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# NOTICE OF MEETING

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## SCHOOLS FORUM

WEDNESDAY, 2 DECEMBER 2020 AT 4.30 PM

## REMOTE MEETING

Telephone enquiries to Lisa Gallacher 023 9283 4056  
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### Membership

#### Schools Members

Two head teacher representatives - primary phase  
One head teacher representative - secondary phase  
One head teacher representative - special phase  
Four academy representatives - primary proprietor  
Five academy representatives - secondary proprietor  
One academy representative - special proprietor  
One governor - primary phase  
One governor - secondary phase

#### Non School Members

Four Councillors (one from each political groups)  
One 16-19 Education Providers representative  
One Early Years Providers representative

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(NB This agenda should be retained for future reference with the minutes of this meeting).

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

## AGENDA

- 1      **Apologies**
- 2      **Declarations of Interest**
- 3      **Membership Changes**

- 4 **Minutes of the previous meeting held on 16 September 2020 and matters arising** (Pages 5 - 10)
- 5 **Dedicated Schools Grant 2020-21 Quarter 2 Budget Monitoring** (Pages 11 - 18)

Purpose

to inform Schools Forum of the projected revenue expenditure of the Dedicated Schools Grant (DSG) for the current financial year 2020-21 as at the end of September 2020.

**It is recommended that Schools Forum:  
Notes the forecast year-end budget position for the Dedicated Schools Grant as at 30 September 2020, together with the associated explanations contained within this report.**

- 6 **School Funding Arrangements 2021-22** (Pages 19 - 66)

Purpose.

The purpose of this report is to provide the Schools Forum with an update on the latest developments in respect of the school revenue funding arrangements for the financial year 2021-22 onwards

**RECOMMENDED that the Schools Forum:**

1. **Note the Department for Education's proposed changes to High Needs Block revenue funding arrangements for 2021-22 as set out in this report.**
2. **Endorse the funding arrangements for Maintained and Academy Special Schools and Independent Special Schools in relation to the Teachers Pay Grant, Teachers Pension Employer Contribution Grant and the Supplementary Grants from April 2021, as set out in Table 1.**
3. **Note the responses from schools with regards to the:**
  - ☐ **briefing regarding the proposed changes to the school funding arrangements and the mainstream Education Health and Care Plan banding**
  - ☐ **consultation regarding the proposed carry forward of the Growth Fund balances for the same use in future years.**

**As set out in section 6 and Appendix 2.**

4. **Endorse the proposed carry forward of Growth Fund balances for the same use in future years as set out in Section 6.**
5. **Endorse the proposed hourly rates to Early Years providers for**

**2021-22 as set out in section 7 and Table 4.**

**7 Early Years Providers Covid-19 Additional Grant 2020-21 (Pages 67 - 82)**

Purpose.

The purpose of this report is to seek approval from the Schools Forum to pay early years providers additional funding in the form of a one off grant in order to support the sustainability of the market. This would apply to providers who offered funded early years provision for two, three and four years old during the first national coronavirus lockdown.

**RECOMMENDED that the Schools Forum:**

- 1. Approves the grant values as set out in section 4.3 to be paid in the autumn term 2020.**
- 2. Notes that a further review of the Dedicated Schools Grant Early Years block funding and expenditure will be undertaken in quarter four of the 2020-21 financial year, in relation to a potential further grant payment in the spring term 2021 as set out in section 8.2.**

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# Agenda Item 4

## SCHOOLS FORUM

MINUTES OF THE MEETING of the Schools Forum held on Wednesday, 16 September 2020 at 4.30 pm as a virtual meeting.

### Present

|                           |                |                                     |
|---------------------------|----------------|-------------------------------------|
| Jackie Collins            | Head Teacher   | Primary Phase                       |
| David Jeapes              | Head Teacher   | Secondary Phase                     |
| Matthew McLoughlin-Parker | Head Teacher   | Special Schools                     |
| Jason Crouch              | Governor       | Secondary Phase                     |
| Share D'all               | Governor       | Primary Phase                       |
| Sharon Burt               | Academies      | Special Schools                     |
| Jo Cooper                 | Academies      | Primary Phase                       |
| Nys Hardingham            | Academies      | Secondary Phase                     |
| Steve Labeledz            | Academies      | Secondary Phase                     |
| Sean Preston              | Academies      | Primary Phase                       |
| Simon Barrable            | Representative | 16 - 19 Education                   |
| Terry Norton              | Councillor     | Conservative Party                  |
| Lynne Stagg               | Councillor     | Liberal Democrat Party              |
| Judith Smyth              | Councillor     | Labour Party                        |
| Claire Udy                | Councillor     | Progressive Portsmouth People Group |

### 60. Apologies

Apologies for absence were received from Kara Jewell and Dave Jones.

### 61. Declarations of Interest

There were no declarations of interest.

### 62. Membership changes

Alison Egerton advised that Sharon Burt, Solent Academies Trust, had joined the Forum as a Special Schools Academy representative following the retirement of Alison Beane at the end of the summer term. She was welcomed to the Forum.

There were a number of tenures which were due to expire after this meeting as follows:

- Ian Hunkin, Maintained Special School representative.
- Kate Keller, Primary Academy School representative.
- Sonia Nickerson, Primary Academy School representative.
- Simon Barrable, Post 16 representative.

Alison explained that she had written to all of the above to ask if they would be happy to stand again. Once she had received all responses she would write to the appropriate sectors accordingly.

Sonia Nickerson had indicated that she wished to stand down and Alison wished to place on record her thanks to Sonia for her work on the Forum over the last few years.

Ian Hunkin had occasionally been represented at Forum meetings by Matthew Mcloughlin-Parker who is the interim head at the Harbour School and they have agreed that Matthew will take over as maintained Special School representative officially from the next meeting. She wished to place on record her thanks to Ian for his work on the Forum in recent years. When the Harbour School converts to an academy, Matthew's tender will cease and the number of academy special school representatives will need to be reviewed as part of the 2021 constitution.

There are now two vacancies within the secondary academy representatives. After the last meeting Alison had emailed out to all, however there had been no response. Alison would contact all secondary academy representatives to see if anyone would like to volunteer and asked colleagues in the academy sector for help encouraging volunteers if possible.

**63. Minutes of the previous meeting held on 8 July 2020 and matters arising**

**RESOLVED that the minutes of the previous meeting held on 8 July 2020 be confirmed as a correct record.**

There were no matters arising from the last minutes.

**64. Dedicated Schools Grant Quarter 1 2020-21 Budget monitoring and budget revision**

The report was introduced by Alison Egerton, Group Accountant.

In response to questions the following matters were clarified:

- The £56,000 on the high needs block overspend relates to the Harbour School. Over the summer term the authority commissioned an additional three places at Harbour School and the top up funding was for those three places. Officers have assumed that these three places will remain for the rest of the financial year, but obviously this could change going forward into the new academic year. In addition there are the pupils who are near to school and the authority has agreed to fund those pupils for the one term, in line with the funding guidance

provided by the Department for Education regarding the funding of Alternative Provision during the Coronavirus lockdown.

- Within the high needs block the authority receives funding for high needs places for special schools and independent specialist providers. The funding is then removed and the DfE pay this directly to those settings on the authority's behalf. For the last three years there has been an independent setting within the high needs block which Portsmouth City Council was told it was responsible for, however the provider is not based in Portsmouth. Officers had been disputing this with the DfE and they have now confirmed the setting has been removed from Portsmouth. The funding has been taken away from Portsmouth City Council but the authority is now not paying that funding therefore it is a nil impact.
- The additional high needs spend in the revised budget is due to additional special school places and the associated Element 3 costs.

#### **DECISIONS: Schools Forum:**

- (1) Noted the forecast year-end budget position for the Dedicated Schools Grant as at 30 June 2020, together with the associated explanations contained within this report.**
- (2) Endorsed the revisions to the 2020-21 budget as set out in Appendix and section 4.**

#### **65. School funding arrangements 2021-22**

(Jo Cooper left the meeting at the start of this item due to technical issues)

The report was introduced by Alison Mann, Finance Manager.

In response to questions the following matters were clarified:

- The DfE have confirmed that academy schools will receive the Teachers Pay Grant and Teacher Pension Grant until August 2021.
- The IDACI banding is based on the Office of National Statistics data. It is normally revised every five years and officers had not heard anything from the DfE with regard to any consideration of changes outside of that. In November there is a South East area finance group and Alison Egerton said she would raise this matter there to see if anything is being considered. Angela Mann added that it is worth noting that pupil information was better in 2019 than in 2018, which is why the authority was able to increase the lump sum for all schools.
- The underspend on the growth funding is a one off benefit and there are a lot of unknowns. PCC would not know what the growth funding is from Central Government until late December. If there is additional funding that comes through naturally from growth that will become part of the schools block that will be distributed. The key point is that the

growth fund currently in place is maintained which is why officers are requesting to carry forward on an annual basis.

- Charter Academy historically received a high Minimum Funding Guarantee (MFG) because of their pupil situation when they moved to the new formula funding. As the school was growing the MFG was paid on a per pupil basis and was increasing. The authority and the Academy Trust have now agreed to cap pupils at 600 which was the number of pupils in the school at the start of the arrangements. Any additional pupils will not receive MFG which is why officers have to ask for the disapplication request. PCC have to do disapplication requests every year to the Secretary of State. It was suggested that for reports in the future this is made clear that it is something that is done every year. Forum members agreed this would be sensible.

#### **DECISIONS: The Schools Forum:**

- (1) **Noted the Department for Education's proposed changes to school revenue funding arrangements for 2021-22 as set out in this report.**
- (2) **Endorsed the proposals for implementing the local funding formula arrangements as set out in this report; in particular to:**
  - **Implement the National Funding Formula rates for both primary and secondary schools in in 2021-22, as set out in Appendix 1;**
  - **Implement a minimum funding guarantee (MFG) of at least +0.5% and up to +2.0% subject to affordability, for 2021-22 as set out in paragraphs 5.16**
  - **The method of managing affordability as set out in paragraph 5.17.**
  - **Implement the disapplication request as set out in section 6.**

#### **66. Any other business**

##### **COVID-19**

Councillor Smyth asked whether the figures in the reports today had included the impact of COVID-19 and whether there were grants that schools were able to apply for to help with the additional costs. The Chair explained that from a schools perspective, grants were available depending on the size of a school, and a large school could potentially get up to £75,000. He understood that there is potentially another window about to open to give schools the opportunity to apply for funding to help with the extraordinary costs associated with COVID-19. Alison Egerton confirmed this and said that the authority had not yet seen anything from the DfE confirming there would be a second window for grants.

##### **Draft briefing to schools on school funding**



The Chair advised that Alison Egerton had emailed out to members on Friday 11 September the draft of a proposed briefing and consultation paper that officers are planning to send to all schools in the middle of September. Members of the Forum commented that they had not yet had the chance to consider this. The Chair asked members to review this and send their comments back to Alison Egerton. The intention is to send the document out on 21 September and provide schools with just over 4 weeks to respond. The outcome of the responses will be brought to Schools Forum on 2 December along with any proposals for implementation in 2021-22.

Councillor Norton thanked officers and colleagues for all their efforts in getting children back into school during this challenging time. The Chair also gave his thanks to those working on the frontline and also behind the scenes.

**Date of next meeting**

The Chair advised that it was proposed to cancel the next scheduled meeting of the Forum on 21 October given the timelines outlined in the meeting. Forum members were in agreement with this.

The next meeting would therefore be Wednesday 2 December at 4:30pm.

The meeting concluded at 5.19 pm.

.....  
David Jeapes  
Chair

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# Agenda Item 5



## **THIS ITEM IS FOR INFORMATION ONLY**

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|                          |   |
|--------------------------|---|
| <b>Title of meeting:</b> | Schools Forum   |
| <b>Subject:</b>          | Dedicated Schools Grant 2020-21 Quarter 2 Budget Monitoring |
| <b>Date of meeting:</b>  | 2 December 2020   |
| <b>Report by:</b>        | Chris Ward, Director of Finance and Section 151 Officer     |
| <b>Wards affected:</b>   | All   |

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### **1. Requested by**

Schools Forum.

### **2. Purpose**

- 2.1 The purpose of this report is to inform Schools Forum of the projected revenue expenditure of the Dedicated Schools Grant (DSG) for the current financial year 2020-21 as at the end of September 2020.

### **3. Recommendations**

It is recommended that Schools Forum:

- 3.1 Notes the forecast year-end budget position for the Dedicated Schools Grant as at 30 September 2020, together with the associated explanations contained within this report.

### **4. Background**

- 4.1 The DSG is a ring-fenced grant for Education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations.
- 4.2 The original DSG budget for the financial year 2020-21, was set in February 2020, with subsequent revisions endorsed by Schools Forum in September 2020 and approved by the Cabinet Member for Children, Families and Education in October 2020. Whilst the revisions were approved after the end of the second quarter they have been included in this report for completeness and to provide Schools Forum with the latest forecast estimate of the year-end outturn as at 30 September 2020.

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4.3 Table 1 below sets out the forecast year-end financial position of the DSG budget as at 30 September 2020.

| <b>Table 1 - Dedicated Schools Grant</b> |   |  |   |  |
|--|---|--|---|--|
|  | <b>Original<br/>budget<br/>2020-21<br/>£000's</b> | <b>Revised<br/>Budget<br/>2020-21<br/>£000's</b> | <b>Projected<br/>outturn<br/>2020-21<br/>£000's</b> | <b>Projected<br/>over / (under)<br/>spend<br/>£000's</b> |
| <b>Income</b>                            |   |  |   |  |
| DSG Brought forward 2019-20              | (3,115)   | (3,115)  | (3,115)   | 0  |
| DSG and other specific grants            | <u>(73,456)</u>                                   | <u>(75,155)</u>                                  | <u>(75,155)</u>                                     | <u>0</u>   |
| <b>Total Income</b>                      | <b>(76,571)</b>                                   | <b>(78,269)</b>                                  | <b>(78,269)</b>                                     | <b>0</b>   |
| <b>Expenditure</b>                       |   |  |   |  |
| Primary ISB                              | 27,302  | 27,302   | 27,302  | 0  |
| Secondary ISB                            | 12,543  | 12,543   | 12,543  | 0  |
| Special school place funding             | 244   | 1,218  | 1,218   | 0  |
| Inclusion Centre Place funding           | 374   | 374  | 374   | 0  |
| Alternative provision place funding      | <u>40</u>   | <u>1,090</u>                                     | <u>1,090</u>  | <u>0</u>   |
| <b>Total Delegated</b>                   | <b>40,503</b>                                     | <b>42,526</b>                                    | <b>42,526</b>                                       | <b>0</b>   |
| De-delegated and central budgets         | 2,401   | 2,401  | 2,117   | (284)  |
| Early Years                              | 14,416  | 14,110   | 13,587  | (524)  |
| High Needs                               | 16,278  | 16,635   | 15,974  | (661)  |
| <b>Total Expenditure</b>                 | <b>73,598</b>                                     | <b>75,673</b>                                    | <b>74,204</b>                                       | <b>(1,469)</b>   |
| <b>Net forecast position</b>             | <b>(2,973)</b>                                    | <b>(2,597)</b>                                   | <b>(4,065)</b>                                      | <b>(1,469)</b>   |
| <b>DSG Carried forward</b>               | <b>2,973</b>                                      | <b>2,597</b>                                     | <b>4,065</b>  | <b>1,469</b>   |

### Academy conversions / school closures

- 4.4 As at 30 September 2020 there have not been any academy conversions this financial year.
- 4.5 Wimborne Infant School and Wimborne Junior School closed on 31 August 2020 following their amalgamation to form Wimborne Primary School on 1 September 2020. The closing balances for the Infant and Junior Schools are being calculated and will be brought to a future Schools Forum and Cabinet Member for approval to pass the balances to the primary school via the Schools Specific Contingency.

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- 4.6 For completeness it should be noted that Isambard Brunel Junior and Meredith Infant School amalgamated on 1 September 2020 to form New Horizons Primary School. As all three schools are part of the Thinking Schools Academy Trust the calculation of the balances will not impact on the DSG in 2020-21.

### **De-delegated and Central Budgets**

- 4.7 As reported in Quarter 1, the forecast position includes Growth Fund allocations that have been issued to all eligible schools and academies meeting the criteria for 2020-21 financial year. This will result in a planned £284,000 underspend compared to budget. A consultation has been undertaken with maintained and academy schools to agree the carry forward of any Growth Fund balance to support the continuing payments in future years, the results are reported in the School Funding Arrangements 2021-22 report on the agenda.

### **Early Years Block**

- 4.8 Table 2 below sets out the forecast position as at the end of September 2020.

| <b>Table 2 Early Years Block Forecast two three and four year old place funding</b> |                           |                   |                                       |
|---|---------------------------|-------------------|---------------------------------------|
|   | <b>Total 2020-21</b>      |                   |                                       |
|   | <b>Budget<br/>2020-21</b> | <b>Forecast</b>   | <b>Variance<br/>(Under)/<br/>Over</b> |
|   | <b>£</b>                  | <b>£</b>          | <b>£</b>                              |
| Two year old hours  | 1,681,700                 | 1,841,300         | 159,600                               |
| Two year old contingency growth fund  | 42,700                    | 42,700            | 0                                     |
| Three & four year old universal hours   | 7,973,300                 | 8,001,900         | 28,600                                |
| Three & four year old additional hours  | 3,284,500                 | 2,569,500         | (715,000)                             |
| Three & four year old contingency growth fund                                       | 177,500                   | 177,500           | 0                                     |
| <b>Total</b>  | <b>13,159,700</b>         | <b>12,632,900</b> | <b>(526,800)</b>                      |

- 4.9 As stated previously the impact of the Coronavirus lockdown on the early year's provision has provided a level of uncertainty for both the local authority and early years settings across the city. For the summer term, the authority has paid providers based on the forecast hours at the beginning of the summer term, this was adjusted in July and August for any actual pupils that may have attended over and above the initial forecast hours. For the autumn 2020 term the authority has paid settings the indicative budget based on the actual hours paid in autumn 2019.
- 4.10 As with the summer term the authority will be paying settings for any additional hours over and above the indicative budget, based on requests from providers at the October half term. Therefore the forecast includes actual expenditure to the end of

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September, autumn 2020 term payments for additional and spring 2021 term indicative budgets.

- 4.11 The Early Years Team continues to work closely with providers over this challenging period and where required, providing specialist business support. This includes a proposal to pay providers a support grant from the in-year underspend, which recognises the impact of Covid-19 on the financial sustainability of the sector. The details of the proposal are set out in a separate report to the Cabinet Member and Schools Forum. This would still allow enough funding to cover commitments even if numbers change during the Spring Term.
- 4.12 At the time of writing this report the authority has clarified with settings how payments for the spring term will be made, funding in accordance with the guidance issued by the DfE in July 2020. Should further guidance be issued by the DfE over the autumn term which changes the method of funding for the spring 2021 term then providers will be updated accordingly.
- 4.13 Table 4 sets out the forecast position on the other areas of expenditure relating to the early years block. This shows a small overspend on the Early Years pupil premium for three and four year olds due to increased numbers of eligible pupils.

| <b>Table 3 Early Years Block Forecast Other Expenditure</b> |                           |                 |                                       |
|---|---------------------------|-----------------|---------------------------------------|
|   | <b>Total 2020-21</b>      |                 |                                       |
|   | <b>Budget<br/>2020-21</b> | <b>Forecast</b> | <b>Variance<br/>(Under)/<br/>Over</b> |
|   | <b>£</b>                  | <b>£</b>        | <b>£</b>                              |
| Disability Access Fund                                      | 65,800                    | 65,800          | 0                                     |
| Inclusion Fund (2,3 and 4 year olds)                        | 114,600                   | 114,600         | 0                                     |
| Central services  | 630,000                   | 630,000         | 0                                     |
| Three & four year olds Pupil Premium                        | 140,100                   | 143,400         | 3,300                                 |
| <b>Total</b>  | <b>950,500</b>            | <b>953,800</b>  | <b>3,300</b>                          |

### **High Needs Block**

- 4.14 As at the end of September 2020, the authority has received, reconciled and paid all class list for Specials Schools Inclusion Centres and Alternative Provision (AP) settings for the summer term. Element 3 top-up has been paid where the authority where the pupil is on roll at the school, irrespective of whether the pupil was able to attend the school during the lock down period. The forecast position therefore includes all payments made for the summer term and a forecast for the rest of the year based on projected pupil numbers for the rest of the financial year.

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4.15 Place funding for individual school budgets remains on budget following the approval of the revised budget in October 2020.

4.16 Overall the High Needs Block is forecasting an underspend of £661,200.

4.17 Table 5 below summarises the forecast outturn position for the remaining elements of the high needs block (excluding individual school budgets).

| <b>Table 5 High Needs Budget</b>         |                               |   |                               |
|--|-------------------------------|---|-------------------------------|
|  | <b>Total 2020-21</b>          |   |                               |
|  | <b>2020-21 Revised Budget</b> | <b>Forecast Outturn as at 30-Sep-20</b> | <b>Variance (Under)/ Over</b> |
|  | <b>£</b>                      | <b>£</b>                                | <b>£</b>                      |
| Element 3 Top up                         | 11,656,900                    | 11,241,300                              | (415,600)                     |
| Out of City providers                    | 2,976,800                     | 2,741,600                               | (235,200)                     |
| Permanent exclusion recharge             | 0                             | (70,400)                                | (70,400)                      |
| Early Years Complex Needs Inclusion Fund | 200,000                       | 260,000                                 | 60,000                        |
| SEN support services                     | 877,300                       | 877,300                                 | 0                             |
| Medical Education                        | 672,100                       | 672,100                                 | 0                             |
| Outreach                                 | 191,900                       | 191,900                                 | 0                             |
| Fair Access Protocol                     | 60,000                        | 60,000                                  | 0                             |
| <b>Total High Needs Block</b>            | <b>16,635,000</b>             | <b>15,973,800</b>                       | <b>(661,200)</b>              |

4.18 As at the end of September 2020 the forecast position reflects a decrease in the number of pupils in receipt of Element 3 Top-up over the course of the summer and early part of the autumn term. It is currently not clear if the forecast underspend is as a result of the national lockdown and a reduction in the numbers of requests for Education Health and Care Plans (EHCP) or an overall reduction in the level of need across the city. Following lock down in March 2020 there was an initial flurry of activity to complete any EHCPs in progress at that time, but requests in the number of new EHCP requests reduced during the latter part of the summer term.

4.19 It is not known if the impact of the lockdown will create an increase in the number of new EHCP requests over the course of the autumn and spring terms that could lead to higher numbers of pupils and associated costs.

4.20 This area will continue to be monitored closely over the remainder of 2020-21. However if the number of EHCP requests do increase, the timescale for agreeing an EHCP means that it is more likely to impact on the High Needs Block budgets in 2021-22 financial year. .

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### **Element 3 Top-up funding**

4.21 Table 6 below breaks down the forecast overspend position for the Element 3 Top up funding as at the end of September 2020.

| <b>Table 6 - Element 3 Top-up</b>    |                               |   |                               |
|--------------------------------------|-------------------------------|---|-------------------------------|
|                                      | <b>Total 2020-21</b>          |   |                               |
|                                      | <b>2020-21 Revised Budget</b> | <b>Forecast Outturn as at 30-Sep-20</b> | <b>Variance (Under)/ Over</b> |
|                                      | <b>£</b>                      | <b>£</b>                                | <b>£</b>                      |
| EHCP Mainstream                      | 2,408,100                     | 2,159,500                               | (248,600)                     |
| Element 3 Top Up Special Schools     | 7,289,100                     | 7,109,500                               | (179,600)                     |
| Element 3 Top Up - Inclusion Centres | 263,100                       | 251,000                                 | (12,100)                      |
| Element 3 Top Up - AP                | 242,300                       | 267,000                                 | 24,700                        |
| Post 16 Special Educational Needs    | 1,024,400                     | 1,024,400                               | 0                             |
| Element 3 Top Up - OLA School        | 429,900                       | 429,900                                 | 0                             |
| <b>Total Element 3 Top-up</b>        | <b>11,656,900</b>             | <b>11,241,300</b>                       | <b>(415,600)</b>              |

4.22 The September 2020 in-take of Post 16 pupils will not be agreed and finalised with Colleges until after October 2020, when pupil destinations are confirmed. Therefore the forecast position will be updated in the third quarter following receipt of the final data.

4.23 The Special School underspend (£179,600) is the net reduction due to 38 pupils placed in Portsmouth Special Schools by other local authorities for which Portsmouth is not responsible for paying the Element 3 Top-up which offsets an increase in the Element 3 Top-up paid for Portsmouth pupils, reflecting higher level of need than budgeted for.

4.24 The Inclusion Centre underspend relates to an overall reduction on the number of pupils on roll at the Inclusion Centres over the summer term.

4.25 The forecast overspend relating to alternative provision settings has reduced from the previous quarter due to a reduction in the number of pupils in the second half of the summer term.

### **Out of City Providers**

4.26 The table below sets out the position regarding the current forecast underspend on the Out of City providers. As at the end of September the number of pupils in Independent and Specialist providers is lower than budgeted particularly with regards to the Child and Adolescent Mental Health Services (CAMHS). As set out in



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paragraph 4.18 it is not clear if the reduced numbers are related to the national lockdown and a decrease in the number of pupils that have moved or been placed in specialist settings. This area will continue to be monitored closely.

| Table 7 - Out of City Placements   |                  |           |                   |           |                  |             |
|------------------------------------|------------------|-----------|-------------------|-----------|------------------|-------------|
|                                    | Budget           |           | Forecast position |           | Variance         |             |
|                                    | £                | Pupils    | £                 | Pupils    | £                | Pupils      |
| Independent & Specialist providers | 2,915,600        | 50        | 2,707,600         | 41        | (208,000)        | (9)         |
| CAMHS                              | 61,200           | 11        | 34,000            | 5         | (27,200)         | (6)         |
| <b>Total</b>                       | <b>2,976,800</b> | <b>61</b> | <b>2,741,600</b>  | <b>46</b> | <b>(235,200)</b> | <b>(15)</b> |

### Permanent Exclusion Recharge

4.27 The credit of £70,400 represents the proportion of permanent exclusion income from schools where pupils have been placed in an alternative provision setting for a period of time before moving to a new mainstream placement. This is an annual contribution to the element 3 top-up costs.

### Early Years Complex Needs Inclusion Fund

4.28 The overspend reflects the increase in the number of pupils with complex needs receiving additional support in mainstream early years settings. As at the end of the quarter the funding has been provided for 54 pupils over the financial year at an average cost of £4,044 per pupil, the forecast includes a potential increase of a further 10 pupils over the remainder of the financial year.

### Grant funding

4.29 The authority received an allocation adjustment in relation to the Early Years Block and High Needs Block in July 2020. An explanation of the adjustments were taken to Schools Forum and Cabinet Member in September and October 2020 respectively and the budget revised accordingly. These changes have been incorporated in to the Quarter 2 monitoring as set out in Table 1 of this report.

### Carry forward balance

4.30 As at the 30 September 2020 the forecast carry forward has increased to £4.6m a net increase of £1.4m on Quarter 1, which is the net impact of the underspend on the Growth Fund, High Needs Block and Early Years Block.

4.31 There are a number of potential calls on the carry forward which won't be known until later in the financial year, for example following the outcome of the consultation with

## THIS ITEM IS FOR INFORMATION ONLY

(Please note that "Information Only" reports do not require Integrated Impact Assessments, Legal or Finance Comments as no decision is being taken)

Schools regarding the carry forward of the Growth Fund. The Table below sets out the forecast year end carry forward, should the potential adjustments materialise.

| <b>Table 8 - Estimated 2020-21 Carry forward</b>                       |           |              |
|--|-----------|--------------|
|  | <b>£m</b> | <b>£m</b>    |
| Forecast carry forward as at 30 September 2020                         |           | 4.065        |
| <b>Potential impact of future decisions on 2021-22 brought forward</b> |           |              |
| Schools specific contingency   | (0.142)   |              |
| Early Years provider Covid-19 grant payment                            | (0.300)   |              |
| Carry forward of Growth Fund balance                                   | (0.284)   | (0.726)      |
| <b>Estimated available DSG carry forward</b>                           |           | <b>3,339</b> |

## 5. Reasons for recommendations

- 5.1 It is recommended that Schools Forum notes the contents of the report in respect of the financial forecast outturn for 2020-21 as at the end of the second quarter.

Signed by (Director)

## Appendices:

### Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

The information upon which this report has been based has been drawn from a variety of sources: however much of the information used is held in budget files prepared by the children and Education Finance Team. Please contact Angela Mann, Finance Manager, if required.

| <b>Title of document</b> | <b>Location</b> |
|--------------------------|-----------------|
|                          |                 |
|                          |                 |

# Agenda Item 6



**Title of meeting:** Schools Forum

**Date of meeting:** 2 December 2020

**Subject:** Schools Funding Arrangements 2021-22

**Report by:** Alison Jeffery, Director Children Families and Education

**Wards affected:** All

**Key decision:** Yes/No

**Full Council decision:** Yes/No

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## **1 Purpose of report**

- 1.1 The purpose of this report is to provide Schools Forum with an update on the latest developments in respect of the school revenue funding arrangements for the financial year 2021-22 onwards

## **2 Recommendations**

- 2.1 It is recommended that Schools Forum:

- 2.1.1 Note the Department for Education's proposed changes to High Needs Block revenue funding arrangements for 2021-22 as set out in this report.
- 2.1.2 Endorse the funding arrangements for Maintained and Academy Special Schools and Independent Special Schools in relation to the Teachers Pay Grant, Teachers Pension Employer Contribution Grant and the Supplementary Grants from April 2021, as set out in Table 1.
- 2.1.3 Note the responses from schools with regards to the:
- briefing regarding the proposed changes to the school funding arrangements and the mainstream Education Health and Care Plan banding
  - consultation regarding the proposed carry forward of the Growth Fund balances for the same use in future years.

As set out in section 6 and Appendix 2.

- 2.1.4 Endorse the proposed carry forward of Growth Fund balances for the same use in future years as set out in Section 6.

2.1.5 Endorse the proposed hourly rates to Early Years providers for 2021-22 as set out in section 7 and Table 4.

### **3 Background**

3.1 In July 2020 the Government published the Policy Document "The national funding formula for Schools and High Needs 2021-2022", and the "Schools Revenue funding 2021-2022 operational guide" along with local authority indicative funding allocations. This was followed in September with the High needs funding: 2021 to 2022 operational guide.

3.2 In September 2020 we provided both the Cabinet Member and Schools Forum an update on the main changes to schools funding highlighted in Policy Document and the Operational Guide focusing on the funding for mainstream schools and School and Central Schools Services Dedicated Schools Grant funding Blocks. Schools Forum endorsed and Cabinet Member approved the following decisions in relation to 2021-22:

- Implementation of the National Funding Formula rates for both primary and secondary schools in 2021-22.
- Implementation of a minimum funding guarantee (MFG) of at least +0.5% and up to +2.0% subject to affordability, for 2021-22.
- The method of managing affordability through the use of the area cost adjustment and the MFG.
- Implementation of the disapplication request in relation to Ark Charter.

3.3 This report provides an overview of the main changes to school funding highlighted in the High Needs Block Operational Guide and the progress being made towards agreeing the Schools Funding arrangements locally for the financial year 2021-22.

### **4 High Needs Block Funding**

4.1 As reported previously nationally the Government have increased High Needs funding by a further £730m on top of the additional £780m provided in 2020-21. The DfE has advised that each local authority will receive an underlying increase of 8% per head of 2 to 18 population based on what they in high needs funding in 2020/21. The DfE has also set a gains cap of 12%.

4.2 Indicative funding published by the DfE on 20 July provides Portsmouth with an increase in funding of 12.7%<sup>1</sup> when compared to 2020-21.

4.3 The allocation incorporates funding for the Teachers' Pay Grant (TPG) and Teachers Pension Employers Contribution Grant (TPECG) by increasing the

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<sup>1</sup> The funding floor and cap on gains calculation excludes funding for basic entitlement, import/export adjustment, hospital education and the AP settings TPG and TPECG funding. Portsmouth City Council receives the full 12% on the other formula factors.

basic entitlement factor from £4,087 to £4,660<sup>2</sup> per pupil attending special schools and academies. The allocation also includes the changes to the IDACI data set as with mainstream schools.

### **Incorporation of the Teachers Pay/Pension Grants into the High Needs Block**

- 4.4 The High Needs 2021 to 2022 Operational Guidance states that the Teacher's Pension Grant, the Teacher's Pension Employers Contribution Grant and the Teacher's Pension supplementary Grants have been incorporated into the High Needs Block funding provided to the local authority in two ways:
- increasing the basic entitlement factor from £4,087 to £4,762<sup>3</sup> per pupil attending special schools and academies.
  - allocating the funding that the TPG and TPECG currently provide to alternative provision (AP) through an additional factor in the high needs national funding formula, because the basic entitlement factor does not include funding for AP settings
- 4.5 It should be noted that of the authority's two alternative provision settings Flying Bull is part of a mainstream school and funding is provided through the mainstream funding formula. The authority has an open query with the ESFA with regard to the indicative allocation for the Harbour School's alternative provision allocation.
- 4.6 The indicative funding indicates that this equates to approximately £402,500 for 2021-22 (based on the October 2019 School Census and the January 2019 Alternative Provision census). The funding currently being received by Special Schools in the City for all three grants for 2020-21 is estimated to be £528,200<sup>4</sup>, and a query is currently with the ESFA regarding the treatment for the Harbour Schools alternative provision places. This does provide a potential shortfall in funding, but the actual value will not be known until the funding allocation is received in December which will have been updated for the October 2020 and January 2020 census data.

### **Funding to schools**

- 4.7 The operational guide issued in September clarifies that the Dedicated Schools Grant conditions will be updated to incorporate the Teachers Pay, Teachers Pension Employers Contribution and Supplementary Grants; and require:
- local authorities to pass on to special schools, special academies, alternative provision settings the same amount of funding per place the

<sup>2</sup> Before the area cost adjustment.

<sup>3</sup> National basic entitlement factor of £4,660 multiplied by Area Cost Adjustment (ACA) of 1.022.

<sup>4</sup> Based on actual grant payments for the period April 2020 to March 2021 for the TPG and TPECG and September 2019 to March 2020 for the TPECG Supplementary Grant.

settings received for the Teachers Pay, Teachers' Pension Employers Contribution and Supplementary grants paid in 2020-21.

- That the additional funding will not lead to a reduction to the number of places for which £10,000 is allocated to a school,
- There should be no reduction in the amount of top-up funding in respect of individual pupils,
- The funding for Teacher Pay and Pension Grants should be disregarded in applying the protection for special schools.

4.8 The distribution of the three grants is detailed in Table 1.

| <b>Table 1 - Teachers Pay and Pension Grant Funding 2021-22 for High Needs settings</b> |                            |   |  |                |
|---|----------------------------|---|--|----------------|
|   | <b>Funding 2021-22</b>     |   |  |                |
| <b>School</b>   | <b>Teachers' Pay Grant</b> | <b>Teachers' Pension employers contribution grant</b> | <b>Teachers' Pension Supplementary Grant</b> | <b>Total</b>   |
|   | <b>£</b>                   | <b>£</b>  | <b>£</b>                                     | <b>£</b>       |
| Solent Academies Trust  | 87,900                     | 243,700   | 27,100                                       | <b>358,700</b> |
| The Harbour School  | 35,000                     | 97,000  | 25,200                                       | <b>157,200</b> |
| Independent Special Schools   | 0                          | 12,300  | 0  | <b>12,300</b>  |
| <b>Total</b>  | <b>122,900</b>             | <b>353,000</b>  | <b>52,300</b>                                | <b>528,200</b> |

4.9 Unlike mainstream academy schools academy special schools receive the Teachers Pay and Pensions grants via the local authority rather than direct from the DfE, therefore the grant will payable from 1 April 2021. This will be incorporated in to the regular monthly payments to Academy Trusts from this date.

4.10 Independent special schools, will be paid in accordance to the pupils on roll as at the October 2020 census, in line with the funding received by the local authority.

### **High Needs Places - 2021-22 Academic Year**

4.11 Each year the authority submits a high needs place change request to the ESFA for changes to place numbers in Academy Special Schools, Academy Inclusion Centres, Academy Alternative Provision Settings and Post-16 Colleges in the City for the coming academic year.

4.12 Discussions are underway with Schools and Colleges regarding the 2021-22 academic year high needs places for both maintained and academy schools. The authority will submit a request relating to any proposed changes to non-maintained settings and expects to receive approval of the confirmed number of places in January 2021. The proposed changes will be brought to the January Schools Forum and Cabinet Member meetings for approval.

### **Special school element 3 top-up rates 2021-22**

- 4.13 There are currently no proposals to change the 2020-21 Element 3 Top-up rates for 2021-22 for special schools. Following receipt of the 2021-22 High Needs Block funding allocation the rates will be reviewed in conjunction with the other high needs budget requirements, if there is an opportunity to increase the rates in line with the mainstream funding this will be brought back to Cabinet Member and Schools Forum.
- 4.14 Following the request from Solent Academies Trust in February 2020 to review the High Needs Element 3 Top-up values paid to the schools in the Trust, the authority is continuing to work with the Trust to review their funding and banding values. Any proposed changes to future funding arrangements will be brought to Schools Forum and Cabinet Member for endorsement and approval.

## **5 Schools Block - Disapplication requests**

- 5.1 Following endorsement by Schools Forum and approval by the Cabinet Member the authority submitted a disapplication request by the deadline of 11 October 2020 in respect of the operation of the minimum funding guarantee (MFG), for Ark Charter, and are currently awaiting a response from the DfE.

## **6 Engagement with schools**

- 6.1 As detailed in the September Cabinet Member report, there is no longer a requirement to consult with schools on the formula factors due Portsmouth schools being funded using the NFF. Instead in October 2020 schools received a briefing (Appendix 1) which updated them on the:
- Funding arrangements for 2021-22.
  - Progress on the introduction of the Mainstream Education Health and Care Plan (EHCP) banding.
  - A consultation on the use of the underspend on the Growth Fund to carry forward to future years.
  -
- 6.2 The document invited schools views and comments on the subjects, the responses to which are set out in this report.
- 6.3 The consultation covered the period from 20 October 2020 to 13 November 2020. Of the 61 schools in the City four responses (7%) were received, all responses were from maintained schools. The table below summarises the responses, Appendix 2 sets out the comments made by schools regarding the School Funding Arrangements 2021-22, the mainstream EHCP banding and the Growth Fund.

**Table 2 - Summary of Consultation responses**

|                              | <b>Total number of schools</b> | <b>Number of responses received</b> | <b>Percentage of schools</b> |
|------------------------------|--------------------------------|-------------------------------------|------------------------------|
| <b>Maintained</b>            |                                |                                     |                              |
| Primary                      | 19                             | 3                                   | 14%                          |
| Secondary <sup>5</sup>       | 2                              | 1                                   | 4%                           |
| Special                      | 1                              | 0                                   | 0%                           |
| <b>Total Maintained</b>      | <b>22</b>                      | <b>4</b>                            | <b>18%</b>                   |
| <b>Academy Schools</b>       |                                |                                     |                              |
| Primary                      | 27                             | 0                                   | 0%                           |
| Secondary                    | 9                              | 0                                   | 0%                           |
| Special                      | 3                              | 0                                   | 0%                           |
| <b>Total Academy Schools</b> | <b>39</b>                      | <b>0</b>                            | <b>0%</b>                    |
| <b>All Schools</b>           |                                |                                     |                              |
| Primary                      | 46                             | 3                                   | 5%                           |
| Secondary                    | 11                             | 1                                   | 2%                           |
| Special                      | 4                              | 0                                   | 0%                           |
| <b>Total All Schools</b>     | <b>61</b>                      | <b>4</b>                            | <b>7%</b>                    |

### **School Funding Arrangements 2021-22**

- 6.4 Only one school commented on the proposed 2021-22 funding arrangements, requesting further information regarding the impact on the individual schools and clarification of the Income Deprivation Affecting Children Indices (IDACI) banding of the school.
- 6.5 To clarify; the national funding formula and the methodology of applying a minimum funding level per pupil and a minimum funding guarantee (MFG) of at least plus 0.5% negates any impact of the change in IDACI funding. Therefore if a school saw a reduction in funding due to the change in IDACI, the funding per pupil would be increased through the minimum funding level per pupil factor. If the resulting amount is then lower than the baseline per pupil funding for 2020-21 (including the teacher's pay and pension grants) plus 0.5% MFG then the funding per pupil would be increased again to ensure that every pupil received at least plus 0.5% increase compared to 2020-21.
- 6.6 The school who commented has been contacted and the impact explained.
- 6.7 In light of the responses received, it is not proposed to make any changes to the mainstream funding arrangements previously endorsed by Schools Forum and approved by Cabinet Member in September and October 2020.

<sup>5</sup> Includes All Through schools



## **Mainstream Education Health and Care plans**

- 6.8 Two comments were received in reaction to the banding of mainstream Education Health and care plans (EHCP), these are set out in Appendix 2. Schools were provided with a table that set out the financial impact of the move to a banded funding for mainstream EHCPs. This was calculated based on the pupils in receipt of funding as at July 2020. In response to the query from maintained primary 3 this information will be provided to schools by the Access and Entitlement Hub in February each year in preparation for the implementation from 1 April 2021. Moving forward, the Band will be determined and assigned at the outcome of the EHC needs assessment and the school will be notified of this through the consultation at the draft EHCP stage. The agreed banding will be confirmed when the final EHCP is issued
- 6.9 Maintained primary 1 raises a specific question in relation to the proposed funding provided for the Exceptional Band.
- 6.10 The proposed funding value of £4,300 Element 3 Top-up was calculated using the Element 3 Top-up values paid to schools as at July 2020. Of the 237 pupils that were identified as meeting the exceptional band criteria, 185 (78%) are currently in receipt of individual Element 3 Top-up values lower than the £4,300 proposed value.
- 6.11 When setting the proposed value of £4,300 the authority reviewed the average (£3,430), the median<sup>6</sup> (£1,780), mode<sup>7</sup> (£4,130) and maximum (£6,660) values paid to schools for pupils identified as exceptional. Overall the value of £4,300 would provide an additional £27,188 of funding for pupils who are placed on this band (as at July 2020). As stated in the consultation the banding values quoted are the minimum value that will be paid for each band in 2021-22, the final value will come to Schools Forum and Cabinet Member in January 2021 following receipt of the 2021-22 DSG High Needs Block allocation in December 2020.
- 6.12 Under the new EHCP banded funding proposals, schools will still have to make the provision, as specified in the EHCP. This is currently costed on the basis of standardised amounts to ensure equity across schools, rather than actual costs e.g. teaching assistant time is currently costed at the equivalent of £9 per hour.
- 6.13 The new banded funding rates will give schools the flexibility to make decisions as to how best to provide the specified support within the funding band allocated. This flexibility provides schools with greater predictability in terms of the budget available, whilst also allowing for changes that might be necessary across the school year e.g. a child might need a higher level of support initially and then this can be reduced as their develop greater independence skills etc.

<sup>6</sup> Median - the mid-point of a frequency distribution of values, when placed in order from the lowest to the highest values.

<sup>7</sup> Mode - the value that occurs most often in a set of numbers

6.14 This approach is more consistent with the move towards support for children being provided through time-limited interventions rather than having an identified 1-to-1.

6.15 In light of the responses, it is not proposed to make any changes to the banding criteria set out in the briefing document to schools in Appendix 1 and to bring the banding values back to Schools Forum in January 2021 for approval for implementation from 1 April 2021.

### **Growth Fund**

6.16 All of the schools that responded to the consultation supported the carry forward of the Growth Fund balances for use in future years.

| <b>Table 3 - Responses to Growth Funding balance carry forward consultation</b> |                               |                                    |                        |
|---|-------------------------------|------------------------------------|------------------------|
|   | <b>Agreed to the proposal</b> | <b>Disagreed with the proposal</b> | <b>Total Responses</b> |
| Primary   | 3                             | 0                                  | 3                      |
| Secondary   | 1                             | 0                                  | 1                      |
| Special   | 0                             | 0                                  | 0                      |
| <b>Total</b>  | <b>4</b>                      | <b>0</b>                           | <b>4</b>               |

6.17 It is therefore proposed to carry forward the unspent balance of the 2020-21 Growth fund to 2021-22 to support the continued payment of Growth Fund for basic to need to eligible schools.

## **7 Early Years Block Funding**

7.1 To date the DfE has still not issued any guidance yet in relation to the Early Years Block for 2021-22, following publication later this year an update will be brought to Schools Forum and the Cabinet Member for Children Families and Education.

7.2 In the absence of any guidance the table below sets out the expected DSG hourly values regarding the funding received by the local authority for the early years block.

| <b>Table 4 - Early Years Block funding Two, Three and Four Year old hourly rates</b> |                |                |                 |
|--|----------------|----------------|-----------------|
|  | <b>2020-21</b> | <b>2021-22</b> | <b>Variance</b> |
|  | <b>£</b>       | <b>£</b>       | <b>£</b>        |
| Two year olds  | 5.51           | 5.51           | 0.00            |
| Three and four year olds   | 4.77           | 4.77           | 0.00            |

7.3 The table below sets out the proposed funding to providers for 2021-22 based on the expected hourly funded value to the local authority.

| <b>Table 5 - 2020-21 and 2021-22 allocation of the funded hourly rate for 2, 3 and 4 year olds</b> |                          |             |                    |             |                          |             |                    |             |
|--|--------------------------|-------------|--------------------|-------------|--------------------------|-------------|--------------------|-------------|
|  | <b>2020-21</b>           |             |                    |             | <b>2021-22</b>           |             |                    |             |
|  | <b>3 and 4 year olds</b> |             | <b>2 year olds</b> |             | <b>3 and 4 year olds</b> |             | <b>2 year olds</b> |             |
|  | <b>£</b>                 | <b>%</b>    | <b>£</b>           | <b>%</b>    | <b>£</b>                 | <b>%</b>    | <b>£</b>           | <b>%</b>    |
| Basic hourly rate per pupil  | 4.24                     | 88.9        | 5.12               | 92.9        | 4.24                     | 88.9        | 5.12               | 92.9        |
| Deprivation average hourly rate  | 0.20                     | 4.2         | -                  |             | 0.20                     | 4.2         | -                  |             |
| SEN Inclusion fund   | 0.04                     | 0.8         | 0.04               | 0.7         | 0.04                     | 0.8         | 0.04               | 0.7         |
| Growth fund  | 0.07                     | 1.5         | 0.13               | 2.4         | 0.07                     | 1.5         | 0.13               | 2.4         |
| <b>Total funding passed to settings</b>  | <b>4.55</b>              | <b>95.4</b> | <b>5.29</b>        | <b>96.0</b> | <b>4.55</b>              | <b>95.4</b> | <b>5.29</b>        | <b>96.0</b> |
| Central retained funding   | 0.22                     | 4.6         | 0.22               | 4.0         | 0.22                     | 4.6         | 0.22               | 4.0         |
| <b>Total</b>   | <b>4.77</b>              | <b>100</b>  | <b>5.51</b>        | <b>100</b>  | <b>4.77</b>              | <b>100</b>  | <b>5.51</b>        | <b>100</b>  |

- 7.4 Following the receipt of the December DSG allocation, should either the local authority funding values or the proposed hourly rates to providers have changed, they will be brought to the January 2021 Schools Forum and Cabinet Member meetings for approval.

## **8 Reasons for recommendations**

- 8.1 The purpose of this report is to provide an update on the latest developments in respect of the future school revenue funding arrangements for 2021-22 onwards. The report also seeks endorsement to the proposals for implementing these arrangements locally, in order to ensure that they comply with the requirements of both the DfE's operational guidance and the School and Early Years Finance (England) Regulations.

## **9 Integrated impact assessment**

- 9.1 This report and the proposals within form part of, and are consistent with, the national implementation of the schools and high needs National Funding Formula as directed by the Department of Education and set out in the School and Early Years Finance (England) Regulations 2020.
- 9.2 The DfE has conducted a full Equality Impact Assessment which is attached to the Policy document and can be found on their website<sup>8</sup>. The funding system does not seek to target funding by reference to particular protected characteristics under the Equality Act 2010, but instead targets funding to those groups which the evidence demonstrates face barriers to their educational achievement.
- 9.3 An Integrated Impact Assessment (IIA) has been completed and is attached at Appendix 3. It confirms that the proposals will not have a negative impact on

<sup>8</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/901889/FINAL\\_2021-22\\_NFF\\_Policy\\_Document\\_MB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901889/FINAL_2021-22_NFF_Policy_Document_MB.pdf)

areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

## **10 Legal implications**

- 10.1 The Government is reforming the current school funding system from 2018-2019 and an update on the progress of that reform is provided in the body of this report.
- 10.2 The recommendations in this report are consistent with the requirements of the Schools Revenue Funding Operational Guide published by the Education & Skills Funding Agency and the national funding formula for schools and high needs 2021 to 2022 published by the Department for Education.
- 10.3 It is anticipated that the School and Early Years Finance (England) Regulations 2020 will be updated in due course by central government to confirm the specific provisions in relation to schools funding in the 2021/22 financial year.

## **11 Director of Finance's comments**

- 11.1 Financial comments and implications are included in the body of this report.

.....  
Signed by: Alison Jeffery, Director Children Families and Education

### **Appendices:**

Appendix 1: Briefing to Portsmouth Schools School Funding Arrangements 2021-22  
Mainstream Education Health & Care Plan Banding 2021-22 and  
Consultation on the Growth Fund balance carry forward

Appendix 2: Consultation responses.

Appendix 3: Integrated Impact Assessment

### **Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

| <b>Title of document</b>  | <b>Location</b>   |
|---|---|
| The national funding formula for schools and high needs 2021 to 2022 (published 20/07/2020) | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901889/FINAL_2021-22_NFF_Policy_Document_MB.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901889/FINAL_2021-22_NFF_Policy_Document_MB.pdf</a> |
| Schools revenue funding 2021 to 2022: Operational guide (published 20/07/20)                | <a href="https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2021-to-2022">https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2021-to-2022</a>   |

|   |   |
|---|---|
| High Needs Funding 2021 to 2022:<br>Operational Guide (published<br>September 2020) | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920020/High_needs_operational_guide_2021_to_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920020/High_needs_operational_guide_2021_to_2022.pdf</a> |
| School and Early Years Finance<br>(England) Regulations 2020                        | <a href="#">The School and Early Years Finance (England) Regulations 2020</a>   |

The recommendation(s) set out above were approved/ approved as amended/ deferred/  
rejected by ..... on .....

.....  
Signed by:

## Appendix 1

See Separate Document

## Appendix 2

Responses to briefing note and Consultation.

| <b>Comments</b>   |  |
|---|--|
| <b>Schools funding arrangement 2021-22</b>  |  |
| 1   | Do you have any comments regarding the briefing on the funding arrangements for 2021-22?                   |
| <p>Please add any further comments</p> <p><b>Maintained Primary 3</b></p> <ul style="list-style-type: none"> <li>For Governors and SLT to be able to comment in an informed manner we need some key information about our own context we can use census but also need to know our IDACI band etc.</li> </ul>  |  |
| <b>Mainstream EHCP banding</b>  |  |
| 2   | Do you have any comments regarding the update on the mainstream EHCP banding arrangements from April 2021? |
| <p>Please add any further comments</p> <p><b>Maintained Primary 1</b></p> <ul style="list-style-type: none"> <li>The purpose of the bands make perfect sense and should simplify the process. My only concern is not seeing the salary/hours/on costs implications alongside the provision as this would aid transparency and clarity.</li> <li>For example 3. Exceptional describes full time 1:1 support in class not including break and lunch at a proposed value of £4300. On top of this would be the school's contribution of £6000 totalling £10,300. To me this suggests that it is possible to employ a full time teaching assistant for the year for this amount of money when in fact the cost to a school is around £14500 depending on the exact band/hours.</li> <li>Therefore, unless my costs are incorrect (in which case the transparent costings would be useful), this leaves a significant shortfall. In turn this leaves schools contributing significantly more to give the expected provision. In some of the other bands eg band 1 it would mean a 1:1 equivalent of about 12 hours. Whilst this is not the suggestion of the banding it will be important in annual reviews to give clear reasoning about how the £6000, plus additional funding, will pan out so parents do not have unrealistic expectations</li> </ul> <p><b>Maintained Primary 3</b></p> <ul style="list-style-type: none"> <li>The consultation would be easier to comprehend if schools were given the children with their intended bands. It has been difficult to work out funding from the criteria.</li> </ul> |  |

| <b>Consultation</b>   |   |   |   |
|---|---|---|---|
| <b>Growth Fund - carry forward of balances</b>  |   |   |   |
| 3   | Do you agree with the proposed carry forward of Growth funding balances (surplus or deficit) to future years to support the funding of future Growth Fund payments? | Y | N |
|   |   | 4 | 0 |
| <p>Please add any further comments</p> <p><b>Maintained Primary 3</b></p> <ul style="list-style-type: none"> <li>I agree with the surplus being carried forward. It begs the question what could this funding be used for otherwise.</li> </ul> <p><b>Maintained Secondary 1</b></p> <ul style="list-style-type: none"> <li>The use of an in-year surplus to aid affordability for future years is sensible.</li> </ul> |   |   |   |



### **Appendix 3**

Integrated Impact Assessment

See separate document

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**Briefing to Portsmouth Schools**  
**School Funding Arrangements 2021-22**  
**Mainstream Education Health & Care Plan Banding 2021-22**  
**and**  
**Consultation on the Growth Fund balance carry forward**



## Contents

|    |   |    |
|----|---|----|
| 1  | Introduction .....  | 2  |
| 2  | Funding Arrangements 2021-22 - Briefing.....  | 2  |
| 3  | Mainstream Education Health and Care Plan (EHCP) banding - update.....  | 4  |
| 4  | Growth Fund Consultation.....   | 6  |
| 5  | Responding to the Consultation .....  | 9  |
| 6  | Appendix 1 - Portsmouth Rates to National Funding Rates Comparison<br>Table 2020-21 to 2021-22.....                       | 10 |
| 7  | Appendix 2 - Minimum per pupil levels 2021-22 .....   | 11 |
| 8  | Appendix 3 - Mainstream EHCP banding Criteria .....   | 12 |
| 9  | Appendix 4 - School by School impact of implementing the mainstream<br>EHCP banding criteria on school EHCP funding ..... | 18 |
| 10 | Appendix 5 - Comments and Consultation Response Form.....   | 20 |

## 1 Introduction

1.1 This briefing document provides an update to schools on:

- funding arrangements for 2021-22
- progress on the introduction of the Mainstream Education Health and Care Plans (EHCP) banding (further comments welcome on the banding criteria)
- a consultation on the use of the underspend on the Growth Fund to carry forward to future years (views invited).

1.2 At the end of the document there is a questionnaire for schools to return to submit any comments they have around the funding arrangements, the mainstream EHCP banding, and to indicate their agreement or not of the use of the Growth Fund carry forward.

## 2 Funding Arrangements 2021-22 - Briefing

2.1 In July 2020 the Department for Education (DfE) published the Policy Document "The national funding formula for Schools and High Needs 2021-2022", and the "Schools Revenue funding 2021-2022 operational guide" along with local authority indicative funding allocations.

- 2.2 The DfE has advised that local authorities will continue to have flexibility to set a local formula in consultation with Schools Forum for 2021-22, but that later this year the Government will put forward plans to move to a "hard" National Funding Formula (NFF) in the future and that further consultation with local authorities and other stakeholders will happen in due course. As Portsmouth has already implemented the NFF, this should have no impact on our mainstream schools.
- 2.3 The published guidance states that where local authorities have adopted the National Funding Formula (NFF) to calculate their school budgets there is no requirement to consult with schools in setting the 2021-22 school budgets. Therefore this section provides schools with a briefing of the changes to the NFF for 2021-22.
- 2.4 There have been two technical changes to the Local Authority National Funding Formula this year, these will feed through into individual schools budgets:
- The inclusion of the Teachers Pay Grant (TPG), Teachers Pension Employers Contribution Grant (TPECG) and any supplementary grants in to the school core funding.
  - Updating of the Income Deprivation Affecting Children Indices (IDACI) to utilise the 2019 data set.
- 2.5 The Schools Block covers the mainstream (maintained and academy) schools individual budgets and the growth fund. The 2021-22 policy document on the Schools Block funding to the local authority will allow for:
- An increase of 3% on all NFF funding factors, with the exception of the Free Schools Meals factor which will increase by 2% (Appendix 1)
  - Increase in the Minimum per pupil funding levels (MPPFL) to £4,000 for primary and £5,150 for Secondary (Appendix 2)
  - A further increase in the minimum per pupil funding level (MPPFL) of £180 for primary and £265 for secondary to account for the inclusion of the TPG and TPECG into the core funding. (Appendix 2)
  - The inclusion of TPG and TPECG in the 2020-21 baseline for schools
  - A minimum increase of 2% on the per pupil funding when compared to the 2020-21 baseline
  - An increase to the PFI factor in line with the retail price index (1.56%).
  - Where the national assessment data is not available following the cancellation of assessments in summer 2020 due to Covid-19, the 2019 data will be used in setting the low prior attainment pupil numbers.
- 2.6 The funding to be received by schools will reflect the increased NFF formula factor values set out in Appendix 1 and every school will get at least the minimum per pupil funding level for their phase as set out in Appendix 2. There

are two other changes connected to the schools funding formula which we are not able to confirm until after we have received the December 2020 funding allocation following the October 2020 census. These relate to:

- An uplift to the NFF formula factor rates based on the area cost adjustment (ACA) for Portsmouth. Last year we were able to uplift the NFF rates by 1.042% which is the Portsmouth ACA. It is intended to uplift the 2021-22 rates by the Portsmouth ACA but this will be subject to overall affordability.
- Agreeing the amount of Minimum Funding Guarantee (MFG) per pupil. The DfE has confirmed that the MFG per pupil should be applied after the application of the minimum per pupil funding level and for 2021-22 this should be between plus 0.5% and plus 2.0% when compared to the per pupil funding for 2020-21. Whilst the amount of MFG paid per pupil will be maximised this will be subject to overall affordability

- 2.7 Following the receipt of the December 2020 allocation the proposed ACA and MFG rates will be taken to Schools Forum and the Cabinet Member for Children, Families and Education in January 2021 for endorsement and approval.
- 2.8 Information has not yet been released by the DfE regarding High Needs Block (expected in September 2020) or the Early Years Block for 2021-22 (date of publication not yet issued).
- 2.9 Further information regarding the School Funding Arrangements 2021-22 can be found in the Schools Forum report of 16 September 2020 on the local authority's website [Agenda for Schools Forum on Wednesday, 16th September, 2020, 4.30 pm Portsmouth City Council](#)

### **3 Mainstream Education Health and Care Plan (EHCP) banding - update**

- 3.1 In October 2019 Schools Forum agreed to the introduction of a banded funding system for pupils with Education Health and Care Plans attending mainstream schools from April 2021. This followed discussions with schools regarding the rationale of introducing more predictability for schools in managing their budgets, more consistency across schools in providing for children with similar needs (e.g. equity of funding across mainstream schools with Inclusion Centres), and to enable better management of the High Needs Block as a whole.
- 3.2 The Inclusion Service has worked with schools to develop criteria for each of the bands in order to be able to allocate a band to each individual pupil, based on their assessed needs, as set out in the Education Health and Care Plan. In

some circumstances, as is the case currently, an EHCP may be issued where all of the provision can be delivered from what is 'ordinarily available' in schools. In this case, it is possible that the EHCP will have no element 3 top-up funding attached.

- 3.3 The proposed bands and criteria are set out in Appendix 3.
- 3.4 Under this proposed new funding model, schools will continue to be required to make the provision available that is specified in a child's Education Health and Care Plan, as set out in the Children and Family Act 2014 and the SEN Code of Practice 2015.
- 3.5 Following development of the banding criteria, the pupils attending mainstream schools in April 2020 had a band allocated to them based on their level of need and how it matched the band criteria. This information was updated with the pupils in receipt of EHCP funding as at the end of July 2020 and used as a basis of the financial modelling of the estimated band value for each band.
- 3.6 The financial modelling has tried to obtain a balance between schools continuing to receive the funding they currently receive for pupils and not increasing the overall cost to the DSG based on July 2020.
- 3.7 The table below sets out the proposed annual funding per pupil to be paid for each band from April 2021 and the variation in funding (when compared to the July 2020 funding) for each band. Overall this provides a small increase to the funding provided to schools of £20,500.

| <b>Proposed band values for EHCP mainstream April 2021</b> |                       |  |
|--|-----------------------|--|
| <b>Band</b>  | <b>Proposed value</b> | <b>Variance to current funding (July 2020)</b> |
|  | <b>£</b>              | <b>£</b>                                       |
| Ordinarily Available Provision EHCP                        | 0                     | 0  |
| Core   | 400                   | (2,632)  |
| Enhanced   | 2,000                 | (11,524)                                       |
| Exceptional  | 4,300                 | 27,188   |
| Exceptional plus   | 6,050                 | 5,527  |
| Highly Exceptional   | 8,000                 | 1,926  |
| <b>Total</b>   |                       | <b>20,485</b>                                  |

- 3.8 Further information on the impact for each school can be found in Appendix 4
- 3.9 The authority is unable to set the final values per pupil per band until it receives the High Needs Block DSG funding allocation in December 2020. Therefore the proposed values set out in the table above are indicative. The final

values will be agreed by Schools Forum in January 2021, but it is not intended to reduce these values below those in the table.

3.10 Further financial modelling will be undertaken in the autumn term to include the new cohort from September 2020 and this will form the basis of the proposed band values for 2021-22 to be taken to Schools Forum.

3.11 Schools are invited to submit any further comments on the banding criteria in the response to this consultation.

## **4 Growth Fund Consultation**

### **Background**

4.1 Following a consultation with schools in the autumn of 2019 Schools Forum approved a new methodology for basic need growth funding for Secondary Schools in January 2020 for introduction from April 2020.

4.2 The new methodology recognised the different nature of teaching in Secondary Schools compared to Primary Schools, in particular the impact of lagged funding on Academy Schools which form 75% of the secondary sector and ensured funding to enable the effective staffing of the new cohort over the five year period of growth.

4.3 Schools Forum in agreeing the new Growth Fund methodology made a commitment to those growing schools in the city to ensure funding over a five year period. The proposed carry forward of any surplus balance on the Growth Fund ensures the on-going affordability of the fund in future years.

4.4 The financial modelling carried out looked at both the expected cost over a four year period from April 2020 until March 2024 against the potential income received from the Department for Education. This modelling showed that whilst the proposal was affordable in the first year of implementation (provided a surplus position at year end) the estimated future funding was unlikely to cover the costs in future years, unless the balance was carried forward for use in future years.



- 4.5 It should be noted that due to the methodology used by the DfE for calculating growth funding to the authority, it is difficult to accurately estimate the level of future funding available. Therefore caution dictates that the financial modelling of future income from the DfE is based only on estimated pupil numbers where it is known that schools are growing due to basic need and are in receipt of growth funding. It is possible that other growth, for example due to popularity or new housing, may increase our overall funding. Should this be the case then any funding surplus to the requirements of the Growth Fund will be put back into the schools block for distribution to schools.
- 4.6 Currently any surplus on the Growth Fund forms part of the overall DSG balances and is carried forward for use against future year pressures. Schools Forum is able, following consultation with all schools, to agree that any balance (surplus or deficit) can be carried forward to future years for use on the same purpose.
- 4.7 This consultation sets out the background to the financial modelling, the potential impact of carrying the balance forward and seeks schools view on the proposal to carry the balance forward.

#### **Dedicated Schools grant - funding for growth.**

- 4.8 Growth funding forms part of the Schools Block DSG and is identified separately from the NFF element of the authority's annual funding allocation.
- 4.9 The funding methodology used by the DfE compares the census data as at October 2018 and October 2019 and identifies the differences between them per school. Schools are then grouped based on the Office of National Statistics minimum super output areas and the net movement for all the primary and secondary schools in that area is identified. If the net number of pupils increases then the authority will receive additional funding. If the net number of pupils decrease then no adjustment is made (the authority does not lose funding for a reduction). For each additional pupil the authority receives:
- Primary £1,455
  - Secondary £2,175
- 4.10 Due to the precise nature of the funding calculation it is very difficult for the authority to forecast the funding it is likely to receive in future years accurately until the receipt of the draft October census from the Education Information Team in November each year.

- 4.11 The Growth Fund covers the "gap" in time between the additional pupils joining a school in September and schools receiving their budget share based on the October census. Maintained schools receive their budget share from April, whilst Academies; who are funded on an academic year; receive their budget share in the following September. Therefore the Growth Fund covers the 7 month gap for maintained schools and the 12 month gap for academies.
- 4.12 It should be noted that growth funding does not cover the full value of the funding per pupil that would be received as part of a school's budget share. Therefore schools are covering this gap in funding between growth funding and the budget share for the period between the pupils joining the school and the budget shares received, 7 to 12 months later.
- 4.13 The additional 5 months funding for academies is paid by the Local Authority and reimbursed by the Education and Skills Funding Agency. This is in addition to the specific growth funding identified through the Schools Block DSG. The combined funding is utilised to support the Growth Fund and has been taken into consideration when estimating future funding for Growth.
- 4.14 The table below sets out the expected cost of the current (2020-21) Growth Fund, the estimated income and academy recoupment funding (despite the unpredictability) over the next four financial years, along with the expected annual surplus/deficit.

| <b>Growth funding 2020-21 to 2023-24</b> |                  |                |                |                |
|--|------------------|----------------|----------------|----------------|
| KS3 MFL = £4,800                         |                  |                |                |                |
|  | <b>2020-21</b>   | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|  | <b>£</b>         | <b>£</b>       | <b>£</b>       | <b>£</b>       |
| Total cost                               | 1,119,200        | 1,224,450      | 870,450        | 636,450        |
| Estimated DfE funding                    | (1,099,729)      | (667,870)      | (347,862)      | (283,057)      |
| 5/12 Recoupment                          | (303,438)        | (432,688)      | (432,688)      | (282,688)      |
| <b>In year (surplus)/deficit</b>         | <b>(283,967)</b> | <b>123,893</b> | <b>89,901</b>  | <b>70,705</b>  |

- 4.15 The table identifies an expected surplus at the end of 2020-21 but then potential deficits on the funding from 2021-22 onwards.
- 4.16 Following discussion with Schools Forum the authority is proposing to carry forward any balance on the Growth Fund at the end of 2020-21 and in future financial years to support the cost of growth funding for the duration of the commitment to schools.
- 4.17 This will ensure that the Growth Fund is affordable until 2022-23. Assuming the estimated growth funding from the DfE is accurate the authority could see a small deficit balance in 2023-24.

- 4.18 Should there be a deficit balance this would be carried forward and to ensure the Growth Fund is adequate to fund the following year then funding will need to be found from elsewhere in the Schools Block DSG (e.g. a potential reduction in formula funding), or a change in the level of growth funding provided. Any changes would require consultation with all schools before seeking endorsement from Schools Forum.
- 4.19 The table below sets out the impact on carrying forward the balance on the Growth Fund from the end of 2020-21.

| <b>Growth funding 2020-21 to 2024-25</b> |                  |                  |                 |                |
|--|------------------|------------------|-----------------|----------------|
| KS3 MFL = £4,800                         |                  |                  |                 |                |
|  | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>  | <b>2023-24</b> |
|  | <b>£</b>         | <b>£</b>         | <b>£</b>        | <b>£</b>       |
| Total cost                               | 1,119,200        | 1,224,450        | 870,450         | 636,450        |
| Estimated DfE funding                    | (1,099,729)      | (667,870)        | (347,862)       | (283,057)      |
| 5/12 Recoupment                          | (303,438)        | (432,688)        | (432,688)       | (282,688)      |
| <b>In year (surplus)/deficit</b>         | <b>(283,967)</b> | <b>123,893</b>   | <b>89,901</b>   | <b>70,705</b>  |
| Brought forward from previous year       | 0                | (283,967)        | (160,074)       | (70,173)       |
| <b>Carry forward (surplus)/deficit</b>   | <b>(283,967)</b> | <b>(160,074)</b> | <b>(70,173)</b> | <b>532</b>     |

## 5 Responding to the Consultation

- 5.1 Whilst we are not consulting on the Schools Funding arrangements 2021-22 and the mainstream EHCP banding, we would welcome any comments you may have. This will help us understand schools views and potentially incorporate them when preparing the budgets for 2021-22. A comments and consultation (Growth Fund) response form is attached at Appendix 5 for schools to complete and return to us. As in previous years we have asked if you agree with the proposal and if you have any comments.
- 5.2 The consultation will close on **Friday 13 November 2020**.
- 5.3 Please send your completed response forms to:-
- [schoolsfinancialsupport@portsmouthcc.gov.uk](mailto:schoolsfinancialsupport@portsmouthcc.gov.uk)
- 5.4 The responses to this consultation will be reported to both the Cabinet Member for Children, Families and Education and Schools Forum meetings in December 2020.

## 6 Appendix 1 - Portsmouth Rates to National Funding Rates Comparison Table 2020-21 to 2021-22

| Funding Factors                          | Payable for:   | Unit rate 2020-21* |                | Unit Rate 2021-22 |                |
|--|--|--------------------|----------------|-------------------|----------------|
|  |  | Primary<br>£       | Secondary<br>£ | Primary<br>£      | Secondary<br>£ |
| <b>Basic Entitlement</b>                 |  |                    |                |                   |                |
| Number on Roll (NOR)                     | Primary including reception  | 2,897.46           |                | 3,123             |                |
| NOR Key Stage 3                          | Key stage 3 pupils   |                    | 4,074.89       |                   | 4,404          |
| NOR Key Stage 4                          | Key stage 4 pupils   |                    | 4,625.58       |                   | 4,963          |
| <b>Deprivation</b>                       |  |                    |                |                   |                |
| Free School Meals                        | Free School Meals (FSM)  | 456.37             | 456.37         | 460               | 460            |
| Free School Meals Ever 6                 | Free School Meals Ever 6   | 567.93             | 826.54         | 575               | 840            |
| IDACI F                                  | 2020-21 Pupils with an IDACI score 0.20 to 0.25<br>2021-22 Pupils ranked between 9,033 and 12,316                                | 212.97             | 304.25         | 215               | 310            |
| IDACI E                                  | 2020-21 Pupils with an IDACI score 0.25 to 0.30<br>2021-22 Pupils ranked between 5,748 and 9,032                                 | 253.54             | 410.73         | 260               | 415            |
| IDACI D                                  | 2020-21 Pupils with an IDACI score 0.30 to 0.35<br>2021-22 Pupils ranked between 4,106 and 5,747                                 | 380.31             | 542.58         | 410               | 580            |
| IDACI C                                  | 2020-21 Pupils with an IDACI score 0.35 to 0.40<br>2021-22 Pupils ranked between 2,464 and 4,105                                 | 410.73             | 588.21         | 445               | 630            |
| IDACI B                                  | 2020-21 Pupils with an IDACI score 0.40 to 0.50<br>2021-22 Pupils ranked between 822 and 2,463                                   | 441.16             | 633.85         | 475               | 680            |
| IDACI A                                  | 2020-21 Pupils with an IDACI score 0.50 to 1.0<br>2021-22 Pupils ranked between 1 and 821  | 608.50             | 851.89         | 620               | 865            |
| <b>Prior attainment</b>                  |  |                    |                |                   |                |
| Primary                                  | Primary pupils identified as not achieving the expected level of development in the early years foundation stage profile (EYFSP) | 1,080.08           |                | 1,095             |                |
| Secondary                                | Pupils not achieving the expected standard in Key Stage 2 at either reading, writing or maths                                    |                    | 1,632.80       |                   | 1,660          |
| <b>English as an additional Language</b> | EAL eligible pupils who started school within the last 3 years   | 542.58             | 1,460.39       | 550               | 1,485          |
| <b>Mobility</b>                          |  | 887.39             | 1,267.70       | 900               | 1,290          |
| <b>Lump Sum</b>                          | Flat rate per school   | 136,770            | 136,770        | 117,800           | 117,800        |

\*Note: the 2020-21 rates represent the values for Portsmouth schools based on the national NFF rates plus the area cost adjustment of 1.01416.

## 7 Appendix 2 - Minimum per pupil levels 2021-22

| <b>Table 2 - Minimum per pupil level funding 2021-22</b> |                         |                                     |                                   |                         |               |
|--|-------------------------|-------------------------------------|-----------------------------------|-------------------------|---------------|
| <b>Phase</b>   | <b>MPPL<br/>2020-21</b> | <b>Original<br/>MFL<br/>2021-22</b> | <b>TPG and<br/>TPECG<br/>adj.</b> | <b>MPPL<br/>2021-22</b> | <b>Change</b> |
|  | <b>£</b>                | <b>£</b>                            | <b>£</b>                          | <b>£</b>                | <b>£</b>      |
| Primary  | 3,750                   | 4,000                               | 180                               | 4,180                   | 430           |
| Secondary  | 5,000                   | 5,150                               | 265                               | 5,415                   | 415           |
| All-through  | 4,271                   | 4,581                               | 161                               | 4,741                   | 470           |
| KS3 only schools   | 4,800                   | 5,056                               | 159                               | 5,215                   | 415           |
| KS4 only schools   | 5,300                   | 5,609                               | 106                               | 5,715                   | 415           |

## 8 Appendix 3 - Mainstream EHCP banding Criteria

### Mainstream School Banding Descriptors - DRAFT

#### 1. CORE

##### 1.1 Descriptor

- Pupil's assessed special educational need requires interventions from within Ordinarily Available Provision / SEN Support level
- Pupil's primary area of need may score 2 or less on the Profile of Need
- Pupil may require an EHCP as there is an indication that the level and complexity of need may increase overtime.

##### 1.2 Provision

##### **Support and interventions may include, but not limited to:-**

- Small group interventions i.e. social skills, attention and listening
- Individual support to manage social communication skills, behaviour and emotions in class i.e. movement breaks, sensory circuits, calming strategies, work station,
- Access to ear defenders, chew toy, wobble cushion.
- A language rich environment during play activities however when classroom instructions are given, language will be minimised, using simple words and supplementary gestures, Makaton or visuals.
- Planned, structured activities that include a high level of visual support. An approach such as TEACCH, whereby a visual strip or task board alongside trays of short activities are given that can be completed independently.
- The planning and delivery of a play-based curriculum, whereby the pupil is supported to alternate more structured, adult-led activities with free and exploratory play.
- An awareness of challenging life experiences which may influence the pupil's ability to access learning experiences.
- ICT resources within lessons, where appropriate, to facilitate access to and engagement in learning.
- The provision of advice from a careers advisor and a carefully planned transition is arranged to his/her Post 16 Educational Placement.
- Direct 1:1 support in lessons with a high degree of speaking, listening, reading and writing, used flexibly, directed by the SENCO.
- A structured 20 minute session 1:1 weekly, to explore and develop language and communication skills, including activities to talk about interests and curriculum subject matter and to develop listening, attention and turn taking skills.
- A reading comprehension skills intervention delivered on a 1:1 basis for 10 minutes, three times each week.
- Maths 'catch up sessions' in a small group of 4, twice a week for 30 minutes.

## **2. ENHANCED**

### **2.1 Descriptor**

- Pupil's assessed special educational needs are severe and long term and require interventions and support that are at a level over and above what can be provided at Ordinarily Available Provision / SEN Support.
- Pupil's primary area of need may score 2/3 on the Profile of Need.
- Pupils primary area of need may be impacting on attainment in e.g. working at one third of chronological age below age related expectations

### **2.2 Provision**

Pupil is supported throughout the majority of the day in small groups and some 1:1 interventions or 1:1 support in core lessons.

#### **Support and interventions may include, but not limited to:-**

- Daily 1:2 intervention for 15 minutes to practice games which improve auditory memory skills
- A 1:2 structured literacy programme for daily for 30 minutes, suitable for pupils with Specific Learning Difficulties to develop all aspects of literacy.
- A 1:1 structured numeracy programme/intervention daily for 15 minutes with clear, achievable targets such as number bonds to 20, multiplication tables, telling the time, etc. and practical apparatus to aid learning.
- A small group social skills programme for 30 minutes per week. This may include strategies and activities to develop social communication skills e.g. 'Talkabout', Sulp (Social Use of Language Programme).
- Support in PE e.g. providing a hand to help balance and to manage emotions in wide, open spaces. Support will be focused on helping the pupil to manage these situations independently and in time reduce reliance on additional support.
- A 15 minute daily 1:1 handwriting/ICT intervention to support recording of work. This is likely to include developing fluency and skills around technology including touch typing.
- 1:1 support in all lessons to support engagement with the full curriculum, recording of work; completion of all required learning tasks and help support social and emotional responses.
- A weekly small group session(s) of 60 minutes (delivered across the week) to develop emotional regulations skills, social skills and social language. This will include friendship skills, emotional problem-solving, managing conflict and extending pupil's emotional vocabulary. This may include Lego Therapy, Art expression etc.

### 3. EXCEPTIONAL

#### 3.1 Descriptor

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need may score 3 on the Profile of Need with a range of scores in other areas.
- May meet the criteria for an Inclusion Centre or Alternative Provision

#### 3.2 Provision

A staffing ratio of full time 1:1 in-class support each week, **not** including break and lunchtimes.

#### **Support and interventions could include but not be limited to:-**

- Social stories which cover situations which arise with his/her behaviour. This will help him/her to respond accordingly to these situations.
- A 1:1 emotional literacy intervention for 20 minutes twice a week, including recognising and interpreting other people's facial expressions and emotions; support to recognise the difference between good and bad choices and recognise three things which have gone well each day.
- A 1:1 touch typing intervention for 15 minutes 3 times a week.
- Support pupil to request help and not to merely disengage from the activity. A step-by-step approach through the use of social stories and visual cue cards, e.g. symbol for 'I need help' or colour co-ordinated system whereby he/she can display a yellow card on his/her desk when he/she requires help and a green card for when he/she is ok and doesn't require help
- An intervention to model play/ social skills to interact with a small group. This will happen with 2 other children for 20 minutes 3 times a week.
- A weekly social skills programme within a small group (4) for 20 minutes e.g. 'Social Play' by Chris White.
- A circle of friend's intervention, to give 'pupil' a group of supportive peers that he/she can turn to during break times and lunch times. This will happen for 30 minutes a week.
- A daily 1:1 intervention for 20 minutes on managing conflict and controlling anger e.g. 'Exploring Feelings, Cognitive Behaviour Therapy to Manage Anger' by Dr Tony Attwood. This should be reviewed after 6 weeks and a further 6 'top-up' sessions will be implemented throughout the school year.
- A daily sensory circuit, 1:1 for 20 minutes per day.  
[www.leapchildrenstherapy.com](http://www.leapchildrenstherapy.com).



## 4. EXCEPTIONAL PLUS

### 4.1 Descriptor

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need will score 3 / 4 on the Profile of Need with a range of scores in other areas.
- Pupils may have severe and complex learning difficulties.
- Pupils may have communication and interaction difficulties: speech, language and communication difficulties or Autism.
- Pupil may have associated social, emotional and behaviour difficulties and/or additional mental health difficulties.
- May meet the criteria for a special school

### 4.2 Provision

Provision in class with a staffing ratio of full time 1:1 support, **including** break and lunchtimes. For example,

- A highly structured teaching programme to support 'Pupil' to learn letter-sound correspondence. Sessions will include repetition, interleaving of learning, learning in small achievable chunks and frequent retrieval practice (practising recalling information). Any of a range of programmes (e.g. Letters and Sounds: <https://www.gov.uk/government/publications/letters-and-sounds>) can be used. This will be delivered through regular five-minute activities throughout the day.
- For all interventions, an approach such as Precision Teaching could be helpful. Sessions should be adapted and extended for up to 15 minutes as attention span improves.
- Supervision during the school day to ensure safety, including support at break and lunchtimes (a total of 75 minutes each day).
- Support to meet toileting needs throughout the day
- Modified / adapted materials i.e. where there is a significant visual impairment

## **5. HIGHLY EXCEPTIONAL**

### **5.1 Descriptor**

- Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level significantly over and above what can be provided at SEN Support / Ordinarily Available Provision.
- Pupil's primary area of need will score 4 on the Profile of Need with a range of scores in other areas.
- Has a history of social and emotional needs over time that impact significantly on all aspects of learning.
- Frequent disruptive and aggressive behaviour directed towards peers and adults.
- Highly uncooperative and very resistant to interventions and adult support. Shows no interest in their surroundings and when learning new skills.
- Meets criteria for a special school

### **5.2 Provision**

Pupil requires bespoke arrangements with a staffing ratio of full time 1:1 support including break and lunchtimes, which may include higher level teaching assistant or 2:1 support.

Support and interventions may include but are not limited to:-

- 1:1 support from a higher level teaching assistant throughout the day to support understanding of routines and expectations; encourage and support the pupil to overcome any anxiety about transitions and monitor at break times to encourage access to a range of activities.
- 2:1 support from a team of teaching assistants who are experienced in managing the feelings and behaviour of children who are emotionally vulnerable and who have significant attachment needs. This will ensure the pupil is supported in regulating their emotions and how to cope with frustration, disappointment or fear.
- A significant level of modification / adaptation of learning materials i.e. where there is a significant visual impairment
- Expertise in working with children who find it very difficult to engage in learning because of their emotional needs.

## **6. Banding Procedure**

6.1 All banding decisions will be made by the local authority, in liaison with the relevant school

- A band will be proposed, based on the identified needs and provision specified in the EHCP by SEN Managers. This proposed band will be communicated to the school along with the draft EHCP outlining the child's needs and provision required. As part of the formal consultation process to agree school placement, the head teacher/executive head teacher will be invited to respond (within 10 working days, as set out in the Code of Practice) to confirm whether the child's needs can be met, taking into consideration both the needs and provision specified in the EHCP and the proposed band. The band will be confirmed along with confirmation of the school place, following this period of formal consultation.
- Once the banding has been confirmed, any request for a change to the band must be made in writing and submitted as part of the annual review process. This must be accompanied by evidence supporting the change, including relevant assessment reports. SEN Managers, on behalf of the local authority, will consider all requests for a change in banding as part of the annual review process and in light of the evidence presented. Decisions will be communicated to the school within 2 weeks of the local authority's receipt of completed annual review paperwork.

6.2 Banding decisions will only be made based upon formal written evidence, and no decision can be reached without this. Evidence can include reports gathered as part of the Education, Health and Care Needs assessment process, contributions from professionals involved with the pupil, or a fully completed annual review report form.

**9 Appendix 4 - School by School impact of implementing the mainstream EHCP banding criteria on school EHCP funding**

| Summary per school                      |                 |                               | Proposed |  |
|---|-----------------|-------------------------------|----------|--|
| School                                  | Number of EHCPs | Total Funding as at July 2020 | Funding  | Variance to July 2020 increase/ (decrease) |
| Admiral Lord Nelson School              | 22              | 55,694                        | 59,467   | 3,773                                      |
| ARK Ayrton Primary Academy              | 10              | 37,717                        | 38,000   | 283  |
| Ark Charter Academy                     | 13              | 32,802                        | 35,191   | 2,389                                      |
| ARK Dickens Primary Academy             | 17              | 54,325                        | 51,511   | (2,814)                                    |
| Arundel Court Primary Academy & Nursery | 11              | 45,667                        | 45,715   | 49   |
| Beacon View Primary Academy             | 2               | 10,275                        | 10,350   | 75   |
| Bramble Infant School and Nursery       | 4               | 12,544                        | 13,546   | 1,002                                      |
| Castle View Academy                     | 10              | 20,429                        | 21,348   | 919  |
| College Park Infant School              | 5               | 20,169                        | 17,217   | (2,952)                                    |
| Copnor Primary School                   | 17              | 58,909                        | 59,182   | 273  |
| Corpus Christi Catholic Primary School  | 9               | 32,257                        | 33,567   | 1,310                                      |
| Cottage Grove Primary School            | 12              | 38,979                        | 40,367   | 1,388                                      |
| Court Lane Infant Academy               | 8               | 34,635                        | 32,933   | (1,702)                                    |
| Court Lane Junior Academy               | 12              | 48,164                        | 45,900   | (2,264)                                    |
| Craneswater Junior School               | 14              | 52,057                        | 53,405   | 1,348                                      |
| Cumberland Infant School                | 14              | 54,381                        | 51,744   | (2,637)                                    |
| Devonshire Infant School                | 4               | 5,782                         | 5,450    | (332)                                      |
| Fernhurst Junior School                 | 15              | 53,236                        | 53,693   | 458  |
| Gatcombe Park Primary School            | 7               | 17,494                        | 19,583   | 2,090                                      |
| Highbury Primary School                 | 9               | 35,861                        | 36,283   | 423  |
| Isambard Brunel Junior School           | 6               | 13,189                        | 12,600   | (589)                                      |
| Langstone Infant School                 | 8               | 32,616                        | 29,021   | (3,595)                                    |
| Langstone Junior Academy                | 9               | 26,389                        | 23,850   | (2,539)                                    |
| Lyndhurst Junior School                 | 6               | 15,276                        | 15,850   | 574  |
| Manor Infant School                     | 4               | 8,224                         | 9,317    | 1,092                                      |
| Mayfield School                         | 29              | 92,151                        | 94,988   | 2,837                                      |
| Medina Primary School                   | 5               | 26,869                        | 24,400   | (2,469)                                    |
| Meon Infant School                      | 4               | 20,857                        | 23,167   | 2,309                                      |
| Meon Junior School                      | 6               | 24,618                        | 25,767   | 1,148                                      |
| Meredith Infant School                  | 9               | 27,066                        | 23,823   | (3,243)                                    |
| Milton Park Primary School              | 7               | 21,943                        | 23,774   | 1,831                                      |
| Miltoncross Academy                     | 24              | 76,784                        | 82,933   | 6,150                                      |
| Moorings Way Infant School              | 3               | 12,402                        | 10,350   | (2,052)                                    |
| Newbridge Junior School                 | 9               | 25,282                        | 26,683   | 1,401                                      |
| Northern Parade Infant School           | 4               | 15,076                        | 17,067   | 1,991                                      |
| Northern Parade Junior School           | 12              | 40,318                        | 37,970   | (2,348)                                    |
| Penhale Infant School with Nursery      | 2               | 5,312                         | 5,733    | 422  |

| Summary per school                          |                 |                               | Proposed         |  |
|---|-----------------|-------------------------------|------------------|--|
| School                                      | Number of EHCPs | Total Funding as at July 2020 | Funding          | Variance to July 2020 increase/ (decrease) |
| Portsdown Primary School                    | 11              | 35,066                        | 35,867           | 801  |
| Priory School                               | 15              | 41,840                        | 42,285           | 445  |
| Solent Infant School                        | 3               | 14,560                        | 14,650           | 90   |
| Solent Junior School                        | 7               | 32,356                        | 30,950           | (1,406)                                    |
| Southsea Infant School                      | 3               | 4,702                         | 3,709            | (993)                                      |
| Springfield School                          | 14              | 38,300                        | 39,817           | 1,517                                      |
| St Edmund's Catholic School                 | 15              | 45,086                        | 43,800           | (1,286)                                    |
| St George's Beneficial C of E Primary       | 11              | 38,043                        | 39,365           | 1,322                                      |
| St John's Cathedral Catholic Primary School | 7               | 25,351                        | 27,000           | 1,649                                      |
| St Jude's C of E Primary School             | 11              | 42,013                        | 39,900           | (2,113)                                    |
| St Paul's Catholic Primary School           | 6               | 21,294                        | 22,383           | 1,089                                      |
| St Swithun's Catholic Primary School        | 8               | 33,014                        | 33,697           | 683  |
| Stamshaw Infant Academy                     | 3               | 5,375                         | 5,533            | 158  |
| Stamshaw Junior School                      | 6               | 16,520                        | 16,900           | 380  |
| The Flying Bull Academy                     | 15              | 50,356                        | 50,938           | 582  |
| The Portsmouth Academy                      | 15              | 41,048                        | 44,250           | 3,202                                      |
| The Victory Primary School                  | 17              | 48,969                        | 53,533           | 4,564                                      |
| Trafalgar School                            | 21              | 57,669                        | 62,610           | 4,941                                      |
| Westover Primary School                     | 7               | 31,191                        | 30,800           | (391)                                      |
| Wimborne Infant School                      | 3               | 9,775                         | 8,817            | (958)                                      |
| Wimborne Junior School                      | 11              | 29,159                        | 29,374           | 215  |
| <b>Total</b>                                | <b>571</b>      | <b>1,867,440</b>              | <b>1,887,925</b> | <b>20,485</b>                              |

| Summary per band   |                           |                           |  |
|--------------------|---------------------------|---------------------------|--|
|                    | Current funding July 2020 | Proposed funding per band | Variance to July 2020 increase/ (decrease) |
|                    | £                         | £                         | £  |
| Core               | 9,957                     | 7,325                     | (2,632)                                    |
| Enhanced           | 259,349                   | 247,826                   | (11,524)                                   |
| Exceptional        | 908,801                   | 935,989                   | 27,188                                     |
| Exceptional Plus   | 515,176                   | 520,703                   | 5,527                                      |
| Highly Exceptional | 174,156                   | 176,082                   | 1,926                                      |
| <b>Total</b>       | <b>1,867,440</b>          | <b>1,887,925</b>          | <b>20,485</b>                              |

## 10 Appendix 5 - Comments and Consultation Response Form

School Name: .....

| <b>Comments</b>                            |  |
|--|--|
| <b>Schools funding arrangement 2021-22</b> |  |
| 1  | Do you have any comments regarding the briefing on the funding arrangements for 2021-22?                   |
| Please add any further comments            |  |
| <b>Mainstream EHCP banding</b>             |  |
| 2  | Do you have any comments regarding the update on the mainstream EHCP banding arrangements from April 2021? |
| Please add any further comments            |  |

| <b>Consultation</b>                            |   |   |   |
|--|---|---|---|
| <b>Growth Fund - carry forward of balances</b> |   |   |   |
| 3  | Do you agree with the proposed carry forward of Growth funding balances (surplus or deficit) to future years to support the funding of future Growth Fund payments? | Y | N |
| Please add any further comments                |   |   |   |

# Integrated Impact Assessment (IIA)

**Integrated impact assessment (IIA) form December 2019**

[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

The integrated impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies that could impact positively or negatively on the following areas:
  - Communities and safety
  - Regeneration and culture
  - Environment and public space
  - Equality & - Diversity - This can be found in Section A5

**Directorate:**

Children, Families and Education

**Service, function:**

Inclusion Service

**Title of policy, service, function, project or strategy (new or old) :**

Changes to the way that mainstream schools receive funding to support children with Education Health and Care Plans

**Type of policy, service, function, project or strategy:**

- ☐ Existing
- ☐ New / proposed
- ☒ Changed

**What is the aim of your policy, service, function, project or strategy?**

The aims of this change to the way that additional (element 3) funding is provided to mainstream schools to support the needs of children with Education Health and Care Plans (EHCPs) are:

**Page 55**

- To continue to ensure that the provision identified in a child's EHCP is made in all cases

- \* To provide greater flexibility for schools to decide how best to meet a child's needs within an individual school context, over time,
- To provide greater predictability for schools in managing their budgets,
- To provide more equity and consistency across schools in providing for children with similar needs (e.g. equity of funding across mainstream schools with Inclusion Centres), and
- To enable better management of the Dedicated Schools Grant High Needs Block as a whole.

## Background/rationale

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Around 16% of children and young people in schools, colleges and early years settings have (SEN). Educational settings are required, according to the SEN Code of Practice to identify SEN and provide support to enable the child or young person to make progress, following an assess, plan, do review cycle. The majority of SEN Support can be provided from what is 'ordinarily available' in settings, funded from the setting's delegated budget. Schools are required to fund up to the first £6,000 of additional SEN Support for an individual child with identified needs.

A small percentage of children and young people (3-4%) will need more support than is 'ordinarily available' in schools, colleges and early years settings. For these children, a multi-agency needs assessment can lead to the issuing of an Education, Health and Care Plan (EHCPs) to specify the child or young person's special educational, health and social needs and set out the additional support required to meet those needs. Additional funding can be provided to deliver this provision. This is known as 'element 3' or 'top-up' funding and is in addition to the first £6,000 of support that is funded from a school's delegated budget.

In Portsmouth, there are approximately 1600 children and young people with EHCPs. Of these, less than half attend a mainstream school in the city, with the others attending special schools, inclusion centres, colleges, early years settings or schools outside of the city. Any additional funding to support children with EHCPs in mainstream schools in the city is provided in line with an individual Summary of Provision which is completed as part of the statutory assessment of the child's needs.

This method of calculating funding was introduced in Portsmouth in 2014 in response to the implementation of the Children and Families Act. It was intended to reflect the greater specificity of provision in EHCPs and the move away from an over-reliance on support being provided through one-to-one Teaching Assistant time. This method of calculating funding, however, has a number of disadvantages including a lack of flexibility for schools to make professional decisions about how best to support a child within that setting, as well as a lack of predictability for schools and the local authority in managing budgets.

It was therefore agreed that this method of funding EHCPs in mainstream schools would be reviewed. A task and finish group was established in 2019 with head teachers, SENCos and council officers and on the basis of this, a move to a banded funding model for children with EHCPs in mainstream schools was proposed, to be implemented from April 2021.

The Inclusion Service has worked with schools to develop criteria for each of the bands in order to be able to allocate a band to each individual pupil, based on their assessed needs, as set out in their Education Health and Care Plan. In some circumstances, as is the case currently, an EHCP may be issued where all of the provision can be delivered from what is 'ordinarily available' in schools. In this case, it is possible that the EHCP will have no element 3 top-up funding attached.

Under this proposed new funding model, as under the current funding arrangements:

- The LA will continue to provide schools with the funding to ensure that they can make the provision available that is specified in a child's Education Health and Care Plan, as set out in the Children and Family Act 2014 and the SEN Code of Practice 2015.



- It may be necessary to provide additional funding, as an exceptional arrangement, where a child's provision as specified in their EHCP, falls significantly outside of what could reasonably be provided from the allocated banded funding level.
- If it is deemed that the child's needs cannot be met from within the allocated funding (e.g. because the child's needs have changed) evidence can be provided through the statutory annual review process and a request made to the local authority that a higher band of funding is required.

Children who attend special schools in Portsmouth are already subject to a banded funding model, which has been in place for a number of years.

Has any consultation been undertaken for this proposal? What were the outcomes of the consultations? Has anything changed because of the consultation? Did this inform your proposal?

A consultation on these proposed changes has been undertaken with Portsmouth schools from 20th October to 13th November 2020. Schools were invited to submit any further comments on the proposed changes to the way that funding is allocated and the proposed banding criteria in response to this consultation.

Of the 61 schools in the City, two comments were received in reaction to the banding of mainstream Education Health and care plans (EHCP). Schools were provided with a table that set out the financial impact of the move to a banded funding model for EHCPs in mainstream schools. This was calculated based on the pupils in receipt of funding as at July 2020.

In response to one of the queries, this information will be provided to schools by the Inclusion Team in February in preparation for the implementation from 1 April 2021.

The second query raised a specific question in relation to the proposed funding provided for the Exceptional Band. The response to this query is set out below:

The proposed funding value of £4,300 Element 3 Top-up was calculated using the Element 3 Top-up values paid to schools as at July 2020. Of the 237 pupils that were identified as meeting the exceptional band criteria, 185 (78%) are currently in receipt of individual Element 3 Top-up values lower than the £4,300 proposed value.

When setting the proposed value of £4,300 the authority reviewed the average (£3,430), the median (£1,780), mode (£4,130) and maximum (£6,660) values paid to schools for pupils identified as exceptional. Overall the value of £4,300 would provide an additional £27,188 of funding for pupils who are placed on this band (as at July 2020). As stated in the consultation the banding values quoted are the minimum value that will be paid for each band in 2021-22, the final value will come to Schools Forum and Cabinet Member in January 2021 following receipt of the 2021-22 DSG High Needs Block allocation in December 2020.

Under the new EHCP banded funding proposals, schools will still have to make the provision, as specified in the EHCP. This is currently costed on the basis of standardised amounts to ensure equity across schools, rather than actual costs e.g. teaching assistant time is currently costed at the equivalent of £9 per hour.

The new banded funding rates will give schools the flexibility to make decisions as to how best to provide the specified support within the funding band allocated. This flexibility provides schools with greater predictability in terms of the budget available, whilst also allowing for changes that might be necessary across the school year e.g. a child might need a higher level of support initially and then this can be reduced as they develop greater independence skills etc. For those small number of cases where schools identify that additional funds are needed to make the required provision available, the school will be able to apply to the LA for additional resources, as an exceptional arrangement (this is different to the 'Exceptional' band of funding and is for unusual/one-off situations where additional funds are needed).

This approach is more consistent with the move towards support for children being provided through time-limited interventions rather than having an identified 1-to-1.

In light of the responses, it is not proposed to make any further changes to the new funding model. The final banding values will be agreed by Schools Forum in January 2021 for approval for implementation from 1 April 2021.

☒

Is your policy/proposal relevant to the following questions?

**A1-Crime** - Will it make our city safer?

☐☒

In thinking about this question:

- How will it reduce crime, disorder, ASB and the fear of crime?
- How will it prevent the misuse of drugs, alcohol and other substances?
- How will it protect and support young people at risk of harm?
- How will it discourage re-offending?

If you want more information contact [Lisa.Wills@portsmouthcc.gov.uk](mailto:Lisa.Wills@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-spp-plan-2018-20.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

|   |            |           |
|---|------------|-----------|
|   |            |           |
| How will you measure/check the impact of your proposal? |            |           |
| <b>A - Communities and safety</b>                       | <b>Yes</b> | <b>No</b> |

Is your policy/proposal relevant to the following questions?

**A2-Housing** - Will it provide good quality homes?

☐☒

In thinking about this question:

- How will it increase good quality affordable housing, including social housing?
- How will it reduce the number of poor quality homes and accommodation?
- How will it produce well-insulated and sustainable buildings?
- How will it provide a mix of housing for different groups and needs?

If you want more information contact [Daniel.Young@portsmouthcc.gov.uk](mailto:Daniel.Young@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

|   |            |           |
|---|------------|-----------|
|   |            |           |
| How are you going to measure/check the impact of your proposal? |            |           |
| <b>A - Communities and safety</b>                               | <b>Yes</b> | <b>No</b> |

Is your policy/proposal relevant to the following questions?

**A3-Health** - Will this help promote healthy, safe and independent living?

☐☒

In thinking about this question:

- How will it improve physical and mental health?
- How will it improve quality of life?
- How will it encourage healthy lifestyle choices?
- How will it create healthy places? (Including workplaces)

If you want more information contact [Dominique.Letouze@portsmouthcc.gov.uk](mailto:Dominique.Letouze@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cons-114.86-health-and-wellbeing-strategy-proof-2.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**A - Communities and safety**

**Yes**

**No**

Is your policy/proposal relevant to the following questions?

**A4-Income deprivation and poverty**-Will it consider income deprivation and reduce poverty?

☐☒

In thinking about this question:

- How will it support those vulnerable to falling into poverty; e.g., single working age adults and lone parent households?
- How will it consider low-income communities, households and individuals?
- How will it support those unable to work?
- How will it support those with no educational qualifications?

If you want more information contact [Mark.Sage@portsmouthcc.gov.uk](mailto:Mark.Sage@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-homelessness-strategy-2018-to-2023.pdf>

<https://www.portsmouth.gov.uk/ext/health-and-care/health/joint-strategic-needs-assessment>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

## A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

**A5-Equality & diversity** - Will it have any positive/negative impacts on the protected characteristics?



In thinking about this question:

- How will it impact on the protected characteristics-Positive or negative impact (Protected characteristics under the Equality Act 2010, Age, disability, race/ethnicity, Sexual orientation, gender reassignment, sex, religion or belief, pregnancy and maternity, marriage and civil partnership,socio-economic)
- What mitigation has been put in place to lessen any impacts or barriers removed?
- How will it help promote equality for a specific protected characteristic?

If you want more information contact [gina.perryman@portsmouthcc.gov.uk](mailto:gina.perryman@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-equality-strategy-2019-22-final.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

This change in the way that funding is allocated to support children with an EHCP will continue to ensure that children with special educational needs and disabilities receive the support that is specified in the EHCP by providing equitable funding to schools based on the child's assessed need.

How are you going to measure/check the impact of your proposal?

An analysis of the impact of this change on the funding provided to schools has been undertaken, as set out below:



**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B1-Carbon emissions** - Will it reduce carbon emissions?☐☒

In thinking about this question:

- How will it reduce greenhouse gas emissions?
- How will it provide renewable sources of energy?
- How will it reduce the need for motorised vehicle travel?
- How will it encourage and support residents to reduce carbon emissions?

If you want more information contact [Tristan.thorn@portsmouthcc.gov.uk](mailto:Tristan.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-sustainability-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B2-Energy use** - Will it reduce energy use?☐☒

In thinking about this question:

- How will it reduce water consumption?
- How will it reduce electricity consumption?
- How will it reduce gas consumption?
- How will it reduce the production of waste?

If you want more information contact [Triston.thorn@portsmouthcc.gov.uk](mailto:Triston.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

<https://democracy.portsmouth.gov.uk/documents/s24685/Home%20Energy%20Appendix%201%20-%20Energy%20and%20water%20at%20home%20-%20Strategy%202019-25.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B3 - Climate change mitigation and flooding**-Will it proactively mitigate against a changing climate and flooding?

☐☒

In thinking about this question:

- How will it minimise flood risk from both coastal and surface flooding in the future?
- How will it protect properties and buildings from flooding?
- How will it make local people aware of the risk from flooding?
- How will it mitigate for future changes in temperature and extreme weather events?

If you want more information contact [Tristan.thorn@portsmouthcc.gov.uk](mailto:Tristan.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-surface-water-management-plan-2019.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/cou-flood-risk-management-plan.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B4-Natural environment**-Will it ensure public spaces are greener, more sustainable and well-maintained?

☐☒

In thinking about this question:

- How will it encourage biodiversity and protect habitats?
- How will it preserve natural sites?
- How will it conserve and enhance natural species?

If you want more information contact [Daniel.Young@portsmouthcc.gov.uk](mailto:Daniel.Young@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-solent-recreation-mitigation-strategy-dec-17.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B5-Air quality** - Will it improve air quality?☐☒

In thinking about this question:

- How will it reduce motor vehicle traffic congestion?
- How will it reduce emissions of key pollutants?
- How will it discourage the idling of motor vehicles?
- How will it reduce reliance on private car use?

If you want more information contact [Hayley.Trower@portsmouthcc.gov.uk](mailto:Hayley.Trower@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-aq-air-quality-plan-outline-business-case.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B6-Transport** - Will it improve road safety and transport for the whole community?☐☒

In thinking about this question:

- How will it prioritise pedestrians, cyclists and public transport users over users of private vehicles?
- How will it allocate street space to ensure children and older people can walk and cycle safely in the area?
- How will it increase the proportion of journeys made using sustainable and active transport?
- How will it reduce the risk of traffic collisions, and near misses, with pedestrians and cyclists?

If you want more information contact [Pam.Turton@portsmouthcc.gov.uk](mailto:Pam.Turton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/travel/local-transport-plan-3>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

## B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

**B7-Waste management** - Will it increase recycling and reduce the production of waste?

☐☒

In thinking about this question:

- How will it reduce household waste and consumption?
- How will it increase recycling?
- How will it reduce industrial and construction waste?

If you want more information contact [Steven.Russell@portsmouthcc.gov.uk](mailto:Steven.Russell@portsmouthcc.gov.uk) or go to:

<https://documents.hants.gov.uk/mineralsandwaste/HampshireMineralsWastePlanADOPTED.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

|   |
|---|
|   |
| How are you going to measure/check the impact of your proposal? |



## C - Regeneration of our city

Yes

No

Is your policy/proposal relevant to the following questions?

**C1-Culture and heritage** - Will it promote, protect and enhance our culture and heritage?

☐☒

In thinking about this question:

- How will it protect areas of cultural value?
- How will it protect listed buildings?
- How will it encourage events and attractions?
- How will it make Portsmouth a city people want to live in?

If you want more information contact [Claire.Looney@portsmouthcc.gov.uk](mailto:Claire.Looney@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

## C - Regeneration of our city

Yes

No

Is your policy/proposal relevant to the following questions?

**C2-Employment and opportunities** - Will it promote the development of a skilled workforce?

☐☒

In thinking about this question:

- How will it improve qualifications and skills for local people?
- How will it reduce unemployment?
- How will it create high quality jobs?
- How will it improve earnings?

If you want more information contact [Mark.Pembleton@portsmouthcc.gov.uk](mailto:Mark.Pembleton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

Is your policy/proposal relevant to the following questions?

**C3 - Economy** - Will it encourage businesses to invest in the city, support sustainable growth and regeneration?

☐☒

In thinking about this question:

- How will it encourage the development of key industries?
- How will it improve the local economy?
- How will it create valuable employment opportunities for local people?
- How will it promote employment and growth in the city?

If you want more information contact [Mark.Pembleton@portsmouthcc.gov.uk](mailto:Mark.Pembleton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How are you going to measure/check the impact of your proposal?

**Q8 - Who was involved in the Integrated impact assessment?**

Julia Katherine, Head of Inclusion  
Alison Egerton, Group Accountant  
Mike Stoneman, Deputy Director, Education

**This IIA has been approved by:** Mike Stoneman

**Contact number:** 02392 841712

**Date:** 20th November 2020

# Agenda Item 7



**Title of meeting:** Schools Forum

**Date of meeting:** 2<sup>nd</sup> December 2020

**Subject:** 2020-21 Early Years Providers Covid-19 additional grant.

**Report by:** Alison Jeffery, Director of Children, Families and Education

**Wards affected:** All

**Key decision:** No

**Full Council decision:** No

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## 1. Purpose of report

1.1. The purpose of this report is to seek approval from the Schools Forum to pay early years providers additional funding in the form of a one off grant in order to support the sustainability of the market. This would apply to providers who offered funded early years provision for two, three and four years old during the first national coronavirus lockdown.

## 2. Recommendations

It is recommended that Schools Forum:

- 2.1. Approves the grant values as set out in section 4.3 to be paid in the autumn term 2020.
- 2.2. Notes that a further review of the Dedicated Schools Grant Early Years block funding and expenditure will be undertaken in quarter four of the 2020-21 financial year, in relation to a potential further grant payment in the spring term 2021 as set out in section 8.2.

## 3. Background

3.1. The Coronavirus pandemic has produced many financial challenges for early year's providers since the first national lockdown which came into effect in March 2020. The main priority for the council's Early Years team has been to ensure the city had enough settings open to accommodate both children of critical workers and vulnerable children and also to secure sufficiency and sustainability for our childcare providers during this period and beyond.



- 3.2. Portsmouth early years providers were paid in full based on their forecast task at the beginning of April 2020 for the summer term, however, although financial assistance was given to some in the form of business rates relief, and business grants (where eligible), significant financial challenges faced settings due to their increased staffing and cleaning costs in order to adhere to infection control guidance and this placed an extra financial burden on settings. Just over a third of providers received business rate relief.
- 3.3. The local authority gave additional payments to term time settings who stayed open during the Easter and May half-term holiday to cover their exceptional costs. Any children of critical workers or vulnerable children who moved to a new setting because theirs had closed, either filled vacant funded hours already paid for in another nursery, or were funded to attend a childminder. Any setting that delivered over and above the hours paid to them on their forecast payment were paid for these additional hours at the end of the summer term.
- 3.4. The government recognised that many settings would not have the usual numbers of children attending in the autumn term due to the pandemic and therefore the DfE guidance was to *'fund as if autumn term 2020 were happening normally. In order to do this, local authorities might, for example, use the numbers of children in places in the previous autumn to inform funding levels this autumn'*.
- 3.5. The authority followed this guidance and made payments to providers based on their indicative budget using autumn 2019 hours. In addition an actual headcount task was issued mid-term and providers who had delivered more hours than paid for on their indicative budget will be paid an additional payment during November.

#### **4. Proposed Grant Funding**

- 4.1. There are 83 childminders and 88 group based providers, including school based nurseries, who are currently registered to provide early education funding across the city. In recent weeks five settings have had to close completely on the advice of Public Health England, for a two week period of isolation due to positive Coronavirus cases, and one setting has had to close throughout the second lockdown due to their setting being based in a Gym premises. Since September childminders and nurseries have also had to close 'bubbles' within settings in order to isolate due to positive Coronavirus cases which again has a profound effect on their private income as they cannot charge for private fees during these periods of closure.
- 4.2. We have evidence from the number of hours 23 nursery settings submitted for this term that the hours they are providing are significantly less than

autumn 2019 and that without the extra support to pay providers on their indicative hours based on autumn 2019, their long term sufficiency would be very precarious. These settings have engaged in business support either with our quality and sufficiency officers or Hempsalls. The current lockdown and high number of positive Coronavirus cases in Portsmouth is impacting negatively on early year's business sufficiency due to loss of private income. Over 50% of providers actively participated in Hempsalls business support workshops or 1:1 business support and expressed concern for future business viability.

- 4.3. A grant to support future sufficiency would give an extra boost to the continued recovery and sufficiency of the sector moving into 2021. It is proposed that nurseries and pre-schools would receive a grant payment of £2,700 each and childminders a payment of £500 each. This would reflect the extra cost of overheads, staffing and number of children in nurseries and pre-schools, in comparison with childminders who work from home and care for far fewer children.

## **5. Reasons for recommendations**

- 5.1 The concerns about sufficiency within the early year's sector have been well documented recently and Portsmouth providers are no exception. Coronavirus government grants that were made available to the early years sector have had limited uptake as settings and childminders reported they did not meet the criteria and therefore this prevented a substantial uptake. Data shows that 13 providers benefited from a discretionary grant from the council, the level of which depended on the amount of their fixed costs as the scheme was designed to help providers cover for these costs.
- 5.2 After following the guidance given by the DfE in the summer and autumn terms we are now able to reconcile our funding and commitments to providers, and we are able to afford to pay an additional one-off grant to settings. This will assist early year's providers in their long term sufficiency and any loss of income streams experienced due to the Coronavirus pandemic and the financial challenges providers are facing. It is vital to ensure our early year's sector remains financially strong so that we continue to support working parents and provision for our youngest children across the city.

## **6. Integrated impact assessment**

- 6.1. An integrated impact assessment has been completed and is attached at Appendix 1. It confirms that the proposals will not have a negative impact on the areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

## 7. Legal implications

- 7.1. There are no legal implications arising directly from the recommendations contained within this report.

## 8. Director of Finance's comments

- 8.1. As part of the national Coronavirus response, the Department for Education<sup>1</sup> updated the guidance and advice re regulation 16 of the School and Early Years Finance (England) regulations 2020 regarding the Early Years Block of the DSG. This enables local authorities to "redirect early years DSG funding from providers that are closed<sup>2</sup> in order to ensure provision of childcare for vulnerable children and children of critical workers". The aim of the funding is to ensure that providers which are open and offering the entitlements or are closed due to public health reasons are funded at broadly the same level that they would have expected to if Coronavirus had not happened.
- 8.2. The authority has funded early year's providers in line with the Government advice during the summer and autumn terms without having to deduct any funding from providers who had to close. Financial modelling indicates that there could be £0.5m available to fund these additional grants, based on the current understanding of the guidance. The proposals will cost £0.3m and should there be no change to the assumptions in the modelling, a further allocation to providers could be considered in the spring term.

.....  
Signed by:

### Appendices:

Appendix 1: - Integrated Impact Assessment.

## Background list of documents: Section 100D of the Local Government Act 1972

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<sup>1</sup> Guidance on the use of free early education entitlements funding during coronavirus (Covid-19) - 20 July 2020 - [Use of free early education entitlements funding during coronavirus \(COVID-19\) - GOV.UK](#)

<sup>2</sup> Closed without a public health reason

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

The information upon which this report has been based has been drawn from a variety of sources: however much of the information used is held in budget files prepared by the children and Education Finance Team. Please contact Angela Mann, Finance Manager, if required.

| Title of document | Location |
|-------------------|----------|
|                   |          |
|                   |          |

The recommendation(s) set out above were endorsed as amended/ deferred/ rejected by ..... on .....

.....  
Signed by:

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# Integrated Impact Assessment (IIA)

Integrated impact assessment (IIA) form December 2019

[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

The integrated impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies that could impact positively or negatively on the following areas:
  - Communities and safety
  - Regeneration and culture
  - Environment and public space
  - Equality & - Diversity This can be found in Section A5

**Directorate:**

Children, Families and Education

**Service, function:**

Education

**Title of policy, service, function, project or strategy (new or old) :**

Early Years Covid 19 grant proposal

**Type of policy, service, function, project or strategy:**

- ☐ Existing
- ☒ New / proposed
- ☐ Changed

**What is the aim of your policy, service, function, project or strategy?**

To give all early year's providers who access EEF a Covid 19 grant to assist them in remaining sufficient during the pandemic.

Has any consultation been undertaken for this proposal? What were the outcomes of the consultations? Has anything changed because of the consultation? Did this inform your proposal?

Consultation will not be required as all early year's providers who provide Early Education Funding will receive a payment, and no-one will be excluded.

## A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

### A1-Crime - Will it make our city safer?

☐☒

In thinking about this question:

- How will it reduce crime, disorder, ASB and the fear of crime?
- How will it prevent the misuse of drugs, alcohol and other substances?
- How will it protect and support young people at risk of harm?
- How will it discourage re-offending?

If you want more information contact [Lisa.Wills@portsmouthcc.gov.uk](mailto:Lisa.Wills@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-spp-plan-2018-20.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

How will you measure/check the impact of your proposal?

## A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

### A2-Housing - Will it provide good quality homes?

☐☒

In thinking about this question:

- How will it increase good quality affordable housing, including social housing?
- How will it reduce the number of poor quality homes and accommodation?
- How will it produce well-insulated and sustainable buildings?
- How will it provide a mix of housing for different groups and needs?

If you want more information contact [Daniel.Young@portsmouthcc.gov.uk](mailto:Daniel.Young@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/psh-providing-affordable-housing-in-portsmouth-april-19.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

Page 74

How are you going to measure/check the impact of your proposal?

Not applicable

**A - Communities and safety**

**Yes**

**No**

Is your policy/proposal relevant to the following questions?

**A3-Health** - Will this help promote healthy, safe and independent living?

☐☒

In thinking about this question:

- How will it improve physical and mental health?
- How will it improve quality of life?
- How will it encourage healthy lifestyle choices?
- How will it create healthy places? (Including workplaces)

If you want more information contact [Dominique.Letouze@portsmouthcc.gov.uk](mailto:Dominique.Letouze@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cons-114.86-health-and-wellbeing-strategy-proof-2.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**A - Communities and safety**

**Yes**

**No**

Is your policy/proposal relevant to the following questions?

**A4-Income deprivation and poverty**-Will it consider income deprivation and reduce poverty?

☐☒

In thinking about this question:

- How will it support those vulnerable to falling into poverty; e.g., single working age adults and lone parent households?
- How will it consider low-income communities, households and individuals?
- How will it support those unable to work?
- How will it support those with no educational qualifications?

If you want more information contact [Mark.Sage@portsmouthcc.gov.uk](mailto:Mark.Sage@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-homelessness-strategy-2018-to-2023.pdf>  
<https://www.portsmouth.gov.uk/ext/health-and-care/health/joint-strategic-needs-assessment>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

not applicable

How are you going to measure/check the impact of your proposal?  
Not applicable

## A - Communities and safety

Yes

No

Is your policy/proposal relevant to the following questions?

**A5-Equality & diversity** - Will it have any positive/negative impacts on the protected characteristics?



In thinking about this question:

- How will it impact on the protected characteristics-Positive or negative impact (Protected characteristics under the Equality Act 2010, Age, disability, race/ethnicity, Sexual orientation, gender reassignment, sex, religion or belief, pregnancy and maternity, marriage and civil partnership,socio-economic)
- What mitigation has been put in place to lessen any impacts or barriers removed?
- How will it help promote equality for a specific protected characteristic?

If you want more information contact [gina.perryman@portsmouthcc.gov.uk](mailto:gina.perryman@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-equality-strategy-2019-22-final.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

There will be no negative impact on the protected characteristics as payments will be split proportionately for nursery settings and childminders. Every provider who delivers EEF will be included regardless of their demographic or protected characteristic.

How are you going to measure/check the impact of your proposal?

Our sufficiency assessment next year will ascertain whether these grant payments have made an impact on the sustainability of providers across the city, by measuring the number of settings open in 2021 compared to 2020. It is our intention that with the extra financial support from the grant, providers will manage to remain sufficient and continue to ensure all parents across the city have access to childcare.

**B - Environment and climate change****Yes****No**

Is your policy/proposal relevant to the following questions?

**B1-Carbon emissions** - Will it reduce carbon emissions?☐☒

In thinking about this question:

- How will it reduce greenhouse gas emissions?
- How will it provide renewable sources of energy?
- How will it reduce the need for motorised vehicle travel?
- How will it encourage and support residents to reduce carbon emissions?

If you want more information contact [Tristan.thorn@portsmouthcc.gov.uk](mailto:Tristan.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cmu-sustainability-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**B - Environment and climate change****Yes****No**

Is your policy/proposal relevant to the following questions?

**B2-Energy use** - Will it reduce energy use?☐☒

In thinking about this question:

- How will it reduce water consumption?
- How will it reduce electricity consumption?
- How will it reduce gas consumption?
- How will it reduce the production of waste?

If you want more information contact [Triston.thorn@portsmouthcc.gov.uk](mailto:Triston.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

<https://democracy.portsmouth.gov.uk/documents/s24685/Home%20Energy%20Appendix%201%20-%20Energy%20and%20water%20at%20home%20-%20Strategy%202019-25.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B3 - Climate change mitigation and flooding**-Will it proactively mitigate against a changing climate and flooding?

☐☒

In thinking about this question:

- How will it minimise flood risk from both coastal and surface flooding in the future?
- How will it protect properties and buildings from flooding?
- How will it make local people aware of the risk from flooding?
- How will it mitigate for future changes in temperature and extreme weather events?

If you want more information contact [Tristan.thorn@portsmouthcc.gov.uk](mailto:Tristan.thorn@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-surface-water-management-plan-2019.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/cou-flood-risk-management-plan.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B4-Natural environment**-Will it ensure public spaces are greener, more sustainable and well-maintained?

☐☒

In thinking about this question:

- How will it encourage biodiversity and protect habitats?
- How will it preserve natural sites?
- How will it conserve and enhance natural species?

If you want more information contact [Daniel.Young@portsmouthcc.gov.uk](mailto:Daniel.Young@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-solent-recreation-mitigation-strategy-dec-17.pdf>

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B5-Air quality** - Will it improve air quality?☐☒

In thinking about this question:

- How will it reduce motor vehicle traffic congestion?
- How will it reduce emissions of key pollutants?
- How will it discourage the idling of motor vehicles?
- How will it reduce reliance on private car use?

If you want more information contact [Hayley.Trower@portsmouthcc.gov.uk](mailto:Hayley.Trower@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/env-aq-air-quality-plan-outline-business-case.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

**B - Environment and climate change**

Yes

No

Is your policy/proposal relevant to the following questions?

**B6-Transport** - Will it improve road safety and transport for the whole community?☐☒

In thinking about this question:

- How will it prioritise pedestrians, cyclists and public transport users over users of private vehicles?
- How will it allocate street space to ensure children and older people can walk and cycle safely in the area?
- How will it increase the proportion of journeys made using sustainable and active transport?
- How will it reduce the risk of traffic collisions, and near misses, with pedestrians and cyclists?

If you want more information contact [Pam.Turton@portsmouthcc.gov.uk](mailto:Pam.Turton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/travel/local-transport-plan-3>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable

## B - Environment and climate change

Yes

No

Is your policy/proposal relevant to the following questions?

**B7-Waste management** - Will it increase recycling and reduce the production of waste?



In thinking about this question:

- How will it reduce household waste and consumption?
- How will it increase recycling?
- How will it reduce industrial and construction waste?

If you want more information contact [Steven.Russell@portsmouthcc.gov.uk](mailto:Steven.Russell@portsmouthcc.gov.uk) or go to:

<https://documents.hants.gov.uk/mineralsandwaste/HampshireMineralsWastePlanADOPTED.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?

Not applicable



**C - Regeneration of our city**

Yes

No

Is your policy/proposal relevant to the following questions?

**C1-Culture and heritage** - Will it promote, protect and enhance our culture and heritage?

☐☒

In thinking about this question:

- How will it protect areas of cultural value?
- How will it protect listed buildings?
- How will it encourage events and attractions?
- How will it make Portsmouth a city people want to live in?

If you want more information contact [Claire.Looney@portsmouthcc.gov.uk](mailto:Claire.Looney@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/pln-portsmouth-plan-post-adoption.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?  
Not applicable

**C - Regeneration of our city**

Yes

No

Is your policy/proposal relevant to the following questions?

**C2-Employment and opportunities** - Will it promote the development of a skilled workforce?

☐☒

In thinking about this question:

- How will it improve qualifications and skills for local people?
- How will it reduce unemployment?
- How will it create high quality jobs?
- How will it improve earnings?

If you want more information contact [Mark.Pembleton@portsmouthcc.gov.uk](mailto:Mark.Pembleton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?  
Not applicable

Is your policy/proposal relevant to the following questions?

**C3 - Economy** - Will it encourage businesses to invest in the city, support sustainable growth and regeneration?

☐☒

In thinking about this question:

- How will it encourage the development of key industries?
- How will it improve the local economy?
- How will it create valuable employment opportunities for local people?
- How will it promote employment and growth in the city?

If you want more information contact [Mark.Pembleton@portsmouthcc.gov.uk](mailto:Mark.Pembleton@portsmouthcc.gov.uk) or go to:

<https://www.portsmouth.gov.uk/ext/documents-external/cou-regeneration-strategy.pdf>

Please expand on the impact your policy/proposal will have, and how you propose to mitigate any negative impacts?

Not applicable

How are you going to measure/check the impact of your proposal?  
Not applicable

**Q8 - Who was involved in the Integrated impact assessment?**

Mindy Butler - Early Years and Childcare Manager

**This IIA has been approved by:** Mike Stoneman, Deputy Director Children, Families and Education

**Contact number:** 02392 841712

**Date:** 16/11/2020