

**Agenda Item
4**



Report Status

For information / note
For consultation & views
For decision

Report to Haringey Schools Forum – Tuesday 14th November 2017

Report Title: Schools funding – National Funding Formula, Schools Block, High Needs Block and Central School Services Block

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Purpose:

To propose the terms of formal consultation with all Haringey schools on the 2018/19 schools funding formula
To consult Schools Forum on planned expenditure through the Central School Services Block

Recommendations:

1. Schools Forum is asked to agree to the Council going out to consult schools on the proposed options for Haringey's 2018-19 Schools Funding Formula, with Model C the preferred proposed option recommended by the Schools Forum Schools Funding Review Group
2. Schools Forum is asked to note the planned expenditure through the Central School Services Block in 2018-19

1. Introduction

- 1.1. The DSG is currently divided into three notional blocks: Schools, High Needs and Early Years. In 2018/19, the DfE is introducing a fourth block: the Central School Services Block.
- 1.2. The Central School Services Block will fund local authorities for the statutory duties that they hold for both maintained schools and academies. It brings together:
 - a) funding for ongoing responsibilities, such as admissions, previously top-sliced by each local authority from its Schools Block allocation;
 - b) funding previously allocated through the retained duties element of the education services grant (ESG); and
 - c) Residual funding for historic commitments, previously top-sliced by the local authority from the Schools Block.
- 1.3. Alongside this, a new National Funding Formula for Schools, High Needs and the Central School Services Block will be introduced from April 2018.
- 1.4. The policy document which sets out the background and principles of the new National Funding Formula for schools can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf
- 1.5. The funding local authority areas receive in each block (schools, high needs, early years and central school services) will be determined by a specific National Funding Formula. The National Funding Formula will be used to allocate local authorities' schools, high needs and Central School Services Blocks for the first time in 2018-19. The detail on each of these formulae are set out in the relevant chapters of the policy document. Funding for early years has been allocated through a separate National Funding Formula since 2017-18.
- 1.6. On 17 July the DfE announced an additional £1.3 billion for schools and high needs across the next two years, over and above the schools budget set at Spending Review 2015. This extra funding was intended to support the introduction of the National Funding Formulae in 2018-19 and 2019-20.
- 1.7. As a result of this investment, core funding for schools and high needs have increased between 2017-18 and 2019-20, increasing funding in the Schools and High Needs Blocks of the Dedicated Schools Grant (DSG) per pupil up to 2019-20. Spending plans beyond 2019-20 will be set out in a future Spending Review.

- 1.8. This additional investment allowed the DfE to increase the basic amount of funding that each pupil will attract through the formula, and provide for a minimum per-pupil funding level of £4,600 for secondary school pupil and £3,300 for primary school pupil in 2018-19. This is a step towards the minimum funding levels target of £4,800 for every secondary school pupil and £3,500 for every primary school pupil by 2019-20. As a minimum, the Schools Block has been funded a 0.5% per pupil cash increase in 2018-19 and a cumulative 1% increase by 2019-20 compared to baselines in 2017-18.
- 1.9. The schools National Funding Formula is intended to provide for higher core per-pupil funding in every local area compared to the funding schools are receiving in 2017-18. These changes are part of the reforms to the funding system intended to strike a balance between fair funding for schools nationally and stability for schools.

2. Haringey's Dedicated Schools Grant

- 2.1. Table A sets out Haringey's Dedicated Schools Grant allocations for 2017-18, the minimum rebased DSG baseline allocation for 2018-19, the provisional National Funding Formula DSG allocations for 2018-19 and the illustrative National Funding Formula for 2019-20.

Table A – Haringey's Dedicated Schools Grant

Dedicated Schools Grant	2017-18 DSG allocations as at 10 Oct 2017	2018-19 Provisional NFF funding	2019-20 Illustrative NFF
	£M	£M	£M
Schools Block	195.29	193.38	194.24
Central School Services Block	0.00	3.07	2.99
Early Years Block	18.67	18.67	18.67
High Needs Block	35.85	35.82	35.93
Total DSG	249.81	250.94	251.82

- 2.2. The 2017-18 Schools Block allocation was rebased into Schools Block and Central School Services Block in 2018-19 and 2019-20. The items that were previously top sliced as Centrally Retained elements in Schools Block have been

rebased into Central School Services Block in 2018-19 and 2019-20 under the National Funding Formula.

- 2.3. Overall, Haringey received a provisional increase of 0.45% in its DSG allocation which is equivalent to £1.12M in its Dedicated Schools Budget. This is based on October 2016 census pupil numbers of 33,450.
- 2.4. The Schools Block received an uplift of 0.44% which is equivalent to £850k.
- 2.5. The Central School Services Block has lost £80k from 2017-18 Centrally Retained elements that was rebased into 2018-19 which is the maximum possible loss capped at 2.5% from 2017-18.
- 2.6. The High Needs Block received an increase of 1% of its funding from 2017-18 which equates to £350k.

3. Schools Block

- 3.1. It is DfE's intention that schools' budgets should be set on the basis of a single, national formula (a 'hard' National Funding Formula). The DfE also recognise that this represents a significant change and the importance of stability for schools was a consistent theme during both stages of the NFF consultation. As a result, DfE have introduced a 'soft' approach to the National Funding Formula for 2018-19 and 2019-20.
- 3.2. Under a 'soft' system, the DfE use the National Funding Formula to set notional budgets for each school. These are aggregated to give the total Schools Block. For the next two years, Haringey will continue to set a local formula to distribute their Schools Block Funding, in consultation with schools, academies and Schools Forum.
- 3.3. In rebasing the 2017-18 Schools Block DSG baselines, the DfE:
 - a) Transferred the top sliced Centrally Retained elements in Schools Block to Central School Services Block.
 - b) Transferred the funding from High Needs Block to Schools Block for core funding for pupils in SEN units or resourced provision.
- 3.4. The DSG Schools Block unit funding is £4,979.14 for a primary pupil and £6,823.52 for a secondary pupil in Haringey.

- 3.5. The actual 2018-19 funding through the growth, premises and mobility factors in Schools Block is £5.512M.
- 3.6. Provisional National Funding Formula 2018-19 Schools Block funding on 33,450 pupils is £193.38M.
- 3.7. Schools Block will be ring-fenced from 2018-19. Local authorities have limited flexibility to transfer funding to other areas, such as High Needs. Transfers are limited to 0.5% of the total Schools Block and can only be made with the agreement of the Schools Forum.
- 3.8. Haringey Council is expected to demonstrate to Schools Forum that local consultation with all Haringey maintained schools and academies have taken place when seeking agreement to transfer any funding out of Haringey's Schools Block.
- 3.9. **Recommendation:**
Haringey Council is therefore proposing to go out to consultation with all Haringey schools and academies for 2 weeks from 1pm on 15th November 2017 to 1pm on 29th November 2017 to determine the option preferred by the majority of Haringey schools to run Haringey's 2018-19 Schools Funding Formula. The outcomes will be presented to the Schools Forum Schools Funding Review Group on 29th November 2017.
- 3.10. Each school will have two votes – a vote by the Headteacher and a vote by the Chair of Governors representing the school's Governing Body. Schools are encouraged to respond early and in good time before 1pm on the 29th November 2017 as late responses will not be considered.
- 3.11. Schools Forum's Schools Funding Review Group met to consider the various option models for consultation with schools. It was decided the following options should go out to consultation with Haringey schools and academies:
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| Option 1 | Pure National Funding Formula Values with £1.1M deducted for Growth Fund and 0% MFG |
| Option 2 | Existing Schools Funding Formula with £1.1M deducted for Growth Fund and +0.47% MFG |
| Option 3 | Existing Schools Funding Formula with 0.25% transferred out of Schools Block to High Needs Block, £1.1M deducted for Growth Fund and +0.21% MFG |

Option 4 Existing Schools Funding Formula with 0.5% transferred out of Schools Block to High Needs Block, £1.1M deducted for Growth Fund and -0.12% MFG

3.12. The four options are set out in Appendix 1 at the end of this report.

3.13. Option 3 is Schools Forum's Schools Funding Review Group preferred option. This balances a guaranteed increase to every school's budget whilst also enabling a contribution to the High Needs Block to address the growing pressures of children with Education Health and Care Plans (EHCPs) in Haringey schools.

4. Central School Services Block

4.1 The DfE will be introducing a fourth block to the DSG in 2018-19 called the Central School Services Block. This will ensure local authorities can continue to carry out their important role in supporting the provision of excellent education for all children of compulsory school age.

4.2 The Central School Services Block will be created from two existing funding streams:

- a) the DSG funding that is held centrally by the local authority for central services, and
- b) the retained duties element of the ESG, which is funding for duties which local authorities hold in respect of all schools

4.4. The Central School Services Block will fund local authorities for the statutory duties that they hold for both maintained schools and academies. It brings together:

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

4.5. Funding will cover two distinct elements which will be handled separately within the formula:

- a) ongoing responsibilities; and
- b) historic commitments.

4.6. Funding for ongoing responsibilities to local authorities using a simple formula which distributes 90% of funding according to a per-pupil factor and 10% of

funding according to a deprivation factor. Both elements will be adjusted for area costs.

- 4.7. Funding for historic commitments will be allocated based on evidence, with the expectation that these commitments will unwind over time, for example because a contract has reached its end point. The ESFA will monitor historic spend year-on-year and will challenge Section 251 returns where spend is not reducing as expected. We believe that this is the fairest and most appropriate way to provide funding for historic commitments, and the proposals received good support through the consultation. In keeping with current policy, no new commitments will be allowed.
- 4.8. Given the extremely wide range in current expenditure for ongoing responsibilities, it is important that the rate of change against the need to make progress towards the formula is balanced.
- 4.9. The transition to the formula for ongoing responsibilities will be gradual – with gains and losses capped each year so that the formula is affordable and the transition is manageable. A protection will be in place in 2018-19 and 2019-20 that limits reductions to 2.5% per-pupil a year. The level of gains will be set annually and will depend on the precise composition of the Central School Services Block in each year. In 2018-19, gains of up to 2.5% per pupil will be allowed.
- 4.10. Funding for historic commitments will be based on the actual cost of the commitment. Funding will reduce as commitments cease. There will therefore be no protection for historic commitments in the Central School Services Block.
- 4.11. Haringey's provisional Central School Services Block allocations for 2018-19 is £3.07M. This is made up of an actual per-pupil rate of £91.63 for ongoing responsibilities, based on the Central School Services Block national formula and an actual fixed cash amount for historic commitments, based on authorities' historic spend.
- 4.12. The published provisional allocations use the October 2016 pupil count to calculate the provisional total for ongoing responsibilities. In December, final allocations will be calculated by multiplying the actual per pupil rate by the October 2017 pupil count.
- 4.13. Provisionally Haringey's Central School Services Block is expected to lose approximately £80k in 2018-19. This is the maximum loss, capped at 2.5%.

- 4.14. The Council must consult Schools Forum but can ultimately determine how the Central School Services Block funding is allocated. The operational guide also sets out restrictions on how the Council can spend the allocation, whilst giving the Council flexibility to move money from Central School Services Block into other DSG blocks if desired.
- 4.15. In summary, the Council proposes to maintain existing funding levels for the following areas in 2018-19:
- a) Admissions - £299.8k
 - b) Governor support services – £130k
 - c) Servicing Schools Forum - £10k
 - d) LAC placements - £800k
 - e) Music and performing arts - £168k
 - f) Support costs - £192k
 - g) Early Help - £350k
 - h) LA Copyright Licenses (Deducted by ESFA from DSG) - £159.8k
 - i) ESG transferred to DSG - Other Statutory and Regulatory Duties - £378k
 - j) ESG transferred to DSG - Statutory Education Welfare Service - £172k
- 4.16. The Council also proposes to reduce the funding for school standards by £80k from £484k to £404k to meet the overall reduction in the Central School Services Block.
- 4.17. Further detail is set out in Appendix 2 with business cases for Schools Forum consideration of Central School Services Block.
- 4.18. **Recommendation:**
Schools Forum are asked to consider the proposed funding in the Central School Services Block ahead of budget decisions at Schools Forum in December 2017.

Appendix 2 – Central School Services Block funding

Admissions

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<p>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.</p>	<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>	<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>	<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>	<p>N/A</p>

Governor support services

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<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>	<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>	<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 our prices becoming less competitive in the market place and difficult to afford for our schools</p>	<p>Contribution to combined budgets. Schools Forum agreement prior to April 2013.</p>	<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>

LAC placements

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<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>With the support of the Virtual School Team we have hugely improved the education outcomes for LAC in recent years (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</p>	<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>	<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 [section 22C(7) and (8)(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</p>	<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>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>	<p>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.</p>	<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.</p>	<p>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>	
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	<p>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>			
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Music and performing arts

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<p>Subsidised instrumental musical lessons, instrument hire and ensemble membership for pupils entitled to free school meals</p>	<p>Equality of opportunity</p>	<p>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.</p>	<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>	<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>

Early Help

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
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<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>Consistent, reliable and recognisable C4C 'brand' with an agreed operating model; A service that is rooted in systemic practice and will operate within a framework of signs of safety and the skills of motivational interviewing; Will therefore be more relational and about families feeling heard and respected even where there is challenge; Less about referring on Really embedding the whole family approach. Early hep support enables families to overcome issues, achieve behavioural change and develop greater resilience moving forward. Early Help focusses;</p> <ul style="list-style-type: none"> • Children not attending school regularly • Prevention of children and young people committing offences • Parenting capacity manifesting itself in significant behavioural issues 	<p>In 2016/17 the Early Help service has worked directly with offered support to 687 families, formed of 1375 Delivered transition support for 5 primary schools Since Sept 2016 - Attended: 132 vulnerable children meetings 212 case consultations with parents/staff 61 parenting drop-ins</p> <p>Delivered; 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. Provided TAS support in relation to SYV to 5 schools and CONEL following critical incident.</p>	<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 'Whose Responsibility' 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. 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>	<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</p>	
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<ul style="list-style-type: none"> • Other children who need help eg. SEMH support • Troubled Families • Reduce re-referrals to higher level interventions by focusing our work on sustained change for families; • Prevent family breakdown resulting in care entry. Promotion of resilience in families rather than dependence; • Build capacity in universal providers to support children earlier. 	<p>Directly delivered 3 x 12 week parenting courses</p>		<p>within the CSSB guidance.</p>	
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Statutory Education Welfare Services

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<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>	<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 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>	<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>	<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>	<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 "schoolsafe" alerts.</p>

School standards

Focus of the service provided	The benefit derived by our schools/families/children	The consequence of reduction or removal of funding	Link to CSSB guidance	Any other comment or consideration
<p>School standards:</p> <ul style="list-style-type: none"> - NLC budgets - School to school support and contingency - Data analysis - Additional SIA support - Conference subsidy 	<p>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</p>	<p>Reduced funding for standards and school to school support for the remainder of the 2017-18 academic year</p>	<p>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</p>	<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>