support programmes

# Out of Court Disposals 2.0

**Triage** (A voluntary disposal for young people who have committed their first, low-level offence. This prevents a children and young people getting a criminal record, they do not become “first time entrants”. A programme of support for up to 3 months is provided to reduce the risk of re-offending).

**Youth Caution** (A criminal record is gained but not a conviction. By providing a voluntary engagement of up to three months the aim is to reduce the risk of any potential re-offending)

**Youth Conditional Caution** (A criminal record is gained but not a conviction. This is compulsory engagement for up to 3 months but prevents a longer statutory order)