



NOTICE OF MEETING

SCHOOLS FORUM

WEDNESDAY, 13 JANUARY 2021 AT 4.30 PM

VIRTUAL REMOTE MEETING

Telephone enquiries to Lisa Gallacher 023 9283 4056

Email: lisa.gallacher@portsmouthcc.gov.uk

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

(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

AGENDA

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

4 Minutes of the previous meeting held on 2 December 2020 and Matters Arising (Pages 5 - 10)

5 Wimborne Amalgamation Balances (Pages 11 - 36)

"The report originally marked on the agenda "to follow" was published on Thursday 7th January 2021"

Purpose

The purpose of this report is to provide Schools Forum with an update on the final closing balances of Wimborne Infant and Wimborne Junior Schools and to request endorsement of the transfer of the balances to Wimborne Primary School from the Schools Specific Contingency.

Recommendations

It is recommended that Maintained School Members of Schools Forum:

1. Endorse the transfer of Wimborne Infant and Wimborne Junior Schools closing balances to Wimborne Primary School from the Schools Specific Contingency.

2. Endorse the use of the 2020-21 carry forward in 2021-22 to reinstate the School Specific Contingency to the balance of £141,800 as at December 2020.

6 Inclusion Centre Funding Arrangements 2021-22 (Pages 37 - 62)

"The report originally marked on the agenda "to follow" was published on Thursday 7th January 2021"

Purpose

The purpose of this report is to provide Schools Forum with an update on the proposals for funding mainstream schools with an Inclusion Centre for the financial year 2021-22 and onwards.

Recommendations

It is recommended that Schools Forum endorse the funding arrangements for mainstream schools with an Inclusion Centre, as set out in this report.

7 School Funding Arrangements 2021-22 (Pages 63 - 92)

The report originally marked on the agenda "to follow" was published on Thursday 7th January 2021.

Recommendation 5 was added on 12 January 2021.

Purpose

The purpose of this report is to:

1. Seek endorsement of the final stage submission to the Education and Skills Funding Agency (ESFA) by 21 January 2021 of the 2021-22 mainstream school revenue funding pro-forma for the Primary and Secondary Phases.
2. Inform Schools Forum of the progress towards the initial determination of the schools budget (including individual schools budgets for 2021-22 and to seek the necessary approvals and endorsements required).

Recommendations

It is recommended that School Members of Schools Forum:

- 1. Endorse the proposed changes to the mainstream schools revenue funding arrangements as set out in Section 5.**
- 2. Endorse the school revenue funding pro-forma at Appendix 5 for submission to the ESFA on 21 January 2021.**

It is recommended that Schools Forum:

- 1. Endorse the budget to be held centrally for the payment of central licences negotiated nationally for all schools by the Secretary of State.**
- 2. Approve the Growth Fund Criteria for 2021-22 as set out in Appendix 3**
- 3. Approve the budgets to be held centrally specifically:**
 - **Schools Forum**
 - **Admissions**
 - **Duties retained by the local authority for all schools**
- 4. Endorse the Element 3 Top-up values for Special Schools, Alternative Provision settings, Inclusion Centre and Mainstream Education, Health and Care Plan banding for implementation in April 2021 as set out in Appendix 4.**
- 5. Following the funding announcement from the Department for Education, endorse the proposed hourly rates to Early Years providers for 2021-22 as set out in section 7 and Table 5.**

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Agenda Item 4

SCHOOLS FORUM

MINUTES OF THE MEETING of the Schools Forum held on Wednesday, 2 December 2020 at 4.30 pm as a virtual meeting

Present

Jackie Collins	Head Teacher	Primary Phase
David Jeapes	Head Teacher	Secondary Phase
Dave Jones	Head Teacher	Primary Phase
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 Labedz	Academies	Secondary Phase
Sean Preston	Academies	Primary Phase
Nathan Waites	Academies	Secondary Phase
Simon Barrable	Representative	16 - 19 Education
Kara Jewell	Representative	Early years
Terry Norton	Councillor	Conservative Party
Lynne Stagg	Councillor	Liberal Democrat Party
Judith Smyth	Councillor	Labour Party
Claire Udy	Councillor	Progressive Portsmouth People Group

67. Apologies

There were no apologies for absence.

68. Declarations of Interest

Alison Egerton, Group Accountant informed the forum that there was one outstanding declaration of interest form for Simon Barrable although he had only just received this.

69. Membership Changes

The Chair advised that Steve Labedz was retiring from Salterns Academy Trust at Christmas so would be stepping down from the Forum as a long

serving member. Steve confirmed he had been on the Forum for 14 continuous years and a previous four years before that. The Chair said he would be greatly missed and thanked him for everything he had done for the Forum. This was endorsed by officers and fellow Forum members.

Alison Egerton reported that Matthew Mcloughlin-Parker would be leaving the Forum as Harbour School would be converting to an academy on 1 January 2021. She thanked him for his input into the Forum.

Alison also wished to thank Simon Barrable for agreeing to stand again as the Post 16 representative for the city.

There were currently five vacancies on Schools Forum; three secondary academy representatives and two primary academy representatives. Alison explained that academy representatives do not have to be head teachers and the role could be undertaken by anyone in the trust. She had asked Mike Stoneman and Alison Jeffery if they could raise this at the next meeting with the multi academy trusts in the hope of gaining some more volunteers.

70. Minutes of the previous meeting held on 16 September 2020 and matters arising

RESOLVED that the minutes of the previous meeting held on 16 September 2020 be confirmed as a correct record.

In terms of matters arising there was one outstanding matter relating to the COVID-19 grant. At the last meeting Alison had explained they had a meeting coming up with the Department for Education along with other finance officers across the south east. Unfortunately the meeting had been the same day as the spending review, therefore they were not able to confirm anything at that meeting to say if there were any additional grants for schools. However on Friday 27 November there was a press release stating that there would be some funding with regards to staff absences. The guidance has not yet been published but the press release said there could be some additional funding where there have been large numbers of absences in schools. This would be where schools have used up any reserves down to about 4% of their annual income and the absence rates were above 20% on a short term basis and/or 10% on a long term basis.

As soon as officers receive any further guidance they will pass this onto schools. The Chair said this was good to hear.

71. Dedicated Schools Grant 2020-21 Quarter 2 Budget Monitoring

The report was presented by Alison Egerton, Group Accountant.

In response to questions the following matters were clarified:

Officers noticed that over the summer term there had been increased activity with the mainstream schools Education Health and Care Plans (EHCPs) at the beginning and middle of the term but then the numbers decreased due to

the national lockdown. It was anticipated that this may pick up over the course of the academic year but because of the timescales for setting up an EHCP Alison did not think financially this would be seen until the 2021/22 financial year. If there is an underspend in this financial year this will be carried forward to the next academic year and could support any pressures in next financial year.

In terms of the out of city placements there may not have been as much movement between providers or with children being placed in provision over the course of the summer term. In particular the authority has seen a reduction in the number of children placed in the child and adolescent mental health service.

Julia Katherine added that normally for a request for an EHC needs assessment, schools are required to produce two terms worth of evidence. Over the summer term a number of children were not in school due to the Covid19 pandemic restrictions so schools were not able to collect that evidence. Similarly, schools may not have been able to collect evidence in order to make requests for changes of placement via the EHCP annual review process.

Julia said in terms of timescales Portsmouth City Council is still issuing 100% of EHC needs assessments within the statutory timescales and so there are rarely delays in assessments being completed. Feedback from Special Educational Needs Coordinators (SENCOs) Network this term is that the authority may see an increase in requests for EHC needs assessments as schools are working through a 'backlog'.

RESOLVED that the 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.

72. Early Years Providers Covid-19 Additional Grant 2020-21

The report was introduced by Mindy Butler, Quality and Sufficiency Coordinator.

In response to questions the following matters were clarified:

The grant is a one off payment to each type of provider regardless of their size.

Alison Egerton clarified that the regulations require that the authority cannot differentiate payments between providers.

There have been three early years' settings who have closed by the end of the summer who had previously had sufficiency problems and one more provider may possibly have to close in April unless their numbers increase. She added that for all settings that have closed there have been bigger providers that want to open other settings so there is a lot of interest currently in opening settings. Mindy would be writing the sufficiency report again in

March and officers will be keeping a close eye on the early years sector. Mindy is in contact with all providers on a regular basis who are coming to the council for business support.

Mindy explained that the business support from Hempsalls focussed on business remodelling for early years. This included looking at how they can change hours, taking more funding and being more creative on how they operate. Some of the settings are doing this and this will be monitored.

Kara Jewell said it was not fair to say that there are other settings that will take the place of existing providers. She added that there are some outstanding providers with years of educational experience who are at risk of closure and she was concerned that this expertise would be lost in early years. Mindy said she completely agreed and if they could have kept the settings open that closed they would have done. The authority is trying really hard with the extra business support so if the worst happens then there would be options available to help working parents. Kara said that there have been settings not eligible for any financial support throughout the pandemic. This is a small grant for providers who are really struggling.

The Chair said it would be good to have a follow up report at a future meeting and would be interested on how settings are embracing the new world post Covid.

RESOLVED the Schools Forum:

- (1) Endorsed the grant values as set out in section 4.3 to be paid in the autumn term 2020.**
- (2) Noted 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.**

73. School Funding Arrangements 2021-22

The report was introduced by Angela Mann, Finance Manager and Alison Egerton, Group Accountant.

In response to questions officers clarified the following:

Alison Egerton explained that due to the timescales involved it would not be possible to involve Schools Forum members further in the funding process this year. The authority does not receive the funding until the last week of the school term. This information needs to go through the Department for Education Financial model to understand the affordability and then will come back to the Schools Forum on 13 January for endorsement. The authority has a statutory duty to notify the Department for Education of the budget by 21 January 2021.

The current growth fund does require some of the carry forward for future years. When officers get the funding allocation there is potential for the growth funding element to be higher than predicted due to the way that the funding allocations to authorities works. If that is the case the authority can put funding back into the individual schools budget and maximise the use of the MFG.

The Chair noted the disappointing response to the consultation. Mike Stoneman said that the Council did have dedicated briefings last year and could do so again in the future to encourage a better response to the consultation. The Chair felt this was a good idea and asked Angela and Alison to consider this for future consultations.

Forum members suggested that if the full NFF stipulated by the DfE is not affordable, the authority needs to look at can we make it affordable by diverting some growth funding. So essentially not looking at options but affordability around ensuring schools receive as much of the NFF as possible. Angela added that they would as the minimum funding guarantee adds to that to ensure that schools get at least a 0.5% increase for the pupils they have got. The DfE guidance is that the NFF should be a minimum of plus 0.5% and up to 2% which is the guidance that officers are working towards. The Chair asked Angela to double check this.

It was agreed that officers consider how to involve a small group of the Schools Forum members to work with the finance team to explore options for schools funding for next year and come back to the February meeting with a plan. It was noted that if there is to be a group working with officers next time that volunteers need to be asked early enough to make it workable.

RESOLVED Schools Forum:

(1) Noted the Department for Education's proposed changes to High Needs Block revenue funding arrangements for 2021-22 as set out in this report.

(2) Endorsed 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) Noted 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) Endorsed the proposed carry forward of Growth Fund balances for the same use in future years as set out in Section 6.

(5) Endorsed the proposed hourly rates to Early Years providers for 2021-22 as set out in section 7 and Table 4.

The meeting concluded at 5.30 pm.

David Jeapes
Chair

Agenda Item 5



Title of meeting: Schools Forum

Date of meeting: 13 January 2021

Subject: Wimborne Infant and Junior Schools Amalgamation Balances

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

Wards affected: All

Key decision: Yes/No

Full Council decision: Yes/No

1 Purpose of report

- 1.1 The purpose of this report is to provide Schools Forum with an update on the final closing balances of Wimborne Infant and Wimborne Junior Schools and to request endorsement of the transfer of the balances to Wimborne Primary School from the Schools Specific Contingency.

2 Recommendations

- 2.1 It is recommended that Maintained School Members of Schools Forum:
- 2.1.1 Endorse the transfer of Wimborne Infant and Wimborne Junior Schools closing balances to Wimborne Primary School from the Schools Specific Contingency.
- 2.1.2 Endorse the use of the 2020-21 carry forward in 2021-22 to reinstate the School Specific Contingency to the balance of £141,800 as at December 2020.

3 Background

- 3.1 The School and Early Years Finance England regulations state that when schools close any remaining balance (surplus or deficit) is returned to the Dedicated Schools Grant of the local authority, however the regulations recognise where a new school opens and is the successor of one or more previous schools then the balances can be transferred to the new school using the School Specific Contingency.
- 3.2 In January 2014 Schools Forum approved the introduction of the Schools Specific Contingency, it was funded from the de-delegation of a per pupil amount from

maintained Primary and Secondary schools and is available for maintained Primary and Secondary schools for the following purposes:

- schools in financial difficulty
- new, amalgamating or closing schools
- the writing-off of deficits of schools which are discontinued, excluding any associated costs or overheads
- other expenditure where the circumstances were unforeseen when initially determining the schools budget share.

3.3 The notes of guidance attached at Appendix 1 set out the criteria for accessing the fund for amalgamating schools.

3.4 As at the 31 December 2020 the balance on the Schools Specific Contingency is £141,800.

4 Closing School Balances

4.1 Following the closure on 31 August 2020 of Wimborne Infant and Wimborne Junior Schools the financial accounts have been closed in accordance with the School and Early Years Finance (England) regulations and standard accounting practice. The final balance of the two schools is a surplus of £538,400.

4.2 The balance will be returned to the DSG and form part of the carry forward to 2021-22.

4.3 It is proposed to use the Schools Specific Contingency to transfer the final balance of £538,400 to Wimborne Primary School in accordance with the School and Early Years (England) Finance regulations. This will place the Schools Specific Contingency budget overspent in 2020-21.

4.4 It is therefore proposed to utilise the 2020-21 carry forward in 2021-22 to refund the Schools Specific Contingency to the current budget level of £141,800 for use in the 2021-22 financial year.

5 Reasons for recommendations

5.1 The purpose of this report is to request endorsement of the transfer of the closing balances of Wimborne Infant and Wimborne Junior Schools to Wimborne Primary School in line with the School and Early Years Finance (England) Regulations.

6 Integrated impact assessment

6.1 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.

6.2 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.

6.3 An Integrated Impact Assessment (IIA) has been completed and is attached at Appendix 2. It confirms that the proposals will not have a negative impact on areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

7 Legal implications

7.1 The recommendation at paragraph 2.1.1 of this report is consistent with Regulation 27(9) of the School and Early Years Finance (England) Regulations 2020.

7.2 Expenditure from the Schools' Specific Contingency referred to in the recommendation at paragraph 2.1.2 of this report is consistent with Schedule 2, Part 6 of the School and Early Years Finance (England) Regulations 2020.

8 Director of Finance's comments

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

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Signed by: Alison Jeffery, Director Children Families and Education

Appendices:

Appendix 1: Guidance notes: Growth Fund and Schools Specific Contingency

Appendix 2: 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:

Title of document	Location
Schools revenue funding 2020 to 2021: Operational guide	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864952/Schools_operational_guide_2020_to_2021_updated_February_2020_.pdf



School and Early Years Finance
(England) Regulations 2020

[The School and Early Years Finance
\(England\) Regulations 2020](#)

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

.....
Signed by:

Appendix 1

See Separate Document

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Schools Funding Formula

**Supplementary Budget Share Guidance Notes
For
The Growth Fund
and Schools Specific Contingency**

For

**Primary and Secondary
Schools**

2020-21



**Portsmouth
CITY COUNCIL**

Primary and Secondary Schools

Supplementary Budget Share Guidance Notes For The Growth Fund and Schools Specific Contingency

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1 Centrally held funds to support Primary and Secondary Schools in 2020-21

1.1 Exceptional Growth Fund

Applies to: Maintained schools and Academies

Increasing Published Admission Number

Funding additional to the budget share will be allocated to schools that experience a planned increase in the Published Admission Number (PAN). The criteria (see below) to determine whether a school is eligible for funding for growth was agreed at schools forum in January 2020 for implementation from April 2020.

Criteria

Growth funding will be allocated to schools who meet the following criteria:

- *Funding will only be allocated when the growth (either permanently or as a bulge class) meets the basic need requirement of the local authority and the school is increasing both its Published Admission Number (PAN) and its planned intake of pupils in the current financial year (1 April to 31 March).*
- *And - The Deputy Director of Education formally approves to increase the capacity of a school.*
- *¹And - The planned growth in pupil numbers is a multiple of a complete half form entry, where a half form entry is equal to 15 pupils.*

1. It is acknowledged that some form entries may be below the full form number of 30 pupils e.g. 28 pupils. In these instances numbers will be rounded to the nearest eligible entry level.

What the growth fund covers

The additional pupils joining a school in September will be included in the October census. The census data is used to calculate the funding for the following financial year; which maintained schools receive from April. Therefore the growth fund finances the "gap" for maintained schools from September to March.

Academies are funded through the same local formula as maintained schools but receive their funding on an academic year basis, rather than the financial year basis of maintained schools.

Therefore academies will not receive their formula funding based on the October census until the following September. The growth fund for academies finances the "gap" from September up to the following August. The additional 5 months funding for academies is paid by the Local Authority and reimbursed by the Education and Skills Funding Agency.

Methodology

The allocation from the growth fund to schools who meet the above criteria will be as follows:

The annual payment for approved growth for a full form entry of 30 pupils will be equal to a lump sum of £60,900 for Primary Schools and Academies and £144,000 for Secondary Schools and Academies.

Where a growth payment has been approved for a maintained or academy school the amount paid will be as follows:

Period September to March - maintained schools and academies

Payments for the period September to March will equate to 7/12ths of the annual amount as follows:

- £35,525 - Primary schools and academies
- £84,000 - Secondary schools and academies

Period April to August - academies only

Payments to academies for the period April to August will equate to 5/12ths of the annual amount as follows:

- £25,375 - Primary academies
- £60,000 - Secondary academies

Funding will be pro-rated for part form or multiples of full form entry, for example:

- The total sum above will be multiplied by 0.5 for a part form entry of 15 pupils
- For an increase of one and a half form entry (45 pupils) the total sum will be multiplied by 1.5
- Entry numbers falling under the half form or full form levels will be rounded to the nearest eligible entry level. Where form entries are less than 50% of the half form entry numbers these entries will not be eligible for growth funding.

A payment will be made for each year that the school is growing until the earliest of the following:

- The school reaches full capacity attributable to the increase in PAN approved by the Deputy Director of Education
- The Growth Fund criteria changes due to affordability
- There is a change in the funding formula as directed from the Education and Skills Funding Agency.

No allocation will be made to a school or academy where the school or academy:

- *Has surplus places and then takes additional children up to the PAN*
- *Admits over PAN at their own choice*
- *Admits extra pupils where those pupils have a reasonable alternative school place*
- *Increases the PAN of one year by reducing the PAN of another (e.g. increasing the PAN in year 7 by reducing the PAN in year 10)*
- *Is directed and/or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc. as these numbers will be low on an individual school basis.*

Funding will not be allocated from this fund to a school which has received additional funding in the year, through its budget share as a result of an agreed variation in its pupil numbers.

***Example**

The maintained/academy primary school has been requested by the Local Authority to increase the PAN from a one and a half form entry (45 pupils) to a two form entry (60 pupils) from September 2020; this was approved by the Deputy Director of Education in October 2019.

Whilst the increase was agreed in 2019-20, the payment will be made in financial year 2020-21 as this is the year that the changes will come into effect.

The Increase in PAN is for half a form entry of 15 pupils therefore the payment will be pro-rated by 0.5.

For example the calculation would be: 7/12ths of £60,900 lump sum ($\text{£}60,900/12 \times 7$) = £35,525

$\text{£}35,525 \times 0.5 = \textbf{£17,763}$ payment to the school.

For an academy school they will receive an additional payment to cover the period April 2021 to August 2021, which would be calculated.

5/12ths of £60,900 lump sum ($\text{£}60,900/12 \times 5$) = £25,375

$\text{£}25,375 \times 0.5 = \textbf{£12,687}$ payment to the school.

*Example calculated using primary school rate

Payment method

Where a maintained or academy school meets the criteria and the growth is known at the point of setting the budget for the financial year, payment will be made within 30 days of the beginning of the financial year which runs 1 April to 31 March

Where growth is identified during the financial year funding will be paid within 30 days of the receipt of the following notification:

- Maintained and Academy schools - PAN increases
Written approval to change the Published Admissions Number (PAN), by the Deputy Director of Education
- Maintained and Academy - Bulge classes:
The receipt by the Children's Finance team of the written confirmation from Deputy Director of Education that the Bulge class has materialised.

Applies to: Maintained schools and Academies

Increasing Age Range

Where a school is amending its age range, funding may be allocated from the 'Growth Fund' up to a maximum of £280,000, with the specific approval of schools forum, where the following criteria are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- The new school places are not within the schools current phase.
- A business case has been submitted by the school which sets out the expected set-up costs to be incurred.
- Any funding allocated would be to support the following areas of expenditure:
 - additional leadership team capacity
 - additional secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

If the above criteria are met, the funding would be allocated from the 'growth fund' in full to the school in a single funding period. The funding allocation would be calculated as £445 multiplied by the total number of additional places anticipated to be created in the school as a result of the change in the schools age range up to the maximum permitted.

Where a school is eligible for an allocation from the growth fund based on both the 'Increasing Published Admission Number' and the 'increased age range' criteria, then the school will only be eligible for an allocation from one of these mechanisms within the financial year.

2 School Specific Contingency

Applies to: Maintained Primary and Secondary Schools only

Purpose of the fund

The School and Early Years Finance (England) Regulations, permit the creation of a 'schools specific contingency' via the de-delegation of funding through the schools revenue funding formula. The contingency fund supports only Primary and Secondary maintained schools.

The purpose of the fund is to support maintained Primary and Secondary schools that have incurred expenditure, which it would be unreasonable to expect them to meet from the schools' budget share. This may include:

- schools in financial difficulty
- new, amalgamating or closing schools
- the writing-off of deficits of schools which are discontinued, excluding any associated costs or overheads
- other expenditure where the circumstances were unforeseen when initially determining the schools budget share.

Section 4 of the Scheme for Financing Schools continues to apply in respect of schools that are or are likely to be facing a deficit balance.

Criteria for accessing the fund

The fund is only available to maintained Primary and Secondary Schools in Portsmouth

Where as a result of exceptional expenditure or loss of income a school is experiencing financial difficulty, or has incurred other expenditure which it would be unreasonable to expect the school to meet from its budget share, then financial support will be considered for eligible schools where the following criteria are met:

- The costs or loss of income **must** have had a disproportionate effect on the schools budget.
- The costs or loss of income:
 - arose as a consequence of decisions by bodies outside of the control of the school or its governing body;
 - are exceptional in nature;
 - could not have been foreseen by the school or governing body.
 - The governing body has taken steps to mitigate the impact, where possible.
 - Additional costs for new, amalgamating or closing schools.

Criteria for new maintained schools:

Funding of costs in respect of the initial set-up of new maintained schools will be considered where a business case has been submitted by the school which sets out the expected costs to be incurred; and the following conditions are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- Any funding allocated would be to support the following areas of expenditure:
 - Initial leadership team capacity
 - Initial secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

One-off funding will be allocated based on the business case submitted, up to a maximum funding allocation of £445 multiplied by the total number of additional places anticipated to be created in the school.

Criteria for amalgamating schools:

Where two or more schools amalgamate, an amount equivalent to the closing balances of the previously maintained schools will be allocated to the new school.

Criteria for closing schools:

In the case of closing maintained schools, which are not amalgamating or converting to academy status under the Academies Act 2010, the contingency may fund additional costs where the school has insufficient balances and the costs are eligible to be funded from the Dedicated Schools Grant.

Where a maintained school is discontinued, any remaining deficits balances may be charged against the contingency. Where it is necessary to use the contingency for this purpose it will be reported to the Schools Forum at the next scheduled meeting.

Decision Making Process

Where a school believes that their circumstances warrant support from the 'schools contingency fund', then the governing body should submit a request to the Finance Manager for Children, Families and Education.

The submission will be reviewed by the Deputy Director of Education and the Finance Manager for Children, Families and Education. The level of the schools revenue and capital balances will also be considered as part of the review of any submission.

Any application which the Deputy Director of Education and the Finance Manager for Children Families and Education assess as meeting the above criteria, will be presented to the Schools Forum at the October and February meetings to make the final decision as to whether to provide financial support from the fund.

Integrated Impact Assessment (IIA)

Integrated impact assessment (IIA) form December 2019

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:

School Funding

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

Payment of amalgamated Balances to Wimborne Primary School

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

- ☒ Existing
- ☐ New / proposed
- ☐ Changed

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

Following the amalgamation of Wimborne Infant and Wimborne Junior Schools to form Wimborne Primary school on 1 September 2020. To pass the closing balances of Wimborne Infant School and Wimborne Junior School to Wimborne Primary School in accordance with the School and Early 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?

No consultation is required as this is the enactment of a required process under the regulations.

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 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 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?

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 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 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 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?

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?

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 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 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 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 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 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 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 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 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 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 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?
Alison Egerton: Group Accountant

This IIA has been approved by:

Contact number:

Date:

Agenda Item 6



Title of meeting: Schools Forum

Date of meeting: 13th January 2021

Subject: Inclusion Centre Funding Arrangements 2021-22

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

Wards affected: All

Key decision: ~~Yes~~/No

Full Council decision: ~~Yes~~/No

1. Purpose of report

- 1.1 The purpose of this report is to provide Schools Forum with an update on the proposals for funding mainstream schools with an Inclusion Centre for the financial year 2021-22 and onwards.

2. Recommendations

- 2.1 It is recommended that Schools Forum endorse the funding arrangements for mainstream schools with an Inclusion Centre, as set out in this report.

3. Background

- 3.1 Inclusion Centres are specialist education places for children with Education, Health and Care Plans, commissioned by PCC and delivered on the site of mainstream schools. They include:
- SEN units, where children spend the majority of the school day in specialist class bases, but can access mainstream classes, if appropriate and with support;
 - Additionally resourced provision, where children spend the majority of their time in mainstream classes, with additional specialist support as necessary; and
 - Alternative Provision, where pupils remain on the roll of their 'home' mainstream school but spend a period of time accessing the specialist support in the Inclusion Centre.

3.2 In Portsmouth, it has been agreed that all of the above types of provision are collectively described as 'Inclusion Centres' and contribute to the continuum of SEN provision that is described in the SEND Strategy and commissioned by PCC to meet children's additional assessed needs, as specified in their Education, Health and Care Plan.

3.3 Placement in Inclusion Centres is determined by PCC on the basis of:

- Statutory assessment of a child's special educational needs,
- Parental preference,
- Published admissions criteria for each Inclusion centre,
- Moderation via a specialist Inclusion Support Panel

Changes in placement are agreed via the statutory annual review process.

3.4 Inclusion Centres are funded according to 'place plus' funding i.e. they receive place funding for a specified number of places, regardless of how many places are filled, commissioned on an annual basis. The amount of place funding is nationally determined. In addition, they receive 'element 3 'top-up' funding for each filled place. Current commissioned places and top-up values are set out in the table below.

Table 1: Inclusion Centres in Portsmouth with current top-up funding levels

School	Type of provision	Place numbers	Current top-up value (2020-21) per annum
Devonshire	Primary SEN unit provision for children with communication and interaction difficulties (including Autism)	8	£2,090
Flying Bull	Primary alternative provision for children with social emotional and mental health needs	12	£6,290
Milton Park	Primary SEN unit provision for children with communication and interaction difficulties (including Autism)	14	£8,750
Northern Parade	Primary additionally resourced provision for children with sensory impairment	4	£110
Portsmouth	Primary SEN unit provision for children with communication and	9	£2,090

	interaction difficulties (including Autism)		
Southsea	Primary SEN unit provision for children with communication and interaction difficulties (including Autism)	8	£2,900
St Edmunds	Secondary additionally resourced provision for children with sensory impairment	9	£120
Trafalgar	Secondary SEN unit provision for children with communication and interaction difficulties (including Autism)	9	£2,920
Victory	Primary SEN unit provision for children with communication and interaction difficulties (including Autism)	23	£2,080

4. Reasons for recommendations

4.1 There are a number of issues with the current funding model:

- There is a perceived inequity because the funding levels vary between schools. This means that if a child were to move from one Inclusion Centre to another, the funding that the school receives would be different, even though the child's needs and specialist provision required would remain the same.
- The levels of funding set for each individual school are historic and not based on the actual cost of delivering the provision.
- Having just one 'band' of funding for each school means that schools are not able to put in place more specialist levels of support if required for an individual child, even if their needs and the provision specified on their EHCP warrant it.
- As special schools are funded according to a 'banded funding' model and now that the decision has been made to introduce a 'banded funding' model for EHCPs in mainstream schools, where the level of funding is linked to the child's assessed needs, Inclusion Centres will be out of line with the 'needs-led' funding model.

4.2 The proposed new banded funding model for Inclusion Centres addresses the above issues and enables a band of funding to be allocated to a child, dependent on their assessed needs as specified in their Education Health and Care Plan. The level of funding the school receive to make this provision and meet their needs is

therefore directly related to the level of support they require to ensure the provision in the EHCP is made.

- 4.3 The band of funding will be allocated by PCC SEN Team, according to published banding 'criteria'. These criteria set out the types of needs that would fit within each band and the range of provision that PCC expects to be able to be delivered. The proposed banding criteria for Inclusion Centres are included as an appendix to this report.
- 4.4 It is proposed that the banded funding model is applied to all Inclusion Centres. A funding band would be allocated as part of the Education Health and Care needs assessment process. Schools would be notified of the proposed funding band at the same time as they receive a copy of the draft Education Health and Care Plan, as part of the statutory consultation process to agree placement and confirm the Plan. Schools will be able to confirm, as part of this process that they are able to provide for the needs identified in the Plan, with the level of funding that has been allocated, or to seek additional funding if necessary. Funding bands will be reviewed at least annually, as part of the statutory annual review process. This will confirm that the funding band remains appropriate and enables support to be put in place to meet the assessed needs, or will recommend a change of band, if necessary. Annual reviews can be brought forward if there has been a change in need.

Table 2: Proposed funding bands for Inclusion Centres from April 2021

Funding Band	Proposed element 3 'top-up' funding level
Ordinarily Available Provision	£0
Core	£2,000
Enhanced	£4,300
Exceptional	£6,050
Highly Exceptional	£8,000

- 4.5 The funding levels included within table 2 are indicative. Funding levels will be confirmed once the allocation of funding for Portsmouth Dedicated Schools Grant High Needs Block has been confirmed by the Department for Education, however, it is anticipated that the final funding levels will not be less than the indicative levels included in the table above.

- 4.6 Financial modelling has been based on an assumption of a mix of bands at each of the Inclusion Centres, which is being 70% Core, 15% Enhanced, 10% Exceptional and 5% Highly Exceptional. Table 3 shows the existing funding and the proposed 2021/22 funding based on the band values in Table 2. This shows that the funding would be within the existing budget, and all Inclusion Centres would have an increase in funding apart from Milton Park Primary school. The actual funding will be based on the assessed needs of the individual pupils.

Table 3: Comparison of 2020/21 funding and proposed banding funding for 2021/22

<u>LA Maintained Schools</u>	2020-21 Funding - Existing Rates	2021-22 Funding - Banded Rates	Variance
Devonshire Infant	£16,720	£22,350	£5,630
Milton Park Primary	£122,500	£42,650	(£79,850)
Portsmouth Primary	£18,810	£22,350	£3,540
Southsea Infant	£20,300	£20,350	£50
St Edmunds	£1,080	£22,350	£21,270
Subtotal	£179,410	£130,050	(£49,360)
<u>Academies</u>			
Victory Primary	£47,840	£65,000	£17,160
Northern Parade Federated	£550	£18,350	£17,800
Trafalgar	£32,120	£38,650	£6,530
Subtotal	£80,510	£122,000	£41,490
Total	£259,920	£252,050	(£7,870)

5. Engagement with schools

- 5.1 In 2019 a working group involving PCC officers and representatives of all schools with an Inclusion Centre was established to review the funding model and consider alternatives. This group made the recommendation that a move to banded funding was the preferred option for mainstream schools with an Inclusion Centre, in line with special schools and with the proposal to consider banded funding for Education, Health and Care Plans in mainstream schools. A decision has now been made to implement banded funding for mainstream schools from April 2021, following consultation with all schools in October 2020.

- 5.2 Further to this, all schools with an Inclusion Centre were invited to a workshop session on 9th December 2020 to discuss the proposed changes. This workshop was an opportunity to ask questions and discuss the potential implications of these proposals to change the way that Inclusion Centres are funded. All schools with an Inclusion Centre were written to following the workshop session and invited to give feedback as to the proposed change.
- 5.3 Responses were received in writing from 3 schools. Of these, 3 stated that they were in agreement with the proposal to introduce banded funding for Inclusion Centres. None stated that they were not in agreement with this proposal
- 5.4 In addition, schools were invited to ask questions and seek further clarification. The following questions were raised:

Table 4: Questions raised by schools regarding the proposed changes

	Question	Response
1	As the banding decision will be made at annual review meetings, will the current process need to be adapted at all and will the current form provide enough evidence necessary to support the enhanced or exceptional band?	Annual review meetings will need to consider whether the band of funding remains correct. This will be the case for all children with an Education Health and Care Plan, not just those in Inclusion Centres. Requests to change the band of funding will need to be evidence-based, as is the case for any changes of funding now.
2	Will there be any support / protection offered to support fluctuating funding? We are usually unaware of our allocated children until late June and yet the school's budget needs to be set in May. Therefore this could have a huge impact on staffing and budgets moving forward.	The number of commissioned placements in each Inclusion Centre is always confirmed in January for the following September. New placements are confirmed via a number of specialist panels that take place during the Spring term. Schools are always involved in the specialist panels and so will be kept informed of potential and then confirmed placements as early as possible. This

		should keep any fluctuations in the budget to a minimum.
3	Is there any way of obtaining an indicative amount of funding based on the current cohort within the provision to ensure we are in agreement with the banding?	The SEN team are able to advise on which 'band' current children are likely to be in, depending on their level of needs and the corresponding banding criteria.

- 5.5 In light of the responses received, it is proposed that Inclusion Centre places are funded according to the banded funding model set out below from April 2021, in line with the changes to funding for EHCPs in mainstream schools.

6. Integrated impact assessment

- 6.1 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.
- 6.2 The DfE has conducted a full Equality Impact Assessment which is attached to the Policy document and can be found on their website . 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.
- 6.3 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 areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

7. Legal implications

- 7.1 Local authorities are required to allocate the government funding for the provision of education in accordance with the School and Early Years Finance Regulations 2018 and 2020. Those regulations set out requirements for consultation with schools and school forum when determining budget shares etc, for certain maintained schools and early years providers.
- 7.2 The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and

institutions to meet their statutory duties under the Children and Families Act 2014 (the Act).

- 7.3 Under section 27 of the Act the local authority is under a duty to keep under review the educational provision, training provision and social care provision made in its area for children and young people who have special educational needs or a disability.
- 7.4 Section 37 of the Children and Families Act 2014 provides:
(1) Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made for a child or young person in accordance with an EHC plan—
(a) the local authority must secure that an EHC plan is prepared for the child or young person, and (b) once an EHC plan has been prepared, it must maintain the plan.
- 7.5 Section 42 of the Children and Families Act 2014 provides, as relevant:-
(2) The local authority must secure the specified special educational provision for the child or young person.
(6) 'Specified', in relation to an EHC plan, means specified in the plan.
- 7.6 The recommendations in this report are intended to ensure that the level of funding at each band will continue to meet the needs specified in EHCPs.
- 7.7 Section 149 of the Equality Act 2010 requires public authorities in the exercise of their functions to have due regard to the need to (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 7.8 An Equalities Impact Assessment (EIA) has been undertaken in relation to the proposed funding arrangements. These arrangements are intended to ensure children and young people are not disadvantaged. The arrangements aim to provide a fairer, more transparent and equitable approach to funding allocation, based on need so that children presenting with similar needs are funded at the same rate.

8. Director of Finance's comments

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



.....
Signed by:

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:

Title of document	Location

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

.....
Signed by:

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Communication & Interaction Inclusion Centre

Banding Descriptors

1. CORE	Suggested top-up = £2000 (Equivalent to Enhanced banding in mainstream)
1.1 Descriptor	
<ul style="list-style-type: none"> • Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level over and above what can be provided at SEN Support / Ordinarily Available Provision. • Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including social communication needs. • Pupils will demonstrate the potential to be included in some aspects of a mainstream classroom with support, or work towards this. • In addition to their primary need, children placed within the Inclusion Centre may have associated difficulties in learning, social functioning, emotional development, self-confidence, self-esteem, motivation and behaviour. 	
1.2 Provision	
<ul style="list-style-type: none"> • Specialist provision within a class with adult pupil ratio of 1:5 • Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties. • Staff will have regular training and support to raise awareness and enable them to respond to the needs of pupils with communication and interaction difficulties. • Access to additional services from partner agencies where additional support is required. 	
2. ENHANCED	Suggested top-up £4,300 (Equivalent to Exceptional rate in mainstream)
2.1 Descriptor	
<ul style="list-style-type: none"> • Pupil's assessed special educational needs are severe, complex and long term and require interventions and support that are at a level over and above what can be provided within a mainstream setting with a high level of support. • Pupils will have communication and interaction difficulties as their primary Special Educational Need, including social communication needs. 	

- Pupils may demonstrate the potential to be included in some aspects of a mainstream classroom with support, or work towards this.

In addition to their primary need, pupils may have:-

- moderate learning difficulties
- difficulties with social functioning, emotional development, self-confidence, self-esteem, motivation and challenging behaviour
- Sensory processing difficulties
- high levels of anxiety and/or additional mental health difficulties
- Staff may be needed to provide support with personal care, administering of medication and support for eating.

2.2 Provision

- Specialist provision within a class with adult pupil ratio of 1:5
- May require 1:1 support within the class or withdrawal
- May require 1:1 support at break and lunchtimes
- Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties.
- Staff will have regular training and support to raise awareness and enable them to respond to the needs of pupils with communication and interaction difficulties.
- Access to additional services from partner agencies where additional support is required.

EXCEPTIONAL

Suggested top-up = £6,050
(Equivalent to Exceptional Plus in mainstream)

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 within a mainstream school.
- Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including social communication needs.
- Pupils is likely to demonstrate limited potential to be included in some aspects of a mainstream classroom with support.
- Pupil may meet the admission criteria for a special school

In addition to their primary need, pupils may have associated:-

- Significant learning difficulties
- Complex and challenging behaviour
- Significant sensory processing difficulties
- High levels of anxiety, attachment and/or additional mental health difficulties

<ul style="list-style-type: none"> Staff may be needed to provide support with personal care, administering of medication and support for eating. 	
3.2 Provision <ul style="list-style-type: none"> 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 Staff will have appropriate qualifications, expertise and experience in working with pupils with communication and interaction difficulties. Staff will have expertise in working with children who find it very difficult to engage in learning because of their social communication, sensory and emotional needs. 	
HIGHLY EXCEPTIONAL	
<p style="text-align: right;">Suggested top-up = £8,000 (Equivalent to Highly Exceptional in mainstream)</p>	
Descriptor <ul style="list-style-type: none"> Pupils will have Communication and Interaction difficulties as their primary Special Educational Need, including severe social communication needs. Pupils is unlikely to demonstrate potential to be included in some aspects of a mainstream classroom with support. Pupil will meet the admission criteria for a special school <p>In addition to their primary need, pupils may have associated:-</p> <ul style="list-style-type: none"> Significant learning difficulties Severe, complex and challenging behaviour Severe sensory processing difficulties High levels of anxiety, attachment and/or additional mental health difficulties Staff may be needed to provide support with personal care, administering of medication and support for eating. 	
Provision <p>Pupil requires an entirely bespoke and individualised package of support 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.</p>	

4. Banding Procedure

4.1 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.

4.2 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.

Version 2: 31/12/2020

Integrated Impact Assessment (IIA)

Integrated impact assessment (IIA) form December 2019

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:

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- 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 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 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?		
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 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 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 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 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 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 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 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 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 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 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 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 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 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:

Contact number:

Date:

20th November 2020

Agenda Item 7

Title of meeting:	Schools Forum
Date of meeting:	13 January 2021
Subject:	School Funding Arrangements 2021-22
Report by:	Alison Jeffery, Director of Children, Families and Education
Wards affected:	All
Key decision:	Yes /No
Full Council decision:	Yes /No

1 Purpose of report

1.1 The purpose of this report is to:

- 1.1.1 Seek endorsement of the final stage submission to the Education and Skills Funding Agency (ESFA) by 21 January 2021 of the 2021-22 mainstream school revenue funding pro-forma for the Primary and Secondary Phases.
- 1.1.2 Inform Schools Forum of the progress towards the initial determination of the schools budget (including individual schools budgets for 2021-22 and to seek the necessary approvals and endorsements required).

2 Recommendations

2.1 It is recommended that School Members of Schools Forum:

- 2.1.1 Endorse the proposed changes to the mainstream schools revenue funding arrangements as set out in Section 5.
- 2.1.2 Endorse the school revenue funding pro-forma at Appendix 5 for submission to the ESFA on 21 January 2021.

2.2 It is recommended that Schools Forum:

- 2.2.1 Endorse the budget to be held centrally for the payment of central licences negotiated nationally for all schools by the Secretary of State.

- 2.2.2 Approve the Growth Fund Criteria for 2021-22 as set out in Appendix 3
- 2.2.3 Approve the budgets to be held centrally specifically:
- Schools Forum
 - Admissions
 - Duties retained by the local authority for all schools
- 2.2.4 Endorse the Element 3 Top-up values for Special Schools, Alternative Provision settings, Inclusion Centre and Mainstream Education, Health and Care Plan banding for implementation in April 2021 as set out in Appendix 4.
- 2.2.5 Following the funding announcement from the Department for Education, endorse the proposed hourly rates to Early Years providers for 2021-22 as set out in section 7 and Table 5.

3 Background and previous decisions

- 3.1 The Dedicated Schools Grant (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
- 3.2 It is anticipated that the updated School and Early Years Finance (England) Regulations will require each local authority, by no later than 28th February 2021, to:
- 3.2.1 Make an initial determination of its schools budget; and
- 3.2.2 Give notice of that determination to the governing bodies of the schools which it maintains.
- 3.3 The Cabinet Member has already agreed, and Schools Forum has endorsed, the following principles in respect of the revenue funding arrangements for mainstream schools in 2021-22, which are summarised below:
- 3.3.1 To implement a minimum funding guarantee of between plus 0.5% and plus 2.0%.
- 3.3.2 To retain the Schools Block at its given value i.e. no transfer to the High Needs Block.
- 3.3.3 To calculate initial funding allocations in accordance with unit values as published by the Department for Education in July 2020.

3.3.4 In addition, a disapplication request, submitted to, and subsequently approved by, the ESFA, were agreed as being appropriate

3.3.5 To implement banded funding criteria and values for pupils with Education Health and Care plans in mainstream schools from 1 April 2021.

4 Dedicated Schools Grant.

4.1 The determination of the 2021-22 Dedicated Schools Grant for the Schools budgets and Central School Services Block is set out in Appendix 1

4.2 On the 17 December 2020 the ESFA announced the Dedicated Schools Grant Allocation for Portsmouth for 2021-22.

4.3 The overall DSG allocation includes the funding for both Maintained schools and Academies although Portsmouth City Council will only receive the funding for the Maintained schools as Academies receive this direct from the Education and Skills Funding Agency (ESFA).

4.4 In July 2020 the DfE released the indicative funding for 2021-22 based on the National Funding Formula and the October 2019 census data. The funding allocation has been updated for the October 2020 census and reflects the growth in pupil numbers seen both in mainstream schools and high needs settings across the city. The table below sets out the funding allocation for 2020-21 and the provisional funding allocation for 2021-22. Confirming that Portsmouth's allocation of the £4.8bn additional funding equates to £12.8m

Table 1 DSG funding blocks 2020-21 and 2021-22				
Block funding	2020-21¹	2021-22	Variance	
	£	£	£	%
Schools Block	123,752,614	132,947,888	9,195,274	7%
Central School Services Block	856,419	963,621	107,202	13%
High Needs Block	24,579,016	27,887,621	3,308,605	13%
Early Years Block	14,110,181	14,289,203	179,022	1%
Total	163,298,230	176,088,333	12,790,103	8%

4.5 The amount expected to be received directly by Portsmouth City Council is £80.6m, excluding funding for academies. The funding received directly will continue to change during the year as schools convert to Academy status, since they will receive their funding directly from the ESFA rather than from the Council. Table 2 below sets out the DSG funding allocation for 2021-22.

¹ As at November 2020

Table 2: DSG indicative and actual funding allocation as at December 2020				
DSG Funding	2021-22			
	Indicative funding Inc. Academies	Provisional funding Inc. Academies	Academy impact	Provisional exc. Academies
	£,000	£,000	£,000	£,000
Schools Block	131,476	132,948	(89,723)	43,225
Central School Services Block	912	964	0	964
High Needs Block*	27,595	27,888	(5,718)	22,170
Early Years Block**	14,110	14,289	0	14,289
TOTAL	174,094	176,088	(95,441)	80,647

*This is a provisional allocation which will be updated later in the year for import/export.

** This is a provisional allocation which will be updated later in the year; it reflects the January 2020 census.

5 Schools Block - Mainstream School Revenue funding formula changes 2021-22

- 5.1 In accordance with previous decisions both primary and secondary schools will be funded using the National Funding Formula for 2021-22.
- 5.2 The national funding formula values published by the DfE² have been increased in line with Portsmouth's Area Cost Adjustment (ACA) value of 1.01416 and rounded to the nearest whole pound. The formula factor values are set out in Appendix 2.

Minimum per pupil levels

- 5.3 The application of minimum per pupil funding level (MPPL) is now mandatory and the following national values have been applied to the school budgets for 2021-22.

Table 3 - Minimum per pupil level funding 2021-22	
Phase	MPPL 2021-22
	£
Primary	4,180
Secondary	5,415
All-through	4,694
KS3 only schools	5,215
KS4 only schools	5,715

- 5.4 A total of 10 schools received additional funding through the application of the minimum funding levels at a total value of £610,400.

Minimum Funding Guarantee (MFG)

- 5.5 In July 2020 the Secretary of state confirmed that the national funding formula would provide a plus 2.0% per pupil increase in respect of each

² [DfE external document template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

school between the 2020-21 baseline and the 2021-22. An allocation was included in the Schools Block funding to the council for 2021-22 to accommodate this protection. The DfE has confirmed that local authorities can set a positive MFG of between plus 0.5% and 2.0%.

- 5.6 The authority has applied a MFG of plus 2% per pupil when compared to the 2020-21 per pupil funding (including teachers' pay and pension grants).

National Non Domestic rates

- 5.7 In setting schools budgets for 2021-22, it has been necessary to amend the funding values in respect of the National Non-Domestic Rates (NNDR) factor, to reflect changes in rateable value, transitional relief or school reorganisation.
- 5.8 Schools are funded for NNDR on an actual basis, the funding for 2021-22 contains both the estimated funding for 2021-22 NNDR and a prior year adjustment to reflect the variation between the budget and the actual costs of NNDR in 2020-21.
- 5.9 The annual cost of NNDR for school properties for 2021-22 has decreased due to a reduction in the rateable value multiplier from 1 April 2021 by minus £0.033. Which has been offset by a number of properties being revalued. The net movement on these accounts is an increase of £16,000 in the total funding compared to 2020-21.

Lump Sum

- 5.10 After applying the National Fair Funding values multiplied by the area cost adjustment, the minimum per pupil funding, the lump sum protection for amalgamating schools, a positive MFG of plus 2.0% and setting the Growth Fund for 2021-22 the authority had a surplus on the Schools Block funding.
- 5.11 The surplus is essentially one off funding and any use within the pupil based formula factors for 2021-22 will build increases into the baseline which will put pressure on future years.
- 5.12 The authority has reviewed how best to utilise the remaining funding in a method that maximises the funding to schools in a fair and consistent manner but minimises any impact on the minimum funding guarantee in future years. There are limited options:
- **Option 1:** Include the surplus into the Growth Fund. This will create a larger underspend that would be rolled forward as part of the Growth Fund year on year, which could be used to support one off pressures in future years
 - **Option 2:** Increase the lump sum by £13,530 to £132,998. As the lump sum value is deducted from both sides of the MFG calculation to ensure that the year on year comparison of the per pupil values are on a like for like basis.

- 5.13 It is proposed to pass the surplus to schools by increasing the Lump Sum from £119,468 to £132,998
- 5.14 From 1 September 2020 Wimborne Infant and Junior Schools amalgamated to form Wimborne Primary School and Meredith Infant and Isambard Brunel Junior Schools combined to form New Horizon's Primary. In line with the regulations, the lump sum payable to these schools is 85% of the total lump sum that would have been paid had the schools not amalgamated. The additional cost of the lump sum protection equates to £186,200.

Financial Cap on gains

- 5.15 No financial cap on gains has been imposed, which continues to allow all gaining schools to benefit fully from the move to the NFF.

Growth funding

- 5.16 The Schools Block contains £813,900 of growth funding which reflects the growth in pupil numbers between October 2019 and October 2020. As expected the value is lower than 2019-20 allocation but £146,100 higher than the estimated funding for 2021-22.
- 5.17 Following the approval of the carry forward of any unspent balances on the Growth Fund in December 2020, the 2020-21 budget monitoring has been reviewed and confirmation has been received that there were no bulge classes identified in the September 2020 cohort. This will provide a carry forward balance of £368,000 to 2021-22. When this is combined with the original estimated schools block growth funding for 2021-22 provides £146,100 of income to be released back into the School Block to support the funding of individual school budgets. The table below sets out the estimated Growth Fund for the next 5 years, including the use of the carry forward.

Table 4 - Estimated Growth Fund for financial years 2021-22 to 2025-26					
	2021-22	2022-23	2023-24	2024-25	2025-26
	£	£	£	£	£
Total cost	1,248,450	930,450	636,450	492,450	210,450
Estimated DfE funding	(667,870)	(347,862)	(283,057)	(216,092)	(56,240)
5/12 Recoupment	(432,688)	(492,688)	(282,688)	(222,688)	(210,000)
Total (in-year)	147,893	89,901	70,705	53,670	(55,790)
Brought forward from previous year	(367,967)	(220,074)	(130,173)	(59,468)	(5,798)
Total	(220,074)	(130,173)	(59,468)	(5,798)	(61,588)

- 5.18 This provides sufficient funding to cover the Growth Fund commitments for the next 5 years.

- 5.19 There are no changes to the Growth Fund criteria, with the exception the changes to reflect the change of date for 2021-22. The criteria is required to be approved by Schools Forum annually and is included in Appendix 3.

6 Central Schools Services Block

- 6.1 The Central Schools Services Block (CSSB) has seen an increase on the per pupil funding of 3.8%, plus an additional £1.92 per pupil for the pass porting of the teachers' pay and pension grants for centrally employed teachers. The additional funding and the increase in pupil numbers for the October 2020 census provides a funding increase of £107,200.
- 6.2 The 2021-22 income received for the centrally employed Teachers pay and pension grants equates to £49,300 which matches the funding received from the individual grants in 2020-21. It is proposed to transfer this funding to the Education Department to fund the increased costs for centrally employed teachers.
- 6.3 The EFSA has agreed with the following agencies to continue to purchase a single national licence managed by them for all state funded schools in England:
- Christian Copyright Licensing International (CCLI);
 - Copyright Licensing Agency (CLA);
 - Education Recording Agency (ERA);
 - Filmbank Distributions Ltd (for the PVSL);
 - Mechanical Copyright Protection Society (MCPS);
 - Motion Picture Licensing Company (MPLC);
 - Newspaper Licensing Authority (NLA);
 - Performing Rights Society (PRS);
 - Phonographic Performance Limited (PPL); and
 - Schools Printed Music Licence (SPML).
- 6.4 These licences are funded centrally and for 2021-22 the budget provision has been set at £154,000, which reflects the increase in charges and pupil numbers for 2021-22, which is expected to meet the central charges from the DfE for the financial year.
- 6.5 Other proposed budget increases in the CSSB are £27,300 for the duties retained on behalf of all schools that were formally part of the Education Support Grant reflecting the increase in the number of pupils in the City and increased cost of delivery.
- 6.6 It is proposed to increase the Schools Forum budget to £16,000 to partially recognise increased costs from pay awards on the services which support the delivery of the Schools Forum.
- 6.7 The overall budgeted expenditure within the CSSB is £963,300, which matches the authority's funding allocation for 2021-22

7 Early Years

- 7.1 The DfE have confirmed that the DSG hourly funding rate for 2021-22 will increase by £0.06 to £4.83 for 3 and 4 year olds and £0.08 to £5.59 for 2 year olds.
- 7.2 Having reviewed the early years funding and budget requirements for 2021-22 it is proposed to add the total value of the increase to the hourly rate paid to providers. The table below sets out the proposed distribution of the Early Years block funding for 2021-22.

Table 5: Early Years - Distribution of funded hourly rate of the Early Years Block DSG grant				
	2020-21		2021-22	
	3 and 4 year olds	2 year olds	3 and 4 year olds	2 year olds
	£	£	£	£
Hourly rate per pupil paid to providers	4.24	5.12	4.30	5.20
Deprivation average hourly rate	0.20	0	0.20	0
SEN Inclusion fund	0.04	0.04	0.04	0.04
Growth contingency	0.07	0.13	0.07	0.13
Total funding passed to settings	4.55	5.29	4.61	5.37
Central retained funding	0.22	0.22	0.22	0.22
Total per hour funded through the Early Years Block	4.77	5.51	4.83	5.59

8 High Needs

- 8.1 In December 2020 the initial High Needs Block allocation is a £3.3m increase from 2020-21, with the final amount being announced in July 2021 once the movement of pupils between authorities is known (called the import/export adjustment).
- 8.2 At the time of writing, there are a number of discussions in progress regarding the High Needs budgets including finalising Special School places and the movement of Inclusion Centres to a banded funding arrangement in line with the Special Schools and pupils with Education Health and Care Plans (EHCP) attending mainstream schools. The proposed High Needs budget will be brought to the February Schools Forum and Cabinet Member Decision Day meetings.
- 8.3 To support the calculation of the High Needs budget for 2021-22 there are a number of Schools Forum are asked to endorse and the Cabinet Member approve the banded funding values for 2021-22 for mainstream EHCP pupils, Inclusion Centres, Alternative Provision Units and Special Schools as set out in Appendix 4, to be implemented from 1 April 2021.

9 Dedicated Schools Grant Balances

- 9.1 Current modelling suggests that the final carry forward balance from 2020-21 will be in the region of £4.1m, however this could change before the end of the financial year. The £4.1m includes the planned underspend on the Growth Fund of £397,000 which it has been agreed to be carried forward for the same purpose in 2021-22.
- 9.2 Any residual balance carried forward would be a one-off funding source and therefore should be used to support one-off expenditure items rather than recurrent expenditure.
- 9.3 The impact of the above proposals on the brought forward balance is set out in the Table below.

Table 6 - Estimated 2020-21 Carry forward		
	£m	£m
Forecast carry forward as at 30 September 2020		4.065
Early Years provider Covid-19 grant payment	(0.300)	
Revised forecast carry forward as at 30 September		3.765
Impact of decisions on 2020-21 carry forward		
Schools specific contingency	(0.142)	
Carry forward of Growth Fund balance	(0.397)	(0.539)
Estimated available DSG carry forward		3.226

- 9.4 It is prudent to retain a healthy carry forward balance to support the potential financial risks and pressures arising in 2021-22. The potential balance will be around 1.9% of the total DSG funding for 2021-22. The further development of the SEND Strategy and the additional places required for 2022-23, will required upfront funding due to the lag in the funding received by the local authority from the High Needs Block. The reserves will enable the authority to manage the pressure created by any growth in high needs places.

10 Reasons for recommendations

- 10.1 The recommendations within this report seek to allocate DSG resources appropriately and fairly, and to provide the best possible outcomes for pupils in the City. They are consistent with the requirements that are anticipated will be contained within the updated School and Early Years Finance (England) Regulations. It is expected that Local Authorities will be required to make an initial determination of their schools' budget no later than the 28th February 2021.

11 Integrated impact assessment

- 11.1 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.

- 11.2 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.
- 11.3 An Integrated Impact Assessment (IIA) has been completed and is attached at Appendix 2. It confirms that the proposals will not have a negative impact on areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

12 Legal implications

- 12.1 Although at the time of preparing this report these are yet to be published by central government, it is anticipated that updated School and Early Years Finance (England) Regulations will require local authorities to make an initial determination of their Schools Budget by the 28th February 2021. The recommendations in this report have regard to officers' understanding of the requirements to be contained in those updated regulations, based on operational guidance published by central government, and in particular identify elements of the proposals in respect of which Schools Forum's specific approval or endorsement is required.

13 Director of Finance's comments

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

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Signed by: Alison Jeffery, Director Children Families and Education

Appendices:

- Appendix 1: Dedicated Schools Grant Original budget 2021-22 (Schools Block and Centrals Schools Services Block)
- Appendix 2: Portsmouth Rates to National Funding Rates Comparison Table 2020-21 to 2021-22
- Appendix 3: Supplementary Budget Share Guidance Notes for the Growth Fund and Schools Specific Contingency 2021-22
- Appendix 4: Special School, Inclusion Centre, Alternative Provision and Mainstream EHCP Element 3 Top-up values 2021-22.
- Appendix 5: Local Authority Proforma 2021-22

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:

Title of document	Location
Schools Revenue funding 2021 to 2022: Operational guide	DfE external document template (publishing.service.gov.uk)
School and Early Years Finance (England) Regulations 2020	The School and Early Years Finance (England) Regulations 2020
The National Funding Formula for Schools and High Needs 2021 to 2022	DfE external document template (publishing.service.gov.uk)
High Needs Funding 2021 to 2022: Operational Guide	High needs operational guide 2021 to 2022 (publishing.service.gov.uk)
Early years entitlements: local authority funding of providers: Operational Guide 2021 to 2022	DfE external document template (publishing.service.gov.uk)

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

.....
Signed by:

Appendix 1

Dedicated Schools Grant Original; Budget 2021-22 (Schools Block and Central Schools Services Block)

	Approved 2020-21 Budget - Sept 2020 (including Academies)	Proposed Budget Revisions	2021-22 Schools Budget Jan 2021 (Including Academies)	2021-22 Schools Budget Jan 2021 (Excluding Academies)
	£000	£000	£000	£000
Schools Block				
Individual Schools Budgets (ISB)				
Primary	68,019	4,101	72,120	28,858
Secondary	54,634	5,526	60,160	13,699
Total ISB	122,653	9,627	132,280	42,557
De-Delegated and Central Budgets				
Growth Fund	1,403	(155)	1,249	1,249
De-delegated Budgets	142	0	142	142
Academy Conversions	0	0	0	0
Other Schools Block Sub Total	1,545	(155)	1,390	1,390
Total Schools Block	124,198	9,472	133,670	43,947
Central School Services Block				
Schools Forum	16	1	16	16
Admissions	333	0	333	333
Licences (negotiated by DfE)	124	30	154	0
ESG retained duties	384	27	411	411
Central Teachers Pay /pensions grant	0	49	49	49
Central School Services Block Total	856	107	964	810
Total Expenditure	125,054	9,580	134,634	44,757
Income				
Schools Block ¹	(124,056)	(9,325)	(133,381)	(43,658)
Central Schools Services Block	(856)	(107)	(964)	(810)
Total DSG Income¹	(124,912)	(9,432)	(134,344)	(44,467)
One-off use of Carry Forward ²	(142)	(148)	(290)	(290)
Total Income	(125,054)	(9,580)	(134,634)	(44,757)

1 Includes reimbursement of Growth funding for Academy schools

2. Includes carry forward of Schools Specific Contingency and Growth funding

1 Appendix 2 - Portsmouth Rates to National Funding Rates Comparison Table 2020-21 to 2021-22

Funding Factors	Payable for:	Unit rate 2020-21 ³		Unit Rate 2021-22 ⁴	
		Primary £	Secondary £	Primary £	Secondary £
Basic Entitlement Number on Roll (NOR) NOR Key Stage 3 NOR Key Stage 4	Primary including reception Key stage 3 pupils Key stage 4 pupils	2,897.46	4,074.89 4,625.58	3,167	4,466 5,033
Deprivation Free School Meals Free School Meals Ever 6	Free School Meals (FSM) Free School Meals Ever 6	456.37 567.93	456.37 826.54	467 583	467 852
IDACI F	2020-21 Pupils with an IDACI score 0.20 to 0.25 2021-22 Pupils ranked between 9,033 and 12,316	212.97	304.25	218	314
IDACI E	2020-21 Pupils with an IDACI score 0.25 to 0.30 2021-22 Pupils ranked between 5,748 and 9,032	253.54	410.73	264	421
IDACI D	2020-21 Pupils with an IDACI score 0.30 to 0.35 2021-22 Pupils ranked between 4,106 and 5,747	380.31	542.58	416	588
IDACI C	2020-21 Pupils with an IDACI score 0.35 to 0.40 2021-22 Pupils ranked between 2,464 and 4,105	410.73	588.21	451	639
IDACI B	2020-21 Pupils with an IDACI score 0.40 to 0.50 2021-22 Pupils ranked between 822 and 2,463	441.16	633.85	482	690
IDACI A	2020-21 Pupils with an IDACI score 0.50 to 1.0 2021-22 Pupils ranked between 1 and 821	608.50	851.89	629	877
Prior attainment Primary	Primary pupils identified as not achieving the expected level of development in the early years foundation stage profile (EYFSP)	1,080.08		1,111	
Secondary	Pupils not achieving the expected standard in Key Stage 2 at either reading, writing or maths		1,632.80		1,684
English as an additional Language	EAL eligible pupils who started school within the last 3 years	542.58	1,460.39	558	1,506
Mobility		887.39	1,267.70	913	1,308
Lump Sum	Flat rate per school	136,770	136,770	119,468	119,468

³ Note: the 2020-21 rates represent the values for Portsmouth schools based on the national NFF rates multiplied the area cost adjustment of 1.01416

⁴ Note: the 2021-22 rates represent the values for Portsmouth schools based on the national NFF rates multiplied by the area cost adjustment of 1.01416 and rounded to the nearest pound

Appendix 3: Supplementary Budget Share Guidance Notes for The Growth Fund and Schools Specific Contingency 2021-22

Please see separate document

Appendix 4: Element 3 Top-up values 2021-22

Table A - Solent Academies Trust - Element 3 Top-up values 2021-22								
Cliffdale		Cliffdale Willows Centre		Mary Rose		Redwood		
Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	Element 3 Top up rates 2020-21	Element 3 Top up rates 2021-22	
£	£	£	£	£	£	£	£	£
Band A	19,360	19,360	20,000	20,000	20,000	20,000	21,860	21,860
Band B	10,860	10,860	11,640	11,640	11,640	11,640	12,300	12,300
Band C	9,190	9,190	9,990	9,990	9,990	9,990	10,420	10,420
Band D	7,810	7,810	8,640	8,640	8,640	8,640	8,870	8,870
Band E	6,090	6,090	6,940	6,940	6,940	6,940	6,940	6,940
Band F	3,720	3,720	4,610	4,610	4,610	4,610	4,270	4,270
Band G	2,900	2,900	3,800	3,800	3,800	3,800	3,340	3,340
Band H	1,400	1,400	2,320	2,320	2,320	2,320	1,660	1,660
Core	5,790	5,790	8,840	8,840	8,840	8,840	4,050	4,050
Enhanced	10,060	10,060	11,590	11,590	11,590	11,590	9,350	9,350
Exceptional	19,330	19,330	19,940	19,940	19,940	19,940	19,330	19,330
Highly Exceptional	-	-	-	-	-	-	-	-
Highly Exceptional ⁵ - 3+	-	-	-	-	30,740	30,740	-	-
Highly Exceptional ⁶ - 1/2	-	-	-	-	46,010	46,010	-	-

⁵ Element 3 Top-up paid for any subsequent pupils (3+) attending the highly exceptional class (where agreed by the local authority)

⁶ Element 3 Top-up paid for the first two pupils attending the highly exceptional class (where agreed by the local authority)

Appendix 4 Continued

Table B : The Harbour Special School		
	Element 3 Top up rates 2020-21	Element 3 Top-up rates 2021-22
	£	£
Band A	21,860	21,860
Band B	12,300	12,300
Band C	10,420	10,420
Band D	8,870	8,870
Band E	6,940	6,940
Band F	4,270	4,270
Band G	3,340	3,340
Band H	1,660	1,660
Stamshaw	28,890	28,890
Core	8,840	8,840
Enhanced	11,590	11,590
Exceptional	21,770	21,770
Highly Exceptional	28,890	28,890

Table C: Alternative Provision		
	Element 3 Top-up rates 2020-21	Element 3 Top-up rates 2021-22
	£	£
Flying Bull	6,290	6,290
Harbour	8,330	8,330

Table D: Inclusion Centres	
Funding Band	Element 3 Top-up rates 2021-22
	£
Ordinarily Available Provision	0
Core	2,000
Enhanced	4,300
Exceptional	6,050
Highly Exceptional	8,000

Appendix 4 Continued

Table E: Mainstream Schools EHCP pupils	
Band	Element 3 Top-up rates 2021-22
	£
Ordinarily Available Provision EHCP	0
Core	400
Enhanced	2,000
Exceptional	4,300
Exceptional plus	6,050
Highly Exceptional	8,000

Appendix 5: Local Authority Pro-forma (APT) 2021-22

See separate document.

Schools Funding Formula

**Supplementary Budget Share Guidance Notes
For
The Growth Fund
and Schools Specific Contingency**

**For
Primary and Secondary
Schools**

2021-22



**Portsmouth
CITY COUNCIL**

Primary and Secondary Schools

Supplementary Budget Share Guidance Notes For The Growth Fund and Schools Specific Contingency

Contents

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1 Centrally held funds to support Primary and Secondary Schools in 2021-22

1.1 Exceptional Growth Fund

Applies to: Maintained schools and Academies

Increasing Published Admission Number

Funding additional to the budget share will be allocated to schools that experience a planned increase in the Published Admission Number (PAN). The criteria (see below) to determine whether a school is eligible for funding for growth was agreed at schools forum in January 2021 for implementation from April 2021.

Criteria

Growth funding will be allocated to schools who meet the following criteria:

- *Funding will only be allocated when the growth (either permanently or as a bulge class) meets the basic need requirement of the local authority and the school is increasing both its Published Admission Number (PAN) and its planned intake of pupils in the current financial year (1 April to 31 March).*
- *And - The Deputy Director of Education formally approves to increase the capacity of a school.*
- *¹And - The planned growth in pupil numbers is a multiple of a complete half form entry, where a half form entry is equal to 15 pupils.*

1. It is acknowledged that some form entries may be below the full form number of 30 pupils e.g. 28 pupils. In these instances numbers will be rounded to the nearest eligible entry level.

What the growth fund covers

The additional pupils joining a school in September will be included in the October census. The census data is used to calculate the funding for the following financial year; which maintained schools receive from April. Therefore the growth fund finances the "gap" for maintained schools from September to March.

Academies are funded through the same local formula as maintained schools but receive their funding on an academic year basis, rather than the financial year basis of maintained schools.

Therefore academies will not receive their formula funding based on the October census until the following September. The growth fund for academies finances the "gap" from September up to the following August. The additional 5 months funding for academies is paid by the Local Authority and reimbursed by the Education and Skills Funding Agency.

Methodology

The allocation from the growth fund to schools who meet the above criteria will be as follows:

The annual payment for approved growth for a full form entry of 30 pupils will be equal to a lump sum of £60,900 for Primary Schools and Academies and £144,000 for Secondary Schools and Academies.

Where a growth payment has been approved for a maintained or academy school the amount paid will be as follows:

Period September to March - maintained schools and academies

Payments for the period September to March will equate to 7/12ths of the annual amount as follows:

- £35,525 - Primary schools and academies
- £84,000 - Secondary schools and academies

Period April to August - academies only

Payments to academies for the period April to August will equate to 5/12ths of the annual amount as follows:

- £25,375 - Primary academies
- £60,000 - Secondary academies

Funding will be pro-rated for part form or multiples of full form entry, for example:

- The total sum above will be multiplied by 0.5 for a part form entry of 15 pupils
- For an increase of one and a half form entry (45 pupils) the total sum will be multiplied by 1.5
- Entry numbers falling under the half form or full form levels will be rounded to the nearest eligible entry level. Where form entries are less than 50% of the half form entry numbers these entries will not be eligible for growth funding.

A payment will be made for each year that the school is growing until the earliest of the following:

- The school reaches full capacity attributable to the increase in PAN approved by the Deputy Director of Education
- The Growth Fund criteria changes due to affordability
- There is a change in the funding formula as directed from the Education and Skills Funding Agency.

No allocation will be made to a school or academy where the school or academy:

- *Has surplus places and then takes additional children up to the PAN*
- *Admits over PAN at their own choice*
- *Admits extra pupils where those pupils have a reasonable alternative school place*
- *Increases the PAN of one year by reducing the PAN of another (e.g. increasing the PAN in year 7 by reducing the PAN in year 10)*
- *Is directed and/or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc. as these numbers will be low on an individual school basis.*

Funding will not be allocated from this fund to a school which has received additional funding in the year, through its budget share as a result of an agreed variation in its pupil numbers.

***Example**

The maintained/academy primary school has been requested by the Local Authority to increase the PAN from a one and a half form entry (45 pupils) to a two form entry (60 pupils) from September 2021; this was approved by the Deputy Director of Education in October 2020.

Whilst the increase was agreed in 2020-21, the payment will be made in financial year 2021-22 as this is the year that the changes will come into effect.

The Increase in PAN is for half a form entry of 15 pupils therefore the payment will be pro-rated by 0.5.

For example the calculation would be: 7/12ths of £60,900 lump sum ($£60,900/12 \times 7$) = £35,525

$£35,525 \times 0.5 = \textbf{£17,763 payment to the school.}$

For an academy school they will receive an additional payment to cover the period April 2022 to August 2022, which would be calculated.

5/12ths of £60,900 lump sum ($£60,900/12 \times 5$) = £25,375

$£25,375 \times 0.5 = \textbf{£12,687 payment to the school.}$

**Example calculated using primary school rate*

Payment method

Where a maintained or academy school meets the criteria and the growth is known at the point of setting the budget for the financial year, payment will be made within 30 days of the beginning of the financial year which runs 1 April to 31 March

Where growth is identified during the financial year funding will be paid within 30 days of the receipt of the following notification:

- Maintained and Academy schools - PAN increases
Written approval to change the Published Admissions Number (PAN), by the Deputy Director of Education
- Maintained and Academy - Bulge classes:
The receipt by the Children's Finance team of the written confirmation from Deputy Director of Education that the Bulge class has materialised.

Applies to: Maintained schools and Academies

Increasing Age Range

Where a school is amending its age range, funding may be allocated from the 'Growth Fund' up to a maximum of £280,000, with the specific approval of schools forum, where the following criteria are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- The new school places are not within the schools current phase.
- A business case has been submitted by the school which sets out the expected set-up costs to be incurred.
- Any funding allocated would be to support the following areas of expenditure:
 - additional leadership team capacity
 - additional secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

If the above criteria are met, the funding would be allocated from the 'growth fund' in full to the school in a single funding period. The funding allocation would be calculated as £445 multiplied by the total number of additional places anticipated to be created in the school as a result of the change in the schools age range up to the maximum permitted.

Where a school is eligible for an allocation from the growth fund based on both the 'Increasing Published Admission Number' and the 'increased age range' criteria, then the school will only be eligible for an allocation from one of these mechanisms within the financial year.

2 School Specific Contingency

Applies to: Maintained Primary and Secondary Schools only

Purpose of the fund

The School and Early Years Finance (England) Regulations, permit the creation of a 'schools specific contingency' via the de-delegation of funding through the schools revenue funding formula. The contingency fund supports only Primary and Secondary maintained schools.

The purpose of the fund is to support maintained Primary and Secondary schools that have incurred expenditure, which it would be unreasonable to expect them to meet from the schools' budget share. This may include:

- schools in financial difficulty
- new, amalgamating or closing schools
- the writing-off of deficits of schools which are discontinued, excluding any associated costs or overheads
- other expenditure where the circumstances were unforeseen when initially determining the schools budget share.

Section 4 of the Scheme for Financing Schools continues to apply in respect of schools that are or are likely to be facing a deficit balance.

Criteria for accessing the fund

The fund is only available to maintained Primary and Secondary Schools in Portsmouth

Where as a result of exceptional expenditure or loss of income a school is experiencing financial difficulty, or has incurred other expenditure which it would be unreasonable to expect the school to meet from its budget share, then financial support will be considered for eligible schools where the following criteria are met:

- The costs or loss of income **must** have had a disproportionate effect on the schools budget.
- The costs or loss of income:
 - arose as a consequence of decisions by bodies outside of the control of the school or its governing body;
 - are exceptional in nature;
 - could not have been foreseen by the school or governing body.
 - The governing body has taken steps to mitigate the impact, where possible.
 - Additional costs for new, amalgamating or closing schools.

Criteria for new maintained schools:

Funding of costs in respect of the initial set-up of new maintained schools will be considered where a business case has been submitted by the school which sets out the expected costs to be incurred; and the following conditions are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- Any funding allocated would be to support the following areas of expenditure:
 - Initial leadership team capacity
 - Initial secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

One-off funding will be allocated based on the business case submitted, up to a maximum funding allocation of £445 multiplied by the total number of additional places anticipated to be created in the school.

Criteria for amalgamating schools:

Where two or more schools amalgamate, an amount equivalent to the closing balances of the previously maintained schools will be allocated to the new school.

Criteria for closing schools:

In the case of closing maintained schools, which are not amalgamating or converting to academy status under the Academies Act 2010, the contingency may fund additional costs where the school has insufficient balances and the costs are eligible to be funded from the Dedicated Schools Grant.

Where a maintained school is discontinued, any remaining deficits balances may be charged against the contingency. Where it is necessary to use the contingency for this purpose it will be reported to the Schools Forum at the next scheduled meeting.

Decision Making Process

Where a school believes that their circumstances warrant support from the 'schools contingency fund', then the governing body should submit a request to the Finance Manager for Children, Families and Education.

The submission will be reviewed by the Deputy Director of Education and the Finance Manager for Children, Families and Education. The level of the schools revenue and capital balances will also be considered as part of the review of any submission.

Any application which the Deputy Director of Education and the Finance Manager for Children Families and Education assess as meeting the above criteria, will be presented to the Schools Forum at the October and February meetings to make the final decision as to whether to provide financial support from the fund.

Local Authority Funding Reform Proforma

LA Name:

Portsmouth

LA Number:

851

Primary minimum per pupil funding level	Secondary (KS3 only) minimum per pupil funding level	Secondary (KS4 only) minimum per pupil funding level	Secondary minimum per pupil funding level	Disappication number where alternative MPPF values are used
£4,180	£5,215.00	£5,715.00	£5,415.00	

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	No	Pupil Units		0.00					
	Description	Amount per pupil		Pupil Units		Sub Total	Total	Proportion of total pre MFG funding (%)	Notional SEN (%)	
	Primary (Years R-6)	£3,167.00		16,111.00		£51,023,537	£95,737,927	38.90%	6.00%	
	Key Stage 3 (Years 7-9)	£4,466.00		5,883.00		£26,273,478		20.03%	6.00%	
	Key Stage 4 (Years 10-11)	£5,033.00		3,664.00		£18,440,912		14.06%	6.00%	
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
2) Deprivation	FSM	£467.00	£467.00	4,680.00	2,553.00	£3,377,811	£14,903,970	11.36%	20.00%	20.00%
	FSM6	£583.00	£852.00	5,056.79	3,263.33	£5,728,470			20.00%	20.00%
	IDACI Band F	£218.00	£314.00	1,913.80	1,058.13	£749,461			20.00%	20.00%
	IDACI Band E	£264.00	£421.00	2,374.54	1,327.28	£1,185,663			20.00%	20.00%
	IDACI Band D	£416.00	£588.00	276.07	161.31	£209,696			20.00%	20.00%
	IDACI Band C	£451.00	£639.00	1,592.84	860.85	£1,268,455			20.00%	20.00%
	IDACI Band B	£482.00	£690.00	1,434.23	844.28	£1,273,848			20.00%	20.00%
	IDACI Band A	£629.00	£877.00	966.00	573.50	£1,110,567			20.00%	20.00%
	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
3) Looked After Children (LAC)	LAC March 19	£0.00		150.80		£0	£1,556,074	0.00%		
4) English as an Additional Language (EAL)	EAL 3 Primary	£558.00		1,815.23		£1,012,899		1.04%	0.00%	
	EAL 3 Secondary		£1,506.00		237.20	£357,216		0.14%		
5) Mobility	Pupils starting school outside of normal entry dates	£913.00	£1,308.00	203.68	0.00	£185,960				
	Description	Weighting	Amount per pupil (primary or secondary respectively)	Percentage of eligible pupils	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)	Primary Notional SEN (%)	Secondary Notional SEN (%)
6) Low prior attainment	Primary low prior attainment		£1,111.00	29.33%	4,726.14	£5,250,740	£9,442,676	7.20%	100.00%	
	Secondary low prior attainment (year 7)	64.53%		26.80%						
	Secondary low prior attainment (year 8)	64.53%		26.92%						
	Secondary low prior attainment (year 9)	63.59%	£1,684.00	27.77%	2,489.27	£4,191,936				100.00%
	Secondary low prior attainment (year 10)	58.05%		24.49%						
	Secondary low prior attainment (year 11)	48.02%		24.19%						

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
7) Lump Sum	£132,998.00	£132,998.00			£7,580,886	5.78%		
8) Sparsity factor	£0.00	£0.00	£0.00	£0.00	£0	0.00%		
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum or the NFF weighting for any of the phases.								
Primary distance threshold (miles)		Primary pupil number average year group threshold		Fixed, tapered or NFF sparsity primary lump sum?	Fixed			
Secondary distance threshold (miles)		Secondary pupil number average year group threshold		Fixed, tapered or NFF sparsity secondary lump sum?	Fixed			
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold		Fixed, tapered or NFF sparsity middle school lump sum?	Fixed			
All-through schools distance threshold (miles)		All-through pupil number average year group threshold		Fixed, tapered or NFF sparsity all-through lump sum?	Fixed			
9) Fringe Payments					£0	0.00%		
10) Split Sites					£0	0.00%		
11) Rates					£992,578	0.76%		
12) PFI funding					£167,421	0.13%		
13) Exceptional circumstances (can only be used with prior agreement of ESFA)								
Circumstance					Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)	
Additional lump sum for schools amalgamated during FY20-21					£186,197	0.14%	0.00%	0.00%
Additional sparsity lump sum for small schools					£0	0.00%		
Exceptional Circumstance3					£0	0.00%		
Exceptional Circumstance4					£0	0.00%		
Exceptional Circumstance5					£0	0.00%		
Exceptional Circumstance6					£0	0.00%		
Exceptional Circumstance7					£0	0.00%		
Total Funding for Schools Block Formula (excluding minimum per pupil funding level and MFG Funding Total)					£130,567,730	99.53%		
14) Additional funding to meet minimum per pupil funding level					£610,432	0.47%		
Total Funding for Schools Block Formula (excluding MFG Funding Total)					£131,178,162	100.00%		
15) Minimum Funding Guarantee					2.00%	£1,101,770		
Where a value less than 0.5% or greater than 2% has been entered please provide the disappication reference number authorising the value								
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)					No			
Capping Factor (%)		Scaling Factor (%)						
Total deduction if capping and scaling factors are applied					£0			
					Total (£)	Proportion of Total funding(%)	Notional SEN (%)	
MFG Net Total Funding (MFG + deduction from capping and scaling)					£1,101,770	0.83%		
Total Funding for Schools Block Formula					£132,279,933		£18,167,746	
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)								
Additional funding from the high needs budget								
Growth fund (if applicable)								
Falling rolls fund (if applicable)								
Other Adjustment to 20-21 Budget Shares					£0			
Total Funding For Schools Block Formula (including growth and falling rolls funding)					£133,528,433			
% Distributed through Basic Entitlement					72.98%			
% Pupil Led Funding					92.73%			
Primary: Secondary Ratio					1 :	1.33		

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