



NOTICE OF MEETING

CABINET MEMBER FOR CHILDREN, FAMILIES AND EDUCATION

THURSDAY 15 JULY 2021 AT 4PM

COUNCIL CHAMBER, SECOND FLOOR, THE GUILDHALL

Telephone enquiries to Lisa Gallacher 02392 834056
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Information with regard to public access due to Covid precautions

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 - Spaces will be limited and priority will be given to committee members and any applicants and /or deputees. Those not participating in the meeting and wish to view proceedings are encouraged to do so remotely via the livestream link.
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Membership

Councillor Suzy Horton (Cabinet Member)
Councillor Terry Norton
Councillor Jeanette Smith

Councillor Judith Smyth

(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

Deputations by members of the public may be made on any item where a decision is going to be taken. The request should be made in writing to the contact officer (above) by 12 noon of the working day before the meeting, and must include the purpose of the deputation (for example, for or against the recommendations). Email requests are accepted.

AGENDA

1 Apologies for absence

2 Declarations of Members' Interests

3 Change of age range for Manor Infant School (Pages 7 - 12)

Purpose

This report sets out the outcome of the 4 week statutory consultation on the proposal to change the age range of Manor Infant School, which commenced on 19th May 2021.

RECOMMENDED that the Cabinet Member:

- **consider the response to the statutory consultation carried out on the proposal to change the age range of Manor Infant School**

- **authorise the Director for Children, Families and Education to implement the proposal so that Manor Infant School becomes a school for pupils aged 2 to 7 years of age from 1st September 2021**

4 School Modernisation and Sufficiency Programme Update (Pages 13 - 18)

Purpose

The purpose of this report is to provide an update on the progress of:

- Urgent school condition projects
- School place update and School sufficiency schemes aimed at increasing school place capacity within the city

RECOMMENDED

- (1) That the Cabinet Member notes the progress on the school modernisation "urgent condition" projects, the secondary school sufficiency projects and the special school sufficiency projects.**
- (2) It is recommended that the schemes agreed with the Lead Member since the last report are formally approved.**

5 Local Authority Maintained School Balances as at 31st March 2021 (Pages 19 - 32)

Purpose

The purpose of this report is to inform the Cabinet Member of the level of Local Authority maintained schools' revenue and capital balances as at 31st

March 2021.

RECOMMENDED that the Cabinet Member notes the level of Local Authority maintained schools' revenue balances and capital balances as at 31st March 2021 as shown in Appendices 2 & 3 and the monitoring action taken by the council.

6 Early Years Sufficiency Update (information report) (Pages 33 - 36)

Purpose

The purpose of the report is to provide an update on sufficiency in early years due to the impact of COVID 19 including the latest information about sufficiency across the city and any long term impact from the pandemic that may continue to affect providers.

7 Dedicated Schools Grant 2020/21 Outturn report (information report) (Pages 37 - 42)

Purpose

The purpose of this report is to inform the Cabinet Member of the year end outturn position of the Dedicated Schools Grant (DSG) as at the end of March 2021.

RECOMMENDED that the Cabinet Member:

Notes the year end budget position for the Dedicated Schools Grant as at 31 March 2021, together with the associated explanations contained within this report.

8 Children, Families and Education Portfolio 2020/21 Outturn report (information) (Pages 43 - 52)

Purpose

To inform the Cabinet Member of the revenue outturn position in respect of the portfolio cash limit and capital programme for the financial year 2020/21. This report sets out the budget position and contributing factors to the final portfolio cash limit underspend at the end of the year.

RECOMMENDED that the Cabinet Member:

Notes the Children, Families and Education Portfolio revenue and capital outturn positions, as at the end of March 2021, together with the variance explanations.

9 Variation to Admission Policies 2021/22 & 2022/23 for community and voluntary controlled schools (information report) (Pages 53 - 54)

Purpose

To note statutory change/variation to Admission policies 2021/22 & 2022/23 which have already been determined for Community and Voluntary Controlled Schools from 1 September 2021.

10 An evaluation of initiatives to promote greater inclusion and manage the Dedicated School's Grant (DSG) High Needs Block spending (Pages 55 - 64)

Purpose.

The purpose of this report is to provide an evaluation of the impact of initiatives implemented with the aim of promoting greater inclusion and managing demand on the DSG's High Needs Block funding, all of which have been discussed at Schools Forum, in particular:

The establishment of a SEND 'Monitoring and Review' Hub to monitor the impact of element 3 funding attached to EHCPs.

A pilot project to test the use of AV1 'No Isolation' robots to increase the inclusion of children who are unable to physically attend school, and thereby increase the value for money of the medical tuition offer.

The Turnaround project, funded by a DfE grant which has now come to an end, and which focused on increasing the successful reintegration of children from Alternative Provision (AP) to mainstream schools thus increasing the availability of AP places.

The paper also provides some context and background providing details of the progress that has been in achieving greater inclusion in education in Portsmouth, in line with the aim of the SEND Strategy.

RECOMMENDED that the Cabinet Member notes:

- 1 The progress that has been made in achieving greater inclusion in education in Portsmouth, in line with the aim of the Special Educational Needs and Disabilities (SEND) Strategy.**
- 2 The progress the SEND Monitoring and Review Hub has made and that a full evaluation of the impact of the work after 18 months will be brought to the Cabinet Member in 2022.**
- 3 Continued funding of 6 AV1 'No Isolation' robots at £15k per annum.**

It is recommended that the Cabinet Member approves:

- Funding the Turnaround project circa £100k per annum with a minimum commitment of 3 years. Any future funding would be based on a full evaluation of the project.**

Schools Forum discussed and were in support of all of the above.

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Agenda Item 3



Portsmouth
CITY COUNCIL

Title of meeting: Cabinet Member for Children, Families & Education Decision Meeting

Date of meeting: 15 July 2021

Subject: Change of age range at Manor Infant School - outcome of statutory consultation

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

Wards affected: Fratton

Key decision: No

Full Council decision: No

1. Purpose of report

1.1 This report sets out the outcome of the 4 week statutory consultation on the proposal to change the age range of Manor Infant School, which commenced on 19th May 2021.

2. Recommendations

2.1 It is recommended that the Cabinet Member:

- **consider the response to the statutory consultation carried out on the proposal to change the age range of Manor Infant School**
- **authorise the Director for Children, Families and Education to implement the proposal so that Manor Infant School becomes a school for pupils aged 2 to 7 years of age from 1st September 2021**

3. Background

3.1 The nursery at Manor Infant School, known as Manor House Nursery, opened in September 2016. The Nursery provision is operated by the school Governing Board under a different Unique Reference Number (URN) to the school. It is managed by an Early Years Foundation Stage Manager and the school Senior Leadership Team monitor and evaluate the provision. The finances of the Nursery are managed by the school Finance Manager; enquiries, booking up of



sessions and children’s information is managed by the schools SIMS manager. The school and the pre-school part of the nursery was inspected as part of the school by Ofsted in June 2017 and was judged to be good.

3.2 The Governing Body of Manor Infant School would like the nursery to formally become part of the school and have requested a change to the age range of the school from 4 to 7 years to 2 to 7 years. This change of age will simplify administration within the school and nursery and facilitate improvement in educational standards by:-

- continuing to build upon and embed good practice in the nursery.
- developing the understanding of good Early Years practice across the nursery and year R to improve transition.
- enabling the school, as an Early Adopter of the new Early Years Curriculum, to advise and support the nursery more effectively when this becomes statutory in September 2021.
- simplifying management of the nursery and administration systems through recording nursery pupil records and information on the same database as the rest of the school which will improve Safeguarding practices and facilitate better assessment and tracking of pupil data.

3.3 As Manor Infant School is a community maintained infant school, a change of age range is a prescribed alteration governed by The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. The Local Authority would be the proposer and the decision maker for this alteration. The prescribed alteration has to follow a statutory process which has the following four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be at least 4 weeks	As prescribed in the ‘Prescribed Alteration’ regulations.
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale	However it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.



- 3.4 On 11th March 2021 the Cabinet Member for Education authorised the Director of Children, Families and Education to proceed with the publication of the proposal and the representation stage of the process.
- 3.5 The four week formal representation period started on 19th May 2021 with the publication of the required public notice in The News. The formal consultation is being conducted in line with the current statutory guidance and ended on 16th June 2021. If the change is approved it would be implemented on 1st September 2021.
- 4. Reasons for recommendations and outcome of consultation**
- 4.1 This proposal would simplify the management of the nursery provision, facilitate better recording and tracking of pupil progress and promote better sharing of good practice and Early Years teaching at the school.
- 4.2 No comments on this proposal were received during the representation period. In Portsmouth uncontentious school age range changes rarely receive any comments during the representation period.
- 5. Integrated impact assessment**
- 5.1 An integrated impact assessment is not required as the recommendations do not have a positive or negative impact on communities and safety, regeneration and culture, environment and public space or equality and diversity.
- 6. Legal implications**
- 6.1 The Education and Inspections Act 2006, the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and the DfE statutory guidance "Making Significant Changes ('Prescribed Alterations') to Maintained Schools - statutory guidance for proposers and decision-makers (October 2018)" set out the procedure for changing the age range of a community maintained school, including the addition of nursery provision. The stages of the statutory process are set out in paragraph 3.3 of this report.
- 6.2 The Local Authority will be the decision-maker of this proposal and it must satisfy itself that before the final decision is made, appropriate consultation has been carried out and that the statutory proposal has been published in accordance with the Regulations and statutory guidance.
- 6.3 The recommendations contained in this report and set out in paragraph 2 above are in compliance with the legislation and statutory guidance applicable. The recommendations sought are within the Cabinet Member's powers, as set out in Part 2 Section 3 of the Council's constitution.



7. Director of Finance's comments

- 7.1 The change of age range at Manor Infant school will not change the revenue funding received by the school through the individual school budget or via the national funding for eligible two year olds, universal hours for three and four year olds and the additional hours for eligible three and four year olds.
- 7.2 The extending of the age range to bring the nursery under the school structure and the associated efficiencies set out in the report, should provide a more efficient use of resources which will support effective budget management.

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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
Statutory Guidance - "Making 'prescribed alterations' to maintained schools"	https://www.gov.uk/government/publications/school-organisation-maintained-schools

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

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Signed by:

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Agenda Item 4



Portsmouth
CITY COUNCIL

Title of meeting:	Cabinet Member for Children, Families and Education Decision Meeting
Date of meeting:	15 July 2021
Subject:	Schools modernisation and sufficiency programme update
Report by:	Alison Jeffery, Director of Children, Families and Education
Wards affected:	All wards
Key decision:	No
Full Council decision:	No

1. Purpose of report

1.1 The purpose of this report is to provide an update on the progress of:

- Urgent school condition projects
- School place update and School sufficiency schemes aimed at increasing school place capacity within the city

2. Recommendations

- 2.1 **It is recommended that the Cabinet Member notes the progress on the school modernisation "urgent condition" projects, the secondary school sufficiency projects and the special school sufficiency projects.**
- 2.2 **It is recommended that the schemes agreed with the Lead Member since the last report are formally approved.**

3. Background

School modernisation (urgent condition) projects

- 3.1 The urgent condition projects have been identified through Asset Management Plan meetings, condition surveys and recommendations by Education officers concerning the needs of specific pupils.

3.2 Funding for urgent condition projects was approved by the Council at the start of the financial year for 2021/22 and 2022/23, plus a contingency allowance for urgent emerging works.

3.3 The following projects are now being progressed.

School	Project type	Cost
Portsdown Primary School	Replacement of oil based heating system.	475,000
Medina Primary School	Replacement of boilers and pipework.	475,000
Cumberland Infant School	Replacement of heat emitters.	100,000
Southsea Infants School	Repairs to brickwork and windows.	285,000
15 schools included	Condition surveys including mechanical and electrical	150,000
8 schools included	Electric upgrade: Surge protection devices.	198,000

3.4 In addition to the projects previously agreed, the following urgent condition schemes have been identified and require Cabinet Member approval:

- DDA works at Moorings Way Infant School £12,500
- Craneswater Annex Fire Safety Works £48,000
- Craneswater Annex Lighting and Electrical works £50,000
- Fernhurst Junior School Wall repairs £22,000
- Southsea Infant School Wall repairs £42,770

Primary School Places

3.5 The number of primary pupil places rose significantly for over a decade, fuelled by rising birth rates, inward migration and housing developments. Year R numbers peaked in 2017 and have been declining year on year since.

Table 1: Actual Primary Pupil Numbers

Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Actual Year R (January Census)	2,366	2,419	2,461	2,337	2,359	2,291
Number of available places at Year R	2,475	2,475	2,520	2,495	2,505	2,505
<i>Surplus places</i>	4.40%	2.26%	2.34%	6.33%	5.83%	8.54%



- 3.6 The number of starting school applications for September 2021 has been 200 below the forecast number. From conversations with other authorities we understand that this is reasonably typical of what is happening elsewhere in the country and is thought to have been caused by pandemic related reasons. It is likely that more parents than usual who, without the normal cycle of school open events and reminders at nursery and with the wider disruptions to family life, may simply have missed the need to apply for a school place in January.
- 3.7 Despite the normal publicity around primary offer day on 16 April to prompt parents who have not yet applied for a place for their child, it is possible that admission numbers for 2021 may end up being lower than expected this year and we will be keeping a close eye on late applications during the summer term.
- 3.8 Should the number of surplus places continue to rise, steps will be taken to manage the overall level of surplus places by reducing admission numbers and re-designating accommodation. In these circumstances the following criteria will be used to identify schools where action should be explored;
- Schools where the forecast number on roll identifies a 15% surplus capacity through a decline in the expected number of pupils
 - Schools within a catchment area that identifies a 15% level of surplus capacity which is expected to continue for 5 years or more

Secondary School Places

- 3.9 In order to meet the demand for secondary school places, 860 additional places were put in place for September 2020. Despite this investment, by September 2023 there will be less than 2% surplus places available (as shown by Table 2 below) and therefore additional secondary places are currently being planned at the following schools:
- Admiral Lord Nelson/Trafalgar - additional 10 places, Year 7 mainstream places over the Trust schools for the 2023/24 and 2024/25 academic years through refurbishment of Art, Design and Technology provision (£161,000) and the continued use and further development of the 2 class resourced unit through classroom refurbishment and re provision of teaching areas (£324,000)
 - Miltoncross - additional 10 place from 2022 and 20 places from 2023 (subject to design and cost agreement)
 - Priory - additional 10 places for a 3 to 4 year period from September 2023 (subject to design and cost agreement)

Table 2: Forecast surplus capacity at Year 7

	Estimate 2020/21	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26	Estimate 2026/27
Forecast Number on Roll (SCAP 2020)	1,996	2,090	2,131	2,187	2,188	2,122	2,185
Capacity (Admission Limit)	2,214	2,214	2,214	2,214	2,214	2,214	2,214
Surplus / (Deficit)	9.8%	5.6%	3.7%	1.2%	1.2%	4.2%	1.3%

Special School Places

3.10 Following the full council meeting on 9th February 2021, building works are currently commencing at the following schools:

- Penhale Infant School - Inclusion Centre due for completion from September 2021 on a phased programme of works
- Cliffdale Primary School - Additional 18 places from September 2021, design also underway for expansion programme
- The Lantern - upto 15 additional complex plus places from September 2021

3.11 Design work is currently underway at the following schools:

- Expansion of Flying Bull Inclusion Centre
- Feasibility for expansion of Redwood Park

4. Reasons for recommendations

4.1 Additional funding implications identified for both urgent priority condition works and sufficiency of school places can be met from within the existing capital programme.

5. Integrated impact assessment

5.1 The implementation of the school modernisation programme (urgent condition) and the secondary sufficiency programme (phase 2) will not have a negative impact on any of the areas of equality and diversity, communities & safety, regeneration & culture, environment and public space.

5.2 The programme will improve access to schools for all equality groups, particularly with regard to those pupils who have learning difficulties and / or a disability.

5.3 Each individual capital project/scheme includes an equalities impact assessment.



6. Legal implications

- 6.1 The projects identified are being undertaken in accordance with the council's statutory powers and duties, in particular the duty to ensure that school premises are maintained to a prescribed standard in accordance with section 542 of the Education Act 1996 and the School Premises (England) Regulations 2012.
- 6.2 The Education Act 1996, section 14, requires a local authority to secure sufficient primary and secondary schools in their area, sufficient being in relation to number, character and equipment to provide for all pupils the opportunity of appropriate education and requiring the LA to have regard to the need to secure that special educational provision is made for pupils with special educational needs.
- 6.3 A local authority is also required under the Children and Families Act 2014 to keep under review its educational, training and social care provision for children and young people who have special educational needs and disabilities and to consider the extent to which the provision is sufficient to meet need.
- 6.4 The recommendations contained in this report and set out in paragraph 2 above are being sought with the intention of furthering the above duties and are in compliance with the legislation applicable. The recommendations sought are within the Cabinet Member's powers, as set out in Part 2 Section 3 of the Council's constitution.

7. Director of Finance's comments

- 7.1 Financial monitoring of the capital programme is reported within the quarterly budget monitoring report. The outturn monitoring report for 2020-21 has been brought to this meeting.
- 7.2 The additional condition projects and sufficiency projects can be met within the existing budgets for those schemes.
- 7.3 For condition projects, schools are expected to use their Devolved Formula Capital (DFC) allocations to support these key priorities, in keeping with government expectations of the use of this funding. The expected contributions from schools' will be based on the agreed contribution methodology.
- 7.4 Any on-going revenue implications will be met by individual schools through their individual budgets which are funded from the Dedicated School Grant (DSG). The expected reduction in primary pupil numbers in September 2021 will impact on individual schools budgets in the 2022-23 financial year, as

funding will be based on the October 2021 pupil census. The potential implications will be explored with the Education department and individual schools where necessary.

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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

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Signed by:

Agenda Item 5



Portsmouth
CITY COUNCIL

Title of meeting: Cabinet Member, Children, Families and Education

Date of meeting: 15 July 2021

Subject: Local Authority Maintained School Balances as at 31st March 2021

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

Report by: Angela Mann, Finance Manager

Wards affected: All Wards

Key decision: No

Full Council decision: No

1. Purpose of report

- 1.1. The purpose of this report is to inform the Cabinet Member of the level of Local Authority maintained schools' revenue and capital balances as at 31st March 2021.

2. Recommendations

- 2.1. It is recommended that the Cabinet Member notes the level of Local Authority maintained schools' revenue balances and capital balances as at 31st March 2021 as shown in Appendices 2 & 3 and the monitoring action taken by the council.

3. Background

- 3.1. Each year schools are given delegated budgets which are calculated using the locally agreed national funding formula. These budgets are supplemented by specific government grants (e.g. Pupil Premium) and through the income generated by the school. Delegated revenue budgets are intended to be spent during the year on the existing cohort of pupils, although it is prudent for a school to retain a small surplus to provide for future uncertainties.
- 3.2. Schools do spend the vast majority of funds directly on the education of their pupils. However, there are a number of genuine reasons why schools may accumulate a balance at yearend; for example, to provide for planned building works or to provide consistency in staffing levels during funding fluctuations relating to predicted changes in numbers on roll.

- 3.3. In some cases, factors outside of the control of the school can cause increases in balances; for example, large capital building schemes may slip from one year into the next.
- 3.4. Whilst devolved formula capital allocations are ring fenced for capital purposes only, schools may use revenue balances to support capital schemes. In 2020-21, schools allocated some £1.526m (£0.771m 2019/20) of revenue funding to capital purposes.
- 3.5. Schools were surveyed during the spring term to ascertain future commitments against estimated closing balances in order to provide data in accordance with Consistent Financial Reporting (CFR) requirements. This data has since been updated to reflect actual, rather than estimated, closing balances.
- 3.6. In 2014 Schools Forum agreed to discontinue the "balance control mechanism" (i.e. a "clawback" system) and to implement proposals to strengthen the monitoring arrangements. An extract from the current Scheme for Financing Schools is shown at Appendix 1 that highlights the 'controls on surplus balances' together with the items that can be deemed committed within the year-end balances.

4. Revenue Balances

- 4.1. The following table illustrates the level of schools' revenue balances over the last three years:

Sector	No. of schools as at 31/3/19	Balance as at 01/04/19 £	% of 2018/19 budget allocation	No. of schools as at 31/3/20	Balance as at 01/04/20 £	% of 2019/20 budget allocation	No. of schools as at 31/3/21	Balance as at 01/04/21 £	% of 2020/21 budget allocation
Nursery & Primary schools	21	3,690,390	13.14	20	3,328,266	12.04	19	4,130,191	14.60
Secondary schools	2	749,157	6.59	2	801,995	6.83	2	878,465	6.97
Special schools	2	70,285	1.30	1	(25,843)	(0.53)	0	0	0
Total	25	4,509,833	10.06	23	4,104,418	9.16	21	5,008,656	12.25

- 4.2. Since presenting the balances report last year, The Harbour School (who was in deficit at 31 March 2020) has converted to Academy status with a surplus balance, which has transferred to the new Academy Trust. Also following amalgamation, the accounts of Wimborne Infant and Junior Schools were closed and the balances were passed on to Wimborne Primary School.
- 4.3. In order to provide a consistent comparison between 2019/20 and 2020/21, the balance for The Harbour School has been excluded from the restated 2019/20 figures in the table below.

Sector	Balance as at 01/04/20	% of 2019/20 budget allocation	Balance as at 01/04/21	% of 2020/21 budget allocation
Nursery & Primary schools	3,328,266	11.60	4,130,191	14.60
Secondary schools	801,049	6.83	878,465	6.97
Special schools	0	0	0	0
Total	4,130,261	10.21	5,008,656	12.25

- 4.4. It is important to note that the total schools' balances of £5.0m as at 1 April 2021 include £0.104m (£0.232m 2019/20) of community related balances e.g. Community Improvement Partnerships, community lettings, breakfast and after school clubs etc. leaving £4.9m (£3.9m 2019/20, including schools which have since converted to academy status) of "curriculum" balances relating to core activity. Of this, a further £1.1m (£0.5m 2019/20) has been committed to specific projects or initiatives, leaving a balance of £3.8m, or 9.3% of the 2020/21 budget allocation, as genuinely uncommitted. This exceeds the CIPFA guideline of between 2-3% of budget for uncommitted balances.
- 4.5. Overall 71% (15) of schools saw an increase in their balances when compared to 2019-20, the reasons behind the increase will vary from school to school but a number of schools have reported that planned expenditure on supply costs has been lower than expected due to the national lockdowns.
- 4.6. Of the six schools that saw a decrease in balances, three had balances in excess of 10% of their budget share and are not of concern. Of the remaining three schools, two form part of the reducing balance review as set out in Section 5. The remaining school's reduction in balances are less than the 25% threshold (see paragraph 5.3) and the authority will keep a watching brief on the balances as part of the regular meetings with school.
- 4.7. As at the 31 March 2020, there were two schools in deficit. The Harbour School converted to Academy on 31 December 2020 and left with a surplus balance. Mayfield School submitted a deficit recovery plan and at the 31 March 2021 had a small surplus. One school had a yearend deficit balance at the end of 2020-21, Manor Infant School, the authority is in discussion with the school regarding the deficit balance and the school has produced a recovery plan.

5. Review of Specific School Balances

- 5.1 The school revenue balances as at 31st March 2021 are shown by school at Appendix 2. Whilst the authority has seen a welcome reduction in the

number of schools with reducing or low balances since 2019-20, there are still some schools, which are causing some concern. Additionally some schools meet the criteria of having excessive balances. The following sections set out the explanations for the level of balances and any action being taken.

Reducing balances

- 5.2 During 2016-17 Schools Forum requested that the council contact the Chair of Governors for schools with reducing or low balances as at 31st March 2016. This process now forms part of the annual review of school balances.
- 5.3 As part of the year-end monitoring process of school balances, a review was undertaken to identify those schools that have shown a continued or significant reduction (defined as 25% or more) in their level of balances and whose balances form less than 8% (primary and special schools) or 5% (secondary schools) of their budget share.
- 5.4 At the end of 2019-20, three schools were identified as meeting the above criteria; by the end of 2020-21:
 - Cottage Grove Primary school has seen a small increase in their year-end balances in 2020-21.
 - Devonshire Infant have seen an increase in their balances to above 8% and;
 - Manor Infant have gone into deficit.
- 5.5 As at 31 March 2020-21 there are two schools that have reducing balances, both schools have been contacted and have responded to the authority;
 - Manor Infant has produced a recovery plan which has been agreed by governors and is being reviewed by the authority
 - Bramble Infant and Nursery are working through the recommendations made by the Schools Resource Management Advisor and are planning to take the plan to governors in September 2021.

Schools Resource Management Advisor

- 5.6 As previously reported the authority has been working with Department for Education Schools Resource Management Advisors (SRMAs) to review the financial position of two schools in the City and advise on whether there are any previously unidentified opportunities to support the schools to a financially stable position.
- 5.7 The SRMA met with the Schools in December 2019 and over the course of the intervening months has worked with the schools and authority to review the financial positions. The final reports were received by the authority in the autumn of 2020 and shared with the schools. Further meetings have been held with the schools to go through the recommendations and the schools concerned are considering the options with Governors.

Excessive balances

- 5.8 The Scheme for Financing Schools categorises Primary & Special Schools who have uncommitted balances in excess of 8% of budget share as having excessive balances. For Secondary Schools, the threshold is 5% of budget share.
- 5.9 Of the nine Primary schools with uncommitted balances over 8%, seven have balances between 10% and 20% and two have uncommitted balances over 20%.
- 5.10 For Secondary Schools, only one of the two maintained schools had uncommitted balances in excess of 5% of budget share at 14.7% of the budget share.
- 5.11 Of the two primary schools with excessive balances, one had balances in excess of 20% (St John's Catholic Primary) in 2019-20, whilst the balances have reduced in 2021-22 the uncommitted balance remains at over 20% at 30.64% of the budget share. The other school with excessive balances (Wimborne Primary School) is as a result of the amalgamation of the Wimborne Infant and Junior Schools.
- 5.12 Analysis of the reasons for the high balances are set out below.

St John's Catholic Primary

- 5.13 St John's yearend balances have decreased by £6,473 from £337,901 at the end of March 2020 to £331,428 at the end of March 2021. The school has indicated that £696 of their balance is committed, with £330,732 being uncommitted.
- 5.14 With regards to the uncommitted balance of £330,732, this equates to 30.64% of the school's budget share.
- 5.15 The Governing Board are in the process of implementing the plans identified regarding the balance as at the end of 2018-19 financial year and carried forward to 2019-20 and 2020-21. To date the refurbishment of the playground is still in progress following a delay due to the national lockdowns this is expected to be completed by September 2021. The replacement pumps in the boiler room have been installed. Other plans identified at the end of 2018-19 (listed below) are still under consideration and form part of the schools on-going commitment to planning ahead for expected repairs and improvements.
- Continuing with the programme to maintain the fabric of the school roof including replacing roof tiles and flat roof maintenance.
 - Refurbishing the toilets.
- 5.16 The school has identified that they are continuing to see a reduction in pupil premium funding and an increase in pupils with English as an additional language, which is creating pressure within their budget and have had to

resort to the use of their surplus to support the planned expenditure for 2020-21 and in 2021-22. As balances are one-off funding, the long term continued use of balances to support on-going expenditure is not sustainable and the authority has gone back to the school to understand more about the pressures they are facing and offering support.

Wimborne Primary School

- 5.17 In September 2020 Wimborne Infant and Wimborne Junior Schools amalgamated to form Wimborne Primary School. On amalgamation the balances from the two predecessor schools were passed to Wimborne Primary School.
- 5.18 At the 31 March 2021 the balance for Wimborne Primary School was £602,444 (25.8% of the budget share) of which £598,836 (25.63% of the budget share) is uncommitted.
- 5.19 The school has committed to using the balances to support a number of capital projects over the next three years with the following expected to be completed in 2021-22:
- Walkway and ground works
 - Pointing of brickwork.
- 5.20 As at the end of 2020-21, 47% (9) of the authority's maintained primary schools have uncommitted balances in excess of 8% of their budget share. The authority continues to work with the remaining 34% to support the effective financial management of the available financial resources, varying the level of support in accordance to the specific needs of the school. It is hoped that the support and advice will help these schools to achieve long term financial stability.

6. Capital Balances

- 6.1 Devolved capital allocations are ring fenced and schools are expected to spend them on priority capital needs of school buildings. These allocations will therefore be held as capital balances until they are used and may be supplemented by funding from other sources.
- 6.2 An analysis of schools' current capital balances is given at Appendix 3, together with proposed spending plans as returned in the school survey. Where spending plans exceed balances there will need to be additional funding proposals.
- 6.3 The table below illustrates the level of school capital balances for the last three years:

Sector	No. of schools as at 31/3/19	Balance as at 01/04/19 £	No. of schools as at 31/3/20	Balance as at 01/04/20 £	No. of schools as at 31/3/21	Balance as at 01/04/21 £
Nursery & Primary schools	21	742,769	20	572,852	19	532,890
Secondary schools	2	1,497,639	2	764,873	2	1,824,317
Special schools	2	14,424	1	10,394	0	0
Total	25	2,254,887	23	1,348,119	21	2,357,207

Note: the above totals are the aggregate of surplus and deficit balances.

- 6.4 As with the revenue balances, in order to provide a consistent year-on-year comparison, the closing balances in respect of those schools who converted to Academy status or that have closed, have been excluded from the restated 2019/20 figures in the table below.

Sector	Balance as at 01/04/20 Restated £	Balance as at 01/04/21 £
Nursery & Primary schools	572,852	532,890
Secondary schools	764,873	1,822,164
Special schools	0	0
Total	1,337,724	2,357,207

- 6.5 Overall there has been an increase in capital balances, mostly relating to St Edmunds RC Secondary School. This mostly relates to a large Capital project that is expected to complete in 2021-22. The small reduction in Primary capital balances is due to works identified at the end of 2019-20 financial year being completed during 2020-21.

7. Reasons for recommendations

This report is for information only and the Cabinet member is asked to note the contents of the report.

8. Integrated impact assessment (EIA)

An integrated impact assessment is not required as the recommendations do not have a positive or negative impact on communities and safety, regeneration and culture, environment and public space or equality and diversity. .

9. Legal comments

There are no legal implications arising from the recommendation in this report.

10. Finance comments

Financial comments have been included within the body of this report.

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

Appendices:

Appendix 1: extracts from the current Scheme for Financing Schools

Appendix 2: schools' revenue balances at 31st March 2021

Appendix 3: schools' capital balances and commitments at 31st March 2021

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
School Balances Files and Spreadsheets	Education Finance
Scheme For Financing Schools	PCC website

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

.....
Signed by:

Extracts from the current Scheme For Financing Schools**4.2 Controls on surplus balances**

As schools are moving towards greater autonomy and should not be constrained from making early efficiencies and to support medium term budgeting in a tighter financial climate, the balance control (clawback) mechanism for excessive balances continues to be withdrawn.

Schools will be deemed to have excessive balances, when Primary and Special Schools have uncommitted balances in excess of 8% and Secondary Schools 5% of their budget shares.

The control framework for monitoring school balances and their intended use requires that:

- a. Schools will continue to be asked to provide a breakdown of their year-end balances between committed and uncommitted, as well as an analysis of the intended use of any committed balances. The Education and Children's Finance team will continue to co-ordinate the process.
- b. A School Balances report will be presented to both the Cabinet member for Children's and Education and Schools Forum, following the completion of the year-end closedown process. This report will provide an analysis of the balances by school and schools with significant balances may be highlighted specifically within the report.
- c. Those schools identified as potentially breaching the balance thresholds, will be asked to provide further evidence of the planned use of their balances. The information will be reported back to Elected Members, the Schools Forum and the Education Department.
- d. The Education Department will consider this information as part of its school performance and improvement service provision, school challenge and specific reviews.

In determining whether school balances are committed, schools are only permitted to assign as committed, items listed in Annex 6.

School Forum may revisit the balance control (clawback) mechanism and the above control framework from time to time and where they believe significant and excessive balances have accumulated.

Annex 6 –PERMITTED SPECIFIC PURPOSES FOR THE USE OF SURPLUS FUNDS

- Valid orders placed through the financial system, but for which the goods have not been received.
- Funds held on behalf of other schools by fund holder schools (e.g. cluster funding).
- Balances held for specific community projects e.g. nursery provision, children's' centres, extended services.
- Contribution towards capital works with the school (where alternative capital resources have been exhausted). A clear statement of intent signed by the Chair of Governors (subject to clawback if not delivered in stated timescales - maximum 3 years).
- Providing consistency in staffing levels where numbers on roll are predicted to fluctuate within the next year (note that a reasonable commitment would be £3,000 per pupil and forecast variations in pupil numbers should be given).
- Unexpected funds received by the school near the year-end which will be utilised for a specific purpose in the following financial year.

APPENDIX 2
SCHOOLS REVENUE BALANCES AS AT 31 MARCH 2021

DFE No.	Balance as @ 31/03/2020	% of 2019/20 Budget Share Allocation	School Name	2020/21 Budget Share	Analysis of Balance		Balance as @ 31/03/2021	% of 2020/21 Budget Share Allocation	Uncommitted as % of Budget Share Allocation	Committed as % of Budget Share Allocation
					Uncommitted	Committed				
PRIMARY & NURSERY SCHOOLS										
2008	310,458	12.34%	Copnor Primary	2,643,222	153,253	249,170	402,423	15.22%	5.80%	9.43%
3420	47,205	3.74%	Corpus Christi Catholic Primary	1,274,664	49,848	65,000	114,848	9.01%	3.91%	5.10%
2689	86,185	4.28%	Cottage Grove Primary	2,059,990	33,500	58,005	91,505	4.44%	1.63%	2.82%
2716	207,097	12.02%	Craneswater Junior	1,812,578	283,320	18,000	301,320	16.62%	15.63%	0.99%
2665	66,587	8.93%	Cumberland Infant	766,799	22,518	58,429	80,946	10.56%	2.94%	7.62%
2648	66,586	7.46%	Devonshire Infant	931,288	587	110,000	110,587	11.87%	0.06%	11.81%
2714	246,010	16.46%	Fernhurst Junior	1,518,271	87,055	208,095	295,150	19.44%	5.73%	13.71%
2637	77,809	10.32%	Bramble Infant & Nursery	735,496	43,953	14,000	57,953	7.88%	5.98%	1.90%
2719	47,392	4.64%	Manor Infant	1,062,125	4,162	(7,743)	(3,580)	-0.34%	0.39%	-0.73%
2673	86,356	8.99%	Medina Primary	991,719	105,339		105,339	10.62%	10.62%	
2006	202,193	11.02%	Milton Park Primary	1,854,257	366,441	17,332	383,773	20.70%	19.76%	0.93%
2765	432,575	19.86%	Portsdown Primary	2,151,942	403,819	(9,734)	394,085	18.31%	18.77%	-0.45%
2680	84,015	10.42%	Southsea Infant	863,166	150,496	5,000	155,496	18.01%	17.44%	0.58%
3214	141,921	8.75%	St Georges Beneficial C of E Primary	1,666,136	121,388		121,388	7.29%	7.29%	
3422	337,901	31.55%	St John's Catholic Primary	1,079,241	330,732	696	331,428	30.71%	30.64%	0.06%
3212	167,575	10.57%	St Jude's C of E Primary	1,658,907	73,128	99,801	172,928	10.42%	4.41%	6.02%
5207	229,684	13.29%	St Pauls Catholic Primary	1,638,330	211,218	44,891	256,109	15.63%	12.89%	2.74%
3423	97,306	8.06%	St Swithuns Catholic Primary	1,243,503	157,763	(1,714)	156,049	12.55%	12.69%	-0.14%
2699	89,324	10.64%	Wimborne Infant							
2705	304,086	21.84%	Wimborne Junior							
2013			Wimborne Primary	2,336,845	598,836	3,608	602,444	25.78%	25.63%	0.15%
	3,328,266		Total Primary & Nursery	28,288,480	3,197,356	932,835	4,130,191	14.60%	11.30%	3.30%
SECONDARY SCHOOLS										
4303	(112,054)	-1.78%	Mayfield Secondary	6,743,480	27,807	(8,183)	19,624	0.29%	0.41%	(0.12%)
5413	914,049	16.78%	St Edmunds Catholic Secondary	5,858,558	682,382	176,460	858,842	14.66%	11.65%	3.01%
	801,995		Total Secondary	12,602,038	710,189	168,276	878,465	6.97%	5.64%	1.34%
SPECIAL SCHOOLS										
7472	(25,843)	-0.53%	Harbour							
	(25,843)		Total Special							
	3,328,266			28,288,480	3,197,356	932,835	4,130,191	14.60%	11.30%	3.30%
	801,995			12,602,038	710,189	168,276	878,465	6.97%	5.64%	1.34%
	(25,843)									
	4,104,418			40,890,518	3,907,545	1,101,112	5,008,656	12.25%	9.56%	2.69%

The figures in the table above may not sum exactly due to rounding

APPENDIX 3
SCHOOLS CAPITAL BALANCES AS AT 31 MARCH 2021

Balance as @ 31/03/2020		Balance as @ 31/03/2021	Spending Plan	Description of Plan	Projected Balance
PRIMARY & NURSERY SCHOOLS					
11,210	Copnor Primary		20,000	Car Park gates	
		8,261	20,000		(11,739)
233	Corpus Christi RC Primary				
		233	0		233
17,288	Cottage Grove Primary				
		20,648	0		20,648
(28,375)	Craneswater Junior				
		(31,742)	0		(31,742)
40,197	Cumberland Infant		8,000	Phase 2 Heating Upgrade	
			8,166	Roof Works	
			5,300	Ground works	
		35,111	21,466		13,645
2,211	Devonshire Infant		1,719	IT Computer Project to roll forward to 21/22	
		1,719	1,719		(0)
					0
10,411	Fernhurst Junior		11,906	The third contribution to LA Capital Works to Gable Ends	
		6,386	11,906		(5,520)
23,341	Bramble Infant & Nursery				
		21,120	0		21,120
37,781	Manor Infant				
		23,427	0		23,427
3,120	Medina Primary				
		9,427	0		9,427
764	Milton Park Primary				
		4,630	0		4,630
59,068	Portsmouth Primary		48,000	Estimated contribution to Boiler Condition works delayed on 21/22	
			2,000	Ongoing Roof repairs	

Balance as @ 31/03/2020		Balance as @ 31/03/2021	Spending Plan	Description of Plan	Projected Balance
			20,000	Children's and Staff toilet areas	
			10,000	Staff room and reception area	
		54,018	80,000		(25,982)
1,222	Southsea Infant		0		
		(8,412)	0		(8,412)
53,364	St Georges Beneficial Primary				
		28,717	0		28,717
278,823	St Johns RC Primary		61,387	Playground refurbishment	
			50,000	Roof repairs	
			25,000	Toilet refurbishment	
		250,369	136,387		113,982
51,120	St Jude's CE Primary		8,000	Girls downstairs toilets - ground floor	
			2,000	Accessibility - part H&S improvement	
		40,669	10,000		30,669
11,073	St Paul's RC Primary		4,924	Salix Loan Repayment	
			14,992	IT Equipment	
			27,500	Maintenance project throughout school premises	
			25,000	Dining room furniture	
		37,842	72,416		(34,574)
0	St Swithun's RC Primary		0		
		0	0		0
0	Wimborne Infant		0		
		0	0		0
0	Wimborne Junior		0		
		0	0		0
0	Wimborne Primary		33,748	PO2965994 Walkway	
			10,486	Groundworks for Walkway	

Balance as @ 31/03/2020		Balance as @ 31/03/2021	Spending Plan	Description of Plan	Projected Balance
			20,154	Pointing	
		30,468	64,388		(33,920)
572,852	Total Primary	532,890	418,282		114,608

SECONDARY SCHOOLS

3,794	Mayfield		28,795	Purchase of new minibus	
		30,948	28,795		2,153
761,079	St Edmunds RC		1,011,488	New build - food Tech/Textiles	
			270,696	Capital works General / Contingency	
			388,559	Wright Block	
			77,626	Student Toilet refurb	
			45,000	LLRC Refurb	
		1,793,369	1,793,369		(0)
764,873	Total Secondary	1,824,317	1,822,164		2,153

SPECIAL SCHOOLS

10,394	The Harbour School			Converted to Academy 31/12/2020	
		0	0		0
10,394	Total Special	0	0		0

SUMMARY

572,852	Primary Schools	532,890	418,282		114,608
764,873	Secondary Schools	1,824,317	1,822,164		2,153
10,394	Specials Schools	0	0		0
1,348,118		2,357,207	2,240,446		116,761

Agenda Item 6



THIS ITEM IS FOR INFORMATION ONLY

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

Title of meeting:	Decision Meeting
Subject:	Sufficiency update for Early Years
Date of meeting:	15 July 2021
Report by:	Mindy Butler, Early Years and Childcare Manager.
Wards affected:	All

1. Purpose

- 1.1 **The purpose of the report is to provide an** Update on sufficiency in early years due to the impact of COVID 19 including the latest information about sufficiency across the city and any long term impact from the pandemic that may continue to affect providers.

2 Recommendation

- 2.1 It is recommended that the Cabinet Member notes the report as set out in section 3

3 Early years sufficiency and the impact of the pandemic

- 3.1 The past year has brought many challenges for the Early Years sector, and sufficiency has been at the heart of this. Many settings temporarily closed their doors at the start of the pandemic and although they were able to claim their forecast funding amount and any additional payment if they had offered more hours than had been paid by the end of the Summer term, many lost a lot of private income and a change in guidance meant that staff could only be furloughed on the percentage of private income not their funding income. A number of discretionary grants were given to eligible providers, and those who pay business rates were given a freeze on these payments until the end of the financial year (this has since been extended until June with a 75% discount for the rest of the year).
- 3.2 The DfE advised LA's to pay providers on their indicative budget in the autumn term, and this helped many settings who were experiencing a significant drop in hours that children were attending during this period. 21 settings were paid significantly more in hours than they had children attending. However there were some settings who exceeded the hours of their indicative budget and therefore

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were paid the excess amount according to the number of hours children attended their setting during the term.

- 3.3 Following agreement from schools forum and Cabinet members in the autumn term we were able to give all providers who offer funded places across the city a COVID 19 discretionary grant at the beginning of the spring term. £2700 for nurseries and £500 for childminders. Following agreement in the spring term schools forum for a second COVID grant payment (the amount to be dependent on funds available), we were very pleased to have been able to make a payment to providers this term for the same amount as the previous grant. As larger numbers of children are starting to return to childcare again, and levels of infection decrease within the city, we hope that early years will be able to start getting back to a 'new normal' this term and that the grant will give them a welcome boost to the income that they may have lost during lockdowns.
- 3.4 Since the pandemic started we have had 4 nurseries close across the city and two childminders resign their posts. These providers had been struggling prior to COVID 19 and the drop in attendance and private income during this challenging period made their decision to close unequivocal. On a positive note, two new nurseries have been registered over the past six months, and there have been a few enquiries from people wanting information about starting up as a childminder.
- 3.5 Two of our larger day care facilities had to close during all lockdowns due to their being based on the site of a gym. Places were found for these children in other settings owned by these nurseries but obviously these closures have impacted these businesses significantly. One of these settings will not re-open until September as they do not have enough children on the register to re-open this term.
- 3.6 Our Quality and Sufficiency officers have been in regular contact with providers in their localities, and the larger day care providers are reporting good numbers and fewer concerns about sufficiency than the smaller pre-schools some of which are attached to school sites. These settings often open from 9-3.30 to reflect school hours and are less likely to welcome full time working parents due to their hours. Many parents whose school children have been at home, have not registered their siblings, who would, in normal times, attend pre-school. We have seen an increase in registrations since schools re-opened but it will be these smaller settings who will need to see a quick return to normal in order to remain sufficient moving forward.
- 3.7 In recent conversations with providers we have been told that many settings are full over the summer period and numbers are looking promising for registered children in September. We hope that as parents start to return to a regular working pattern again and some return to offices and workplaces that we will see an increase in the hours that are being taken up in settings. Many providers decreased

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the hours that they were open during the last few months as parents who were working from home were not using the early starts and late finishes as much as before. We hope that they will be able to extend their hours again soon. Providers benefitted in the summer and autumn term from business support and advice from Hemsalls early years consultants, who gave 1:1 support to some businesses and group support in the form of four training sessions over a few months, looking at how to adapt businesses to the new world and how to get the most from funded hours and private income, as well as some invaluable tools to create accurate forecast reports, and how to adapt in a constantly changing market during the pandemic. Many settings and childminders reported how useful this advice has been and changed some of their business practice accordingly.

- 3.8 In summary, the sector has faced some very significant difficulties over the past year that have impacted their businesses considerably. We are hopeful that we can continue to support those struggling, with business support, and signposting families to targeted settings to increase their numbers. The COVID grant has been a welcome addition of funds to boost deficits that may be present due to the pandemic. Later in the summer the full Sufficiency assessment for the city will be written as part of our statutory duty, and it is hoped that we will have a clearer picture of the full impact of the pandemic, and will be able to focus on providers that may need extra support. It is worth noting that the resilience and 'can do' attitude of the sector has been very humbling, and we hope that the positive 'green shoots' that we see with increasing numbers of children attending childcare across the city, will continue, and early years will be able to get back to 'business as usual' as soon as possible.

.....
Signed by (Director of Children, Families and Education)

Appendices: None

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
Not applicable	

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Agenda Item 7



Portsmouth
CITY COUNCIL

THIS ITEM IS FOR INFORMATION ONLY

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

Title of meeting:	Cabinet Member, Children, Families and Education
Subject:	Dedicated Schools Grant Out-turn 2020-21
Date of meeting:	15 July 2021
Report by:	Chris Ward, Director of Finance and Section 151 Officer
Wards affected:	All

1 Requested by

Schools Forum.

2 Purpose

2.1 The purpose of this report is to inform the Cabinet Member of the year end outturn position of the Dedicated Schools Grant (DSG) as at the end of March 2021.

3 Recommendations

It is recommended that the Cabinet Member:

3.1 Notes the year end budget position for the Dedicated Schools Grant as at 31 March 2021, together with the associated explanations contained within this report.

4 Background

4.1 The DSG is a ring-fenced grant for Education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations.

4.2 The original DSG budget for the financial year 2020-21 was set in February 2020, with subsequent revisions endorsed by Schools Forum and approved by the Cabinet Member for Children, Families and Education in September and October 2020. This report provides Schools Forum with the year end outturn position as at 31 March 2021.

5 Dedicated Schools Grant

5.1 Table 1 below sets out the DSG final outturn position as at 31 March 2021.

THIS ITEM IS FOR INFORMATION ONLY

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

Table 1 - Dedicated Schools Grant				
Budget Headings	Original budget 2020-21 £000's	Revised Budget 2020-21 £000's	Outturn 2020-21 £000's	Projected over / (under) spend £000's
Income				
DSG Brought forward 2019-20	(3,115)	(3,115)	(3,115)	(0)
DSG and other specific grants	(73,456)	(74,655)	(74,581)	73
Total Income	(76,571)	(77,769)	(77,696)	73
Expenditure				
Primary ISB	27,302	27,302	27,302	0
Secondary ISB	12,543	12,543	12,543	0
Special school place funding	244	980	885	(95)
Inclusion Centre Place funding	374	374	333	(41)
Alternative provision place funding	40	828	828	0
Total Delegated	40,503	42,026	41,890	(136)
De-delegated and central budgets	2,401	2,401	2,426	24
Early Years	14,416	14,110	13,423	(687)
High Needs	16,278	16,635	14,459	(2,176)
Total Expenditure	73,598	75,173	72,198	(2,975)
Net Outturn position	(2,973)	(2,597)	(5,498)	(2,901)
DSG Carried forward	2,973	2,597	5,498	2,901

The figures in the above table are subject to rounding to the nearest £1,000 and may not calculate exactly

- 5.2 The final 2020-21 DSG income was £74.58m, £73,000 lower than the revised budget, this relates to the net impact of the increase in funding due to the High Needs block import/export adjustment (£102,000) and the reduction in the Early Years Block relating to 2019-20 (£175,000).
- 5.3 The overall expenditure was less than budgeted, resulting in an underspend of £3.0m, giving an overall net underspend of £2.9m. The breakdown of the expenditure is set out in the report below.

6 DSG Devolved Individual School Budgets

- 6.1 As previously reported, additional special school places were commissioned locally at the beginning of the financial year to start in September 2020. At the end of the

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financial year not all of these places were utilised providing a net 9.7 reduction in the number of places used compared to budget, providing an underspend of £95,000.

- 6.2 The Inclusion Centre budget included nine new places from September 2020, at the end of the financial year five full time equivalent places had been used providing an underspend of £41,000.

De-delegated budgets, growth fund and centrally retained

- 6.3 Following the amalgamation of Wimborne Infant and Wimborne Junior schools to form Wimborne Primary, the Schools Specific contingency had to be utilised to transfer the closing balances of £538,000 from the Infant and Junior school to the Primary school. It should be noted that the final surplus balances from the former schools are returned to the DSG and form part of the carry forward to 2021/22, thus offsetting the overspend.
- 6.4 The schools specific contingency budget of £142,000 was not spent in 2020/21 and forms an underspend to be carried forward to the next financial year.
- 6.5 As previously reported the Growth Fund includes a planned underspend of £368,000, in December 2020 Schools Forum approved the carry forward of the 2020-21 underspend to 2021-22 to cover the costs of Growth Fund commitments in 2021-22 and future financial years.
- 6.6 The combination of the transfer of the amalgamating schools balances and the underspend on the Growth Fund provided a net overspend of £28,000.

7 Early Years

- 7.1 The net underspend of £688,000 on the Early Years budgets relates to a reduction in the number of funded hours paid to settings across the financial year.
- 7.2 The Early Years team worked with the sector across the financial year to ensure that where settings were delivering funded hours for eligible two, three and four years they were receiving the appropriate funding. In some cases settings weren't able to deliver these hours due to the Covid-19 restrictions and in these cases settings were paid their indicative budget which was the equivalent funding for the number of hours they provided for the relevant term in the 2019-20 financial year.
- 7.3 In addition to the funded hours, Schools Forum endorsed and Cabinet Member approved additional grants to all settings to support and maintain sufficiency over this period. This provided total funding of £555,000.

THIS ITEM IS FOR INFORMATION ONLY

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

7.4 As stated in previous reports, the Early Years' population is falling across the city and the DSG is adjusted annually to reflect the pupil numbers as at the January census. In July 2020 the DSG was adjusted to reflect a reduction in pupils eligible for funded Early Years provision and it is expected that the number of pupils would continue to fall in January 2021 in line with the birth rate. Due to the pandemic it is not possible to establish if the underspend is related to a falling Early Years population or a reduction in the number of pupils related to the national lockdowns.

7.5 The Early Years funding the authority receives is expected to be adjusted in 2021-22, but due to changes in the data collection methodology it is not possible to estimate the impact. The carry forward from 2020-21 will support any reduction in the 2021-22 funding.

8 High Needs Block

8.1 The pandemic has had a considerable impact on the high needs budgets with actual pupil numbers being lower than budgeted, leading to an overall underspend of 2.3m (including the individual school budgets mentioned above). The impact of the lockdowns will become more apparent during 2021/22. The table below sets out the underspends on the high needs budgets (excluding the individual school budgets), with further explanation set out in the paragraphs below.

Table 3 - High needs budget 2020-21			
	Budget	Actuals	Variance
	£'000	£'000	£'000
Element 3 Top- up	11,657	10,228	(1,429)
Out of City Placements	2,977	2,458	(519)
SEN support services	2,001	1,773	(228)
Total	16,635	14,530	(2,176)

Element 3 Top-up

Pupils with SEND in Mainstream Schools

8.2 As previously reported the number of pupils with EHCP in mainstream schools was lower than budgeted at 583 (budget 606 pupils) and a lower average cost per pupil of £3,303 (budget £3,974). Leading to a total underspend of £446,000.

Special Schools

8.3 The final outturn position was an underspend of £413,000. This relates to the net impact of 38 pupils placed by other local authorities in these schools, for which Portsmouth is not responsible for paying the Element 3 Top-up funding.

Other Local Authority Schools



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8.4 This budget provides element 3 Top-up for Portsmouth pupils placed in other local authority schools. The budget contained funding for 87 pupils at an average cost of £4,941 per pupil. The actual number of pupils were 72 at an average cost of £4,430, providing an underspend of £111,000.

Post 16 funding

8.5 The budget included funding for 142 pupils at an average cost of £7,224 per pupil, but there were slightly less pupils (133) and the courses they took had a lower average cost of £4,724 per pupil, providing an underspend of £398,000.

Out of City Placements

8.6 At the end of the financial year there were 58 pupils (budget 61 pupils) placed in independent and specialist out of city settings at an average cost of £42,400 compared to a budgeted average cost of £48,800.

SEND Support services

8.7 The £228,000 underspend relates to the permanent exclusion recharges and the repayment of part of the SEND Hub funding due to the late recruitment of posts due to the pandemic.

9 Carry forward balance

9.1 As at the 31 March 2021, the carry forward balance is £5.5m, a net increase of £2.4m from 2019-20 financial year. As previously endorsed by Schools Forum and approved by Cabinet Member, the brought forward balance will be used to provide funding for the schools specific contingency (£141,800) and to support the Growth Fund (£368,000). Leaving a balance of £5.0m

9.2 Due to the lag in DSG funding, the carry forward balance will be required to fund the place and Element 3 Top-up for The Wymering Special School. This expected to be in the region of £1.0m.

9.3 The remaining balance will support any reduction in DSG funding in the Early Years and High Needs blocks. Due to the changes in the method of recording pupil numbers within the Early Years Block and the lower than expected high needs pupils in 2020-21, it is not possible to estimate the impact on the adjustments to the DSG allocations in the 2021-22 financial year. Additionally it will also provide support to any increased costs due to additional EHCP budgetary pressures that may materialise due to the long term impact of the pandemic.

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

10 Reasons for recommendations

10.1 It is recommended that the Cabinet Member notes the contents of the report in respect of the financial outturn for 2020-21 as at the end of the March 2021.

.....
Signed by (Director)

Appendices:

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

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

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

Title of document	Location
School & early Years Finance (England) Regulations 2020	The School and Early Years Finance (England) Regulations 2020
DSG Budget estimates and Monitoring Records	Children, Families and Education Finance

Agenda Item 8



Portsmouth
CITY COUNCIL

Title of meeting: Cabinet Member for Children, Families and Education

Date of meeting: 15th July 2021

Subject: Children, Families and Education Portfolio Budget
Monitoring Report for the Financial Year End 2020/21

Report by: Chris Ward, Director of Finance and Resources, Section
151 Officer and Alison Jeffery, Director of Children,
Families and Education

Wards affected: All

Key decision: No

Full Council decision: No

1 Purpose of report

- 1.1. To inform the Cabinet Member of the revenue outturn position in respect of the portfolio cash limit and capital programme for the financial year 2020/21. This report sets out the budget position and contributing factors to the final portfolio cash limit underspend at the end of the year.

2 Summary

- 2.1 The revenue outturn position for the portfolio was an underspend of £355,000 under the budget provision. This consists of an overspend as a result of COVID-19 pressures of £664,000 and a 'non COVID-19' underspend of £1,019,000.
- 2.2 The financial impact of the COVID-19 pandemic across the whole of the portfolio is still being realised. The effect on children, their families and their education from the pandemic is ongoing and will be felt over a long period of time. The financial impact of this will continue to be reviewed and updated as appropriate.
- 2.3 Following a realignment of budgets as part of the approval of the 2020-21 Capital Programme in February 2020, and subsequent revisions in February 2021, both the Education and Children and Families capital programmes resulted in a breakeven position at the end of the financial year 2020-21.

3 Recommendations

3.1 It is recommended that the Cabinet Member:

3.1.1 Notes the Children, Families and Education Portfolio revenue and capital outturn positions, as at the end of March 2021, together with the variance explanations.

4 Background

4.1 Pressure on the previously separate Children and Families and Education Portfolios along with an agreed Medium Term Financial Strategy (MTFS) resulted in an additional budget allocation (on top of inflation) for 2020/21 of £3m to Children and Families and £0.4m to Education.

4.2 The Medium Term Financial Strategy identified the future demand and cost pressures facing the service, along with strategies to improve outcomes and manage within budget.

4.3 The strategy to reduce the number of children needing to be looked after is known as the "Stronger Futures" strategy. It is wide ranging and is overseen closely by the Director of Children, Families and Education. The first phase of the strategy, from 2016-2018, saw the establishment of a much stronger, targeted whole family early help service, integrated with a refocused health visiting service. This enabled a better line of sight on need in the city but also a more effective earlier response which is now keeping down the total number of children requiring a statutory children's social care intervention. The second phase of the strategy while maintaining appropriate focus on early intervention has two new strands:

- (i) reshaping statutory work to provide stronger whole family support with new adult service posts co-located with children's social workers (family safeguarding)
- (ii) remodelling our in-house foster care service to strengthen support to carers and provide a more collective approach to meeting children's needs (implementing the Mockingbird Family Model of Care).

4.4 Since the Medium Term Financial Strategy was agreed and the 2020/21 budgets were set, the financial impact of the COVID-19 pandemic has started to be realised.

There has also been an increase in the grant from the Home Office in relation to Unaccompanied Asylum Seeking Children (UASC) from the levels that were included in the MTFS that has helped in the short term to offset the additional financial pressures from the COVID-19 pandemic.

5 Summary Position against Cash Limited Budget at the end of March 2021

5.1 The portfolio ended the financial year with an underspend of £355,000 as shown in the table below.

Service Area	Current Budget £000	Final Outturn £000	Final Outturn Variance* £000	COVID-19 Variance £000	Non COVID-19 Variance £000
Management, Sufficiency & Resources	66	22	-44	0	-44
Inclusion Services	4,620	4,185	-435	-152	-283
School Improvement	294	239	-55	45	-100
Community Learning	-2	-16	-14	0	-14
PCMI	155	152	-3	0	-3
Youth & Play Shared Services with the HRA	433	433	0	0	0
Total Education Services	5,566	5,015	-551	-107	-444
Family Safeguarding Service	6,357	6,402	45	85	-40
Commissioning & Performance	-479	-486	-7	42	-49
Looked After Children	21,966	22,525	559	571	-12
Safeguarding & Monitoring	848	912	64	2	62
Support Activities	2,998	2,775	-223	11	-234
Edge of Care	1,206	1,003	-203	0	-203
Early Help and Prevention	17	-23	-40	60	-100
Total Children and Families	32,912	33,108	196	771	-575
Total Children, Families and Education Portfolio	38,478	38,123	-355	664	-1019

*The final outturn variance includes COVID-19 variations and variations not related to COVID-19

Numbers may not exactly add up due to rounding

5.2 The main reasons for the non COVID-19 variations are detailed in the paragraphs below.

5.2.1 Education Service (£444,000 underspend)

Inclusion. Home to school transport underspent by £101,000 as a result of reduced average costs of children transported. Also within the Inclusion Service there was £99,000 more income/recharges for services which includes the Teachers Pension grant and from the Education Psychologists service,



and an underspend on other budgets of £70,000 across staff and non-staffing budgets.

School Improvement. The service had an increase in net income of £56,000, and in other areas it reduced staffing and other operational spend to give a further underspend of £44,000.

5.2.2 Children and Families (£575,000 underspend)

Looked After Children. The Unaccompanied Asylum Seeker Children (UASC) budgets ended the year with a non COVID-19 underspend of £666,000. The Home Office grant for under 18s was increased, and this resulted in an additional £1,103,000 of income reflecting the high numbers of Unaccompanied Asylum Seeking Minors in our care in the first eight months of 2020/21. However whilst the grant for under 18s covers the care costs, the grant for over 18s does not, and council budget is required to support the care costs.

There were no secure accommodation placements made in 2020/21 resulting in an underspend of £147,000.

The final outturn position on indigenous Looked After Children Placements is a non COVID-19 overspend of £582,000. Savings were made as planned through fewer children needing alternative care, which is a significant success compared with the position in many areas of the country. At the same time however there was a significant overspend of the budget for external residential placements with five more children needing these placements than budgeted for, and increased average cost. The delay in the implementation of the Mockingbird Family care model as a result of the pandemic was unfortunate but with this very small cohort of children, individual circumstances are what drive costs. Our plans for innovative joint commissioning of placements with Kent and West Sussex should help to contain costs as should our continuing work to reunify children with families wherever possible. Strategic care and savings plans were delayed in 2020/21 due to the pandemic, with a pressure of £400,000 (see 5.3.2 below), resulting in a total overspend of £982,000 as detailed in the table below.

March 2021 Placement Type	Budget			Final Outturn			
	Average	Av Unit Cost	Budget	Average	Av Unit Cost	Final Outturn	Budget Pressure
	Nos	£	£	Nos	£	£	£
External Residential	17.58	234,602	4,123,400	22.20	258,686	5,742,821	1,619,421
Semi Independent	6.51	40,918	266,400	9.00	51,086	459,775	193,375
Independent Fostering Agency (IFA)	34.14	49,381	1,685,900	30.64	47,623	1,459,166	-226,734
In-House Fostercare	259.58	24,755	6,426,000	236.45	25,033	5,918,970	-507,030
Adoption	54.00	9,009	486,500	54.73	8,960	490,383	3,883
Residence Orders	19.80	5,071	100,400	9.75	5,945	57,961	-42,439
Special Guardianship	146.01	5,695	831,500	133.17	5,801	772,540	-58,960
2020/21 Final Outturn Position	537.63	25,892	13,920,100	495.94	30,048	14,901,616	981,516
2019/20 Final Outturn Position	513.50	22,708	11,660,800	517.63	27,723	14,350,203	2,689,403

The above table only includes placements which PCC are financially supporting



Care leaver placements overspent by £123,000 due to a small number of high cost placements and an increase in numbers.

Residential homes overspent by £61,000 due to staffing pressures.

Support Activities. This underspent by £234,000 due to vacancies within the service and reduced training and legal costs.

Edge of Care. The underspend of £203,000 related to staffing vacancies and agency staff spend which is less than budgeted within the Edge of Care and Youth Offending teams, alongside reduced operational costs. In addition there has been lower than anticipated spend on remand costs.

Early Help and Prevention. The underspend of £100,000 related to staffing vacancies within the service.

5.3 **COVID-19 Variations (£664,000 overspend)** The main reasons for the COVID-19 variations are detailed in the paragraphs below.

5.3.1 **Education (£107,000 underspend)**

Inclusion. For the period April to July 2020 home to school transport costs were reduced by £331,000 following the reduction of the services provided due to the lockdown. There was additional spend when schools returned in September, however the costs of this were all covered by a specific grant.

There was a loss of income of £126,000 as the school absence fine system was suspended. Traded Services income was reduced by £28,000 as schools were purchasing less pay as you use services.

School Improvement. A shared funding arrangement with one of our major academy trusts costing £21,000 was agreed for supporting remote learning in relation to the COVID-19 pandemic. Traded Services income was reduced by £24,000 as schools were purchasing less pay as you use services.

5.3.2 **Children and Families (£771,000 overspend)**

Family Safeguarding. COVID-19 has meant that more additional staff costing £85,000 have been recruited to meet the spike in referrals leading to more children being subject to a child protection plan.

Commissioning and Performance. Additional staffing costs of £42,000 were incurred to provide more support to schools and children during the pandemic.



Looked After Children. The overspend was largely a result of the delay to the achievement of savings due to the impact of COVID-19 on the introduction of Mockingbird and the Family Safeguarding Service (£400,000). These costs are shown in the placement table in paragraph 5.2.2.

There were £34,000 of net costs on quarantine arrangements and additional support for UASC which were outside the timescales for the additional grant available.

The residential homes incurred additional staffing costs of £137,000 due to the requirement to work in bubbles and covering self isolating requirements.

Early Help and Prevention. The final position includes £60,000 for additional staff to provide support to help families during the COVID-19 pandemic.

6 Capital Programme

- 6.1 Attached at Appendix 1 is the current capital budget monitoring position in respect of all schemes in the capital programme for Education, which was approved by Council 11 February 2020 and subsequently revised in February 2021.
- 6.2 Current spending at £76.8m is some £13.1m below approved funding for the schemes identified, reflecting the longer term nature of capital spending. However, at this stage, a breakeven position is forecast against the total approved funding of £89.9m. Any underspending arising from the Capital Programme which was funded from Corporate Capital Resources will be returned and be allocated through the Budget Process, ensuring that the Council are able to allocate capital funding through a competitive basis to the Council's highest priorities.
- 6.3 It should be noted that Council approved 2 years of funding for condition projects in February 2019, the forecast out turn includes committed projects of £0.931m for 2019-20 and £0.809m for 2020-21.
- 6.4 Comments related to the variations are noted on Appendix 1.
- 6.5 The table shown below is the current approved capital programme for Children and Families, including payments made to date. Funding for all schemes was approved by Council 11 February 2020 and subsequently revised in February 2021.

Children and Families capital programme 2020-21	Current approved Funding	Actual Expenditure to March 2021	Forecast Spend
Scheme	£	£	£
Adaptations to Foster Carer properties	185,000	108,266	185,000
Children's Case Management software replacement	2,707,000	2,371,190	2,707,000
Tangier Road Children's Home	503,900	503,859	503,900
Beechside Children's Home	50,100	50,123	50,100
Capital Grant - Housing for Looked after child	210,200	210,195	210,200
EC Roberts Centre Refurbishment Loan	250,000	7,200	250,000
Adaptations to Carers Home	400,000	0	400,000
Total	4,306,200	3,250,833	4,306,200

6.6 The Children's Case Management system went live in March 2020 with post implementation work continuing, but the project remains on budget.

7 Integrated impact assessment

7.1 An integrated impact assessment is not required as the recommendations do not have a positive or negative impact on communities and safety, regeneration and culture, environment and public space or equality and diversity.

8 Legal implications

8.1 There are no legal implications arising directly from the recommendations set out in paragraph 3.1 of this report.

9 Director of Finance's comments

9.1 Financial comments are contained within the body of the 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:



Children and Education Capital Budgets						APPENDIX 1
Number	Scheme	Current Approved Budget	Actual spend to date	Manager Forecast Spend	Forecast Variance	Explanation
		£	£	£	£	
1	Primary Capital Programme	15,826,300	15,827,000	15,828,400	2,100	
2	Sufficiency Programme Phase One 2013- 2015	6,289,100	6,289,100	6,289,200	100	
3	Sufficiency Programme Phase Two 2015- 2017	11,089,500	10,998,300	11,101,300	11,800	
4	Secondary School Feasibility Study	97,600	97,600	97,600	0	
5	Vanguard Centre	3,325,500	3,308,000	3,327,400	1,900	
6	King Richard School Rebuild 900-1000 places	1,562,300	1,420,200	1,553,400	-8,900	
7	Portsmouth College Sufficiency Post 16	263,500	263,500	263,600	100	
8	Universal Infant Free School Meal Works	889,300	889,300	889,600	300	
9	Universal Infant Free School Meal Provision	593,600	593,600	593,600	0	
10	Salix	115,500	115,500	115,700	200	
11	Schools Conditions Projects - Modernisation	1,427,500	1,422,600	1,427,500	0	
12	School Condition Projects 2014-2016	2,726,500	2,726,500	2,728,200	1,700	
13	School Conditions Project 2016 - 17	878,000	869,500	878,000	0	
14	Secondary School Places Expansion Phase (1)	1,728,700	1,719,300	1,738,500	9,800	
15	Special Education Needs - Building Alterations	2,841,600	2,651,800	3,221,600	380,000	
16	Schools Devolved Formula Capital 2016-17	5,232,400	4,825,000	5,232,400	0	
17	Sufficiency of Secondary School Places	5,517,500	4,935,900	5,262,100	-255,400	Final tender came in lower than expected
18	Future Secondary School Places Feasibility	158,200	60,000	158,200	0	Expected to undertake 4 feasibility projects, 2 completed to date, currently reviewing requirements
19	School Condition 2017-18	853,200	714,800	853,200	0	
20	Beacon View - Kitchen Block	41,700	41,700	42,400	700	
21	School Condition 2018-19	1,577,400	1,119,100	1,577,400	0	
22	Sufficiency of School Places 2018-19	11,343,500	10,059,800	11,483,700	140,200	Number of small overspend on 4 Secondary sufficiency projects
23	Special School Places - Redwood Park	2,805,900	2,762,300	3,053,700	247,800	Increased temporary accommodation costs
24	Special School Places - Willows	520,000	543,100	523,900	3,900	
25	Milton Childcare Sufficiency	69,800	69,800	72,900	3,100	
26	Forest School - Community Accessible Education Centre	30,000	0	30,000	0	
27	30 Hours Delivery Support EY	10,800	10,800	10,900	100	
28	Maintained Schools Urgent Condition Work	1,754,600	459,900	1,754,600	0	Two years of condition funding, £931,000 allocated in 2019-20 and £809,000 held for use in 2020-21
29	Additional School Places - The Lantern	1,134,300	1,133,900	1,148,300	14,000	
30	Additional School Places in Mainstream Schools - Design	250,000	62,500	250,000	0	
31	Additional Secondary Schools Places - St Edmunds Catholic School (GRANT)	650,100	650,100	650,100	0	
32	Additional School Places 2020/2021	3,393,000	46,000	2,882,100	-510,900	Redistribution of funding to support overspend on school places 2018-19 and Redwood Park
33	Additional School Places 2020/2021 Wymering Site	220,000	45,300	175,000	-45,000	
34	Wimborne Amalgamation	87,000	9,300	87,400	400	
35	School Places SEND Phases 1 & 2	4,591,900	8,500	2,968,500	-1,623,400	Funding to be combined with Scheme 39 in 2021-22 to support the provision of SEND places
36	Northern Parade Family Hub	25,000	19,600	25,400	400	
39	Accommodation for Special Education Needs (Additional Schools Places)	0	100	1,625,000	1,625,000	2021-22 SEND projects started in 2020-21, funding to be combined with School Places SEND Phases 1& 2 in 2020-21
TOTALS		89,920,800	76,769,300	89,920,800	0	

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Agenda Item 9



THIS ITEM IS FOR INFORMATION ONLY

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

Title of meeting:	Cabinet Member for Children Families & Education
Subject:	Variation to Admission Policies 2021/22 & 2022/23 for community and voluntary controlled schools.
Date of meeting:	Thursday 15 July 2021
Report by:	Neil Stevenson, Attendance, Admissions, Exclusions & Reintegration Service Manager
Wards affected:	All

1. Requested by Department for Education

2. Purpose - to note statutory change/variation to Admission policies 2021/22 & 2022/23 which have already been determined for Community and Voluntary Controlled Schools from 1 September 2021.

3. Information Requested

Statutory variation required for Admissions Policies 21/22 and 22/23

The revised Schools Admissions Code coming in to force in September 2021 requires children who have been adopted from state care outside of England to be given equal first priority along with Looked after Children (LAC) and previously Looked After Children (PLAC) looked after by English LA's. These will be known as "IAPLAC" (internationally adopted previously looked after children).

All admission authorities are now required to vary their admission arrangements for 21/22 and 22/23 to reflect this change (otherwise they will no longer comply with the Code from 1 September 2021).

Current statutory wording in the admission policies for both 21/22 & 22/23 for all community and voluntary controlled schools;

Looked after Children-These are defined as children who are looked after by a local authority, i.e. in their care or provided with accommodation by the authority for a continuous period of more than 24 hours. Children who were previously looked after*, but ceased to be so because they were adopted or subject to a residence (now a child arrangement order) or special guardianship order. A copy of the relevant court order will be required.

*A child is considered as 'Looked After' as defined in section 22(1) of the Children Act 1989. A child is considered 'Adopted' as defined in section 46 of the Adoption and Children Act 2002. Residence order – as defined in section 8 of the Children Act 1989. Residence Orders were replaced by Child Arrangement Orders in 2014 so all reference to residence orders includes child arrangement orders. Special guardianship order – as defined in section 14 a of the Children Act 1989

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New Wording i.e. proposed variation to replace above (as per revised Schools Admissions Code May 2021)

Looked after Children-These are defined as Looked after Children¹ and all previously looked after children, including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted². Previously looked after children are children who were looked after but ceased to be so because they were adopted³ or became subject to a child arrangements order⁴ or special guardianship order⁵.

¹ is a child who is in a) the care of a local authority, or b) being provided with accommodation by a local authority in the exercise of their social services functions (Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² A child is regarded as being in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

³ This includes children who were adopted under the Adoption Act 1976 (Section 12 Adoption orders) and children adopted under the Adoption and Children Act 2002(Section 46 adoption orders).

⁴ Child arrangements orders are defined in Section 8 of the Children Act, as amended by Section 12 of the Childrens and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22/4/14 is deemed to be a child arrangements order.

⁵ Section 14A of the Children Act 1989 defines a "special guardianship order" as an order appointing one or more individuals to be a child's special guardian/s.

.....
Signed by (Director)

Appendices: None

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
School Admissions Code May 2021	



Title of meeting:	Children, Families and Education Cabinet Member Decision Meeting
Date of meeting:	15 th July
Subject:	An evaluation of initiatives to promote greater inclusion and manage the Dedicated School's Grant (DSG) High Needs Block spending
Report from:	Alison Jeffery, Director of Children, Families and Education
Report by:	Julia Katherine, Head of Inclusion, Education Service
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 an evaluation of the impact of initiatives implemented with the aim of promoting greater inclusion and managing demand on the DSG's High Needs Block funding, all of which have been discussed at Schools Forum, in particular:
 - 1.1.1 The establishment of a SEND 'Monitoring and Review' Hub to monitor the impact of element 3 funding attached to EHCPs.
 - 1.1.2 A pilot project to test the use of AV1 'No Isolation' robots to increase the inclusion of children who are unable to physically attend school, and thereby increase the value for money of the medical tuition offer.
 - 1.1.3 The Turnaround project, funded by a DfE grant which has now come to an end, and which focused on increasing the successful reintegration of children from Alternative Provision (AP) to mainstream schools thus increasing the availability of AP places.
- 1.2 The paper also provides some context and background providing details of the progress that has been in achieving greater inclusion in education in Portsmouth, in line with the aim of the SEND Strategy.



2. Recommendations

2.1 It is recommended that Cabinet Member notes:

2.1.1 The progress that has been made in achieving greater inclusion in education in Portsmouth, in line with the aim of the Special Educational Needs and Disabilities (SEND) Strategy.

2.1.2 The progress the SEND Monitoring and Review Hub has made and that a full evaluation of the impact of the work after 18 months will be brought to the Cabinet Member in 2022.

2.1.3 Continued funding of 6 AV1 'No Isolation' robots at £15k per annum.

2.2 It is recommended that the Cabinet Member approves:

2.2.1 Funding the Turnaround project circa £100k per annum with a minimum commitment of 3 years. Any future funding would be based on a full evaluation of the project.

2.3 Schools Forum discussed and were in support of all of the above.

3. Inclusion in Portsmouth

3.1 The Portsmouth SEND Strategy is one of the priorities within the Children's Trust Plan. The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families. In order to improve outcomes, we aim to ensure that there are in place a continuum of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

3.2 It is our ambition in Portsmouth that children and young people's special educational needs will be identified early so that a high quality and co-ordinated offer of support can be put in place that meets the child's needs and enables them to achieve positive outcomes as they prepare for adulthood. In order to achieve this, we will work in partnership to jointly commission a comprehensive continuum of support for children and young people across education, health and care. This offer of support will be published as the Portsmouth 'local offer' at www.portsmouthlocaloffer.org/

3.3 This strategy has enabled good progress to be made in improving services and outcomes for children and young people with additional needs, and their



families. This was externally validated in 2019 by the SEND local area inspection by Ofsted and the Care Quality Commission which concluded that:

'Strong leadership in the local area is leading to the successful implementation of the SEND reforms. Leaders' evaluation of the local area's effectiveness is honest 2 and accurate. Leaders and professionals across education, health and care (EHC) share the same ambitious vision for children and young people with SEND. Leaders' well-constructed plans for further improvement successfully encourage a collaborative approach. One leader summed this up by saying: 'In Portsmouth, we work together to make things happen.' As a result, the outcomes for children and young people with SEND are improving.' And

'Professionals across EHC work well in a joined-up way to promote inclusive practice. Schools make effective use of the helpful ordinarily available provision documentation that describes clearly what schools and settings should provide for all their children and young people with SEND. Many professionals explained how they use this material to plan support and hold each other to account. As a result, provision for children and young people with SEND is becoming more consistent.'

3.4. Recent progress that has been made includes:

- The development and roll out of the Portsmouth Inclusive Education Quality Mark (PIE QM), a self-assessment tool to recognise and celebrate good inclusive practice in mainstream schools
- Ordinarily Available Provision guidance to set out the support that the local authority expects to be available in mainstream schools in the city, as part of the graduated response to meet children's additional needs,
- SEND workforce development, including e-learning modules to improve the understanding of professionals across education, health and social care
- The Portsmouth Education Partnership Strategic Board has agreed a strong multi-agency focus to reduce fixed-period exclusions and school absence
- Mental Health Support Teams are providing support in schools,
- Take-up of the on-line Kooth offer remains strong
- An employability hub has been established for young people with SEND, moving into employment
- Funding has been agreed to expand the specialist community nursing offer
- Decision-making is robust via the Inclusion Support Panel, Early Years Panel and High Support Needs Panel
- Recommissioning of the Local Offer website to better meet the needs of professionals and families by providing information and guidance about the support available in the city for children and young people with additional needs and their families



- Co-production with young people through the Dynamite group and Young Inspectors programme
- Co-production with parents and carers through the Shaping Better Futures Together monthly coproduction group,
- Continued quality assurance of Education Health and Care Plans through termly multi-agency audits
- Timely, high quality assessments - 100% are completed within statutory timescales and every family is offered a meeting with PCC to co-produce their EHC Plan
- A neurodiversity profiling tool is being piloted
- Inclusion Capital Grants are available to mainstream schools to further enhance their accommodation to enable greater inclusion - good take up in the first year
- The Inclusion Outreach Service now offers multi-agency support to mainstream schools to enable them to meet a wide range of additional needs
- Plans are underway for a new specialist free school to open in 2022 for children with autism and associated challenging behaviour
- Robust SEND place planning methodology and a comprehensive 5-year SEND Accommodation Strategy to ensure the sufficiency of specialist places to meet needs, in line with our ambition of greater inclusion.

4. Monitoring and Review Hub

- 4.1 In February 2021, Schools Forum endorsed and the Cabinet Member approved the establishment of a SEND 'Monitoring and Review' Hub to work on behalf of Schools Forum to ensure value for money within the high needs provision both in the city and with Out of City providers. It was expected that this spend to save initiative would help to cap the increase in costs seen across the high needs sector by ensuring the appropriate level of funding to meet support requirements.
- 4.2 The initiative was expected to run for two financial years starting in April 2020 at an annual cost of £180,000, but due to the national lockdown the start date for the recruitment process was delayed until September 2020. The unspent balance has been returned to the DSG and will form part of the 2020-21 carry-forward balance.
- 4.3 The funding has enabled recruitment to four posts, two SEND Caseworkers and two SEND Advisers. These four new posts make up the Monitoring and Review hub and have now been recruited to. Two members of staff started in January 2021, the remaining two started after the February half term.
- 4.4 The purpose of these posts will be to focus on annual reviews of EHCPs to ensure that:
- The support specified within the EHCP is being delivered and is achieving the intended outcomes
 - The EHCP is being funded at the correct level, in line with the child's needs



- Where there is evidence to suggest that the support required should be reduced or an EHCP should be ceased, then this is actioned
- All out of city placements are proactively reviewed to ensure that plans are in place for when these children's needs can be met within the city.
- Ensure timescales are met for responding to requests for changes in provision following annual review meetings, as well as amending or ceasing EHCPs, where this is appropriate.

4.5 The above actions will contribute to the increased accountability for DSG spending and the value for money assurance requested by Schools Forum. Given the delay in recruitment due to the pandemic, It is proposed that a full evaluation of the impact of the work of the Monitoring and Review Hub across a full year is brought to Schools Forum in early 2022.

5. AV1 'No isolation' robots

5.1 The Local Authority commissions The Harbour School to provide tuition to those pupils who are in hospital, or unable to attend school due to a decision made by a medical practitioner. The funding for 2021-22 remains at £660,000 for this provision.

5.2 In 2020-21 funding was included in the budget for a pilot using AV1 robots to support remote learning and engagement for pupils unable to attend school for medical reasons. A small pilot began in September 2020 and initial feedback was positive. All schools involved in the pilot have reported that they believe the AV1 devices to be a valuable tool as part of the medical continuum.

5.3 The pilot was paused due to the 'lockdown' restrictions between January and March 2021. This was at no cost to the LA as the cost of the trial is deductible from the overall cost of purchase. The trial was re-started once schools returned to full on-site attendance. £3,896 has so far been spent on the rental of the AV1 robots. Originally this was intended to cover the 3 month pilot, but the pilot has now been running for nearly a year at no additional cost. The cost for a full year is therefore £15,584 for 6 devices.

5.4 The pilot has involved 6 AV1 devices, deployed across 5 schools, including primary, secondary and special schools. So far 7 children have been allocated an AV1 'robot'.

5.5 Feedback from schools and families involved in the pilot included the following points:

- Use of the AV1 by a child with a long term medical condition (heart related) has meant that during the Covid19 pandemic, she has been able to attend school throughout and spend time with her peers.
- Feedback from pupils in school has been positive; they have liked the idea that they could keep in contact for the periods of time that the pupil was unable to attend.



- Feedback from the pupils using the devices has been positive; they have really enjoyed still being part of the class, keeping up to date with topics, joining in with lessons and seeing their peers.
- Parental feedback has been positive; they have reported being very happy with the way that it allows the child to stay in touch with the class and what is going on in school.
- The benefit of the AV1s have been identified by schools as maintaining the child's engagement with the class, keeping up to date with the learning taking place in class, gaining the teacher's direct input, being able to get instant responses from the child and enabling the child to maintain relationships with their peers.

5.6 It is recommended that there is a continuation of the funding for AV1 devices in order to enable AV1s to become part of the offer of support for children who are unable to physically attend school for a period of time. Decision making about suitability of this approach for an individual child can be made by the Inclusion Support Panel (Fair Access Panel), where decisions are already made about access to medical tuition.

5.7 Between September 2020 and April 2021, there have been 20 new referrals for medical tuition. Having the option of providing an AV1 robot in response to referrals for medical tuition will enhance the offer by ensuring that the child remains more connected to their mainstream class and is therefore more ready for reintegration at the appropriate time. In addition, AV1 devices enable more hours of education to be delivered more cost effectively than individual tuition as well as ensuring the provision is more tailored to individual need. Currently, medical tuition is block funded and so increased demand can result in a reduction in the hours available for individual children.

6. Turnaround project

- 6.1 The Turnaround Project was funded by DfE grant money which ended in August 2020. Turnaround was focussed on Key Stage 3 pupils accessing Short Stay School as well as pupils at The Harbour School through Alternative Provision. The focus was on increasing the successful reintegration of pupils to their mainstream school - and evidence showed the project had significant impact on reintegration rates. Evaluation evidence points to a number of key factors including; retaining and building relationships between the pupil and their mainstream school, long-term wrap-around family-based support and the utilisation of the principles underpinning PACE (Playfulness, Acceptance, Curiosity and Empathy).
- 6.2 The Turnaround approach included support for mainstream schools, one-to-one key working for the pupils and advocacy for the family. This approach enables better management of the system of accessing short episodes of Alternative Provision at The Harbour School, which in turn means an improved flow of children through the school, freeing up spaces for other children and reducing long-term Alternative Provision costs for schools.



- 6.3 Following the success of the Turnaround Project, we have consulted with The Harbour School and secondary schools about how best to build on this work to further increase successful reintegration of pupils from Alternative Provision at The Harbour School back to mainstream.
- 6.4 The evaluation of the Turnaround project has shown that the outcomes of the project included:
- Reintegration to mainstream - 85% of pupils successfully returned to their mainstream school.
 - Social and emotional skills - 100% of pupils evidenced an increase in their emotional literacy skills.
 - Support for families - 86% success achieved in at least 2 areas of Troubled Families outcomes. 38% of the families being supported had no other agency involvement in terms of Early Help. By the end of the project, 71% of these had Early Help Assessments and plans in place (36% had targeted Early Help or Children's Social Care involvement). As a result of the project, additional support was being provided to 19 siblings in addition to the pupils directly involved.
 - Improved relationships within the home - 100% of parents reported relationships as 'better' or 'very much better'. 80% of pupils reported relationships as 'better' or 'very much better'.
- 6.5 Qualitative comments included the following:
- *'Constant communication fromwith myself and mainstream. Help from During her CAMHS assessment' (Parent)*
 - *'Being able to talk to someone about things made me buck my ideas up' (Pupil)*
 - *'There's been a real transformation in ...' (Head Teacher)*
- 6.6 It is proposed that £100k (full year effect) High Needs Block funding is used to continue the work of the Turnaround Project. This would fund one band 8 and two band 6 workers. Funding would need to be agreed for at least 3 consecutive years in order to enable recruitment and training of staff with the skill set required.
- 6.7 The outcomes that can be expected from this investment are: increased successful reintegration from Alternative Provision to mainstream schools, ensuring that Alternative Provision places are available for those who most need them, as well as improved relationships with families.
- 6.8 One of the key factors contributing to the success of the Turnaround Project was the perception of staff as independent to both The Harbour School and the mainstream school. It is therefore proposed that this work is located as part of the Inclusion Outreach Service, alongside the Multi-Agency Behaviour Support Service, with accountability to the Inclusion Group.



7. Equality impact assessment

- 7.1 An equality impact assessment is not required as the recommendations do not have a negative impact on any of the protected characteristics as described in the Equality Act 2010.

8. Legal implications

- 8.1 Local authorities are required to inform and consult with the Schools Forum in respect of financial issues relating to arrangements for pupils with special educational needs.
- 8.2 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).
- 8.3 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.
- 8.4 The recommendations sought in this report contribute towards monitoring the value for money provision in the High Needs Block and assisting the local authority in managing demand on the High Needs Block funding to ensure the LA can continue to meet its statutory duties.

9. Head of Finance comments

- 9.1 In February 2021, Schools Forum endorsed and the Cabinet Member approved the Dedicated Schools Grant (DSG) budget for 2021-22. The budget contained funding for both the SEND Hub and AV1 Robots as detailed in the report.
- 9.2 At the time of approving the budget a decision had not been made on the proposals regarding the reintegration of pupils from Alternative Provision back to their mainstream school. Should the proposals be endorsed by Schools Forum and subsequently approved by the Cabinet Member for Children, Families and Education, the DSG budget will be revised to include the part-year costs and brought to a future meeting for approval.

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



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

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Signed by:

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