

Date: Friday, 24 June 2016

Democratic and Members' Services

Quentin Baker

LGSS Director: Lawand Governance

10:00hr

Shire Hall
Castle Hill
Cambridge
CB3 0AP

**Kreis Viersen Room
Shire Hall, Castle Hill, Cambridge, CB3 0AP**

AGENDA

Open to Public and Press

- 1 Appointment of Chairman/ Chairwoman and Vice Chairman/
Chairwoman**
- 2 Apologies for Absence**
- 3 Minutes of the Extraordinary Meeting on 13 April 2016 5 - 26**
- 4 National Funding Formula**
Report to follow if an announcement is made.
- 5 Maintained Schools and Dedicated Schools Grant (DSG) Financial 27 - 36
Health**
- 6 Pilot to Support Primary Aged Pupils with Social, Emotional and 37 - 54
Mental Health (SEMH) Difficulties - Project Evaluation**
Members are invited to note the report and to consider whether to
accept the recommendation that a further paper be submitted to the
October meeting containing an evaluation of the project and a business

case outlining possible models of support and funding options.

- | | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 7 | Composition of Cambridgeshire Schools Forum Update | 55 - 58 |
| | To note the Clerk's report and consider whether members are content to take no further action at this stage on reviewing arrangements for electing academies members in the light of the current uncertainty regarding the future role of Schools Forums. | |
| | ITEMS FOR INFORMATION | |
|
8 |
Child and Adolescent Mental Health (CAMH) Update |
59 - 68 |
|
9 |
Forward Plan |
69 - 70 |
|
10 |
Assessment from Sub-Group Meetings and Feedback from Headteachers' Steering Groups | |
| | Members are invited to share feedback from their respective groups. | |
| 11 | Date of Next Meeting: Friday 14 October 2016 at 10.00am, Kreis Viersen Room, Shire Hall, Cambridge. | |

The Cambridgeshire Schools Forum comprises the following members:

Mr Philip Hodgson (Chairman) Dr Alan Rodger (Vice-Chairman)

Sue Blyth Lucie Calow Kate Coates Susannah Connell Mr Nathan Crawley-Lyons Jonathan Culpin Tony Davies Mr Alistair Day Kate Evans Mr Andrew Hutchinson Mr Nathan Jones Mr Andy Matthews Jackie North Deborah Parfitt Anna Reeder Barry Smethurst Kim Taylor Rikke Waldau and Mr Mark Woods

For more information about this meeting, including access arrangements and facilities for people with disabilities, please contact

Clerk Name: Richenda Greenhill

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Clerk Email: Richenda.Greenhill@cambridgeshire.gov.uk

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CAMBRIDGESHIRE SCHOOLS FORUM: MINUTES OF EXTRAORDINARY MEETING

Date: 13th April 2016

Time: 10.00am – 12.01pm

Place: Kreis Viersen Room, Shire Hall, Cambridge

Present: P Hodgson (Chairman), L Calow, J Culpin, T Davies, A Matthews, L Murphy, D Parfitt, A Rodger (Vice-Chairman), B Smethurst, K Taylor and R Waldau

Observers

Councillor P Downes	Cambridgeshire County Council
Councillor J Whitehead	Cambridgeshire County Council
G Fewtrell	Teachers' Unions

Observer at the invitation of the Chairman: S Tinsley - CSH Finance

Officers

J Davies, K Grimwade, M Moore, R Sanderson, M Teasdale and M Wade

Apologies: Forum Members: S Blyth, K Coates, S Connell, A Day, K Evans, J Harrison, T Jefford, J North, and M Woods
Observers: Councillor D Harty

ACTION

129. INTRODUCTIONS

The Chairman welcomed Lucie Calow, the recently appointed Maintained Special School representative to her first meeting of Forum and invited members to introduce themselves. *(Note: Kim Taylor is now the Academies Special School representative and Kate Coates has replaced Lisa Murphy as one of the Maintained Primary School representatives)*

130. MINUTES

The minutes of the meeting held on 15th January 2016 were confirmed as a correct record and signed by the Chairman.

The following matters arising were raised:

(a) Minute 114 (b) – Special Educational Needs (SEND) Workshop Feedback

It was noted that this item was included later on the agenda.

It was confirmed that in relation to the action in the minutes, the Head of Commissioning Enhanced Services, Judith Davies had met with the Vice-Chairman to discuss Special Educational Needs funding, the latter confirming it had been a very useful meeting in

terms of receiving a greater understanding of the various budgets used to support High Needs funding. There was discussion on achieving better value for money through focussing on priorities.

(b) Other Minute Actions set out on Page 2 of the Minutes

These were either the subject of reports scheduled for later Forum meetings or the next report on the agenda.

(c) Minute 123 Schools Budget 2016/17: Dedicated Schools Grant (DSG) Update

i) DSG Allocation

Regarding the action for the Strategic Finance Manager, Martin Wade (MW) confirmed he had spoken with the relevant official at the Department for Education (DfE) on proposals relating to early year's funding and while further information had been obtained, he had still to receive the information on the funding implications.

ii) Application of Income Deprivation Affecting Children Index (IDACI) Data

It was confirmed that the application for DfE approval to apply the previous year's IDACI data for those schools most adversely impacted by the revisions to the data, to smooth the transition to the new arrangements, had been successful. It had subsequently been included in the Budget with the monies distributed to the schools during January and February.

d) Minute 125. Special Educational Needs (SEND) Action Plan

i) An action at the previous School Forum was for Forum to be represented on the task force working on the SEND Action Plan. Dr Alan Rodger, Vice-Chairman had been appointed and he had now met with MW and the Head of Service: Commissioning Enhanced Services, Judith Davies.

ii) The Action from the Strategic Director to submit an information paper to a future meeting of the Forum outlining the issues facing CAMHS was included on the agenda plan for a later meeting. In terms of providing details of both the action that had already been undertaken and what was planned to address the issues, this was still outstanding. **Action: Meredith undertook to circulate a briefing paper following the meeting.**

M Teasdale

Kim Taylor, the Academies Special School representative, made the point that the SEND Action Plan required to be aligned with the overarching SEN Strategy. **She agreed to undertake the necessary check.**

K Taylor

131. NOTES FROM WORKSHOP ON SCHOOLS AND HIGH NEEDS FUNDING REFORM HELD ON 16TH MARCH 2016

This workshop had replaced the Schools Forum meeting originally scheduled on the same date.

The notes of the workshop session were received and noted without comment.

132. NATIONAL FUNDING FORMULA CONSULTATION STAGE 1 : DRAFT RESPONSE

Due to the short timescales involved in terms of receiving and collating responses to the consultation which had only been issued by the Department of Education on 7th March, this report had been circulated as a late, separate despatch the previous week.

The Strategic Finance Manager (Children's and Schools) highlighted the key points of the Schools National Funding Formula consultation document included the following proposals:

- For 2017/18 and 2018/19 to continue the current “soft” arrangements with Schools Forum and the Local Authority (LA) having a key role in the budget setting process.
- For 2019/20 that funding would be allocated through a “hard” formula directly from the Department for Education (DfE) to schools. This removes the requirement for Schools Forum or LA involvement.
- From 2019/20 the school level budgets would allocate funding across 4 main headings; 1) per pupil costs, 2) additional needs costs (deprivation, prior attainment etc.), 3) school costs (lump sum, rates, sparsity etc.) and 4) geographic costs (area cost adjustment).
- A fourth funding block, the “central schools block” would be created, allocated on a per pupil formula, and would cover functions previously met from the Dedicated Schools Grant (DSG) and Education Services Grant (ESG). (e.g. School admissions, servicing of schools forums, fees to independent schools for pupils without SEN, education welfare services, asset management, statutory and regulatory duties).
- For 2017/18 and 2018/19 LA's would not be able to move funding between funding blocks as currently allowed, which would significantly reduce flexibility to address pressures.
- From 2019/20 the current de-delegation arrangements would also end, which would impact on some services to schools.
- Although growth had been recognised, the initial proposal was to fund growth on the basis of historic spend in 2017-18 and 2018-19, and “explore” whether this funding could be distributed on a formulaic basis from 2019/20.

Draft responses to the two consultation documents were included as Appendices A and B to the report. It was explained that CSH and CPH would be providing their own responses with CPH's Finance Committee's response comments having been circulated to Forum members the day before the meeting, along with a proposed addition to be included on question 14 on growth provided by the CambridgeAhead Group.

It was agreed to take each question in order with Forum invited to comment or makes suggestions for any changes to the draft responses before their final submission on 19th April.

Appendix A Schools National Funding Formula Consultation Closing Date 17th April 2016 Principles for a reformed funding system

Question 1: Do you agree with our proposed principles for the funding system? The proposed response was to answer 'Yes' with text response as set out.

Comments on the proposed text included;

- The unit values in the new funding formula on basic need to be based on evidence of costs ahead of targeted funding.
- As a general issue the question was raised whether the responses to this and other questions should be changed to say no and then putting the comments. In reply it was highlighted that as fair funding had been the goal for Cambridgeshire for many years and was what the Authority were fundamentally seeking it should remain as yes. The responses in the document were very specific when the response being suggested was no.
- The Special Schools academy advisor made the suggestion that funding should be linked to equality analysis as part of the overall principles. She highlighted that part of the problem was that the High Needs data was only produced every three to four years as opposed to annually, and that it made sense for the data to be refreshed annually. (*Note: Additional wording was provided following the meeting for Question 26 equality analysis as being the appropriate place to include such information while the High Needs consultation response covered the other issue raised*))
- It was agreed to make changes to the text to reflect comments made.

The structure of the funding system

Question 2 Do you agree with our proposal to move to a school-level national funding formula in 2019-20, removing the requirement for local authorities to set a local formula? The proposed response was to answer 'No' with text response as set out.

Comments on the proposed text included;

- Raising concerns on the capacity of the EFA/ DFE to be able to support all schools converting to academies as was being proposed and administer budgets for all schools at a national level, as the Government was not providing additional money.
- CSH finance would be responding yes to this question but would require further clarity of the exact future role of the local authority and the School's Forum .
- One Councillor observer highlighted how difficult it was currently for a local authority to influence the DfE and therefore if individual schools felt they had been treated unfairly in their funding allocation, it was suggested that it would be almost impossible for an individual school to state their case as a lone voice. On this basis there was a strong argument for retaining the Schools Forum working with the LA in terms of the current flexibility to be able to respond to local need and provide additional support / funding where required.
- Other Forum member made the point regarding the role of the Local Authority being well placed to co-ordinate joined up services with health for disadvantaged children / local deprivation need which would not be possible under a national formula arrangement and the proposed reduced role for the local authority.
- As a general point to ensure the style of the final response submitted was positive, it was suggested avoiding the use of words such as 'no' and 'not'.

It was agreed to make changes to the text to reflect comments made but to support the officer proposal.

Building block A: per-pupil costs

Question 3 Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and key stage 4? The proposed response was to answer 'Yes' with text response as set out.

Comments on the proposed text included;

- Primary heads highlighted the need for differential primary rates to reflect the differences for reception, Key Stage (KS) 1 And KS2 Pupils which should be expanded in the final response to highlight the differentials as a result of class size legislation. They further highlighted the increasing exam burden costs being placed on primary schools and the significant costs of additional staff attached to reception. They suggested that the historical argument for secondary schools requiring higher funding was no longer appropriate.
- A Secondary school representatives made the point that as GCSE subjects were now being undertaken at the end of KS3,

there was a blurring of where KS3 ended and KS4 started.

It was agreed to make changes to expand further on the current text.

Building block B: additional needs factors

4a Do you agree that we should include a deprivation factor? The proposed response was 'Yes' as per Cambridgeshire's current formula which was agreed.

4b Which measures for the deprivation factor do you support? Of the three shown:

Pupil-level only (current Free Schools Meals (FSM) and Ever6 FSM)

Area-level only (IDACI)

Pupil- and area-level

Pupil and Area Level was being recommended for the reasons set out in the draft response.

Discussion included:

- Whether working tax credits could be used as an indicator for deprivation as they are for Funded 2s, as there were issues, especially for schools with large numbers of Eastern Europeans who were working and therefore not meeting FSM criteria, which impacted on schools not attracting deprivation and pupil premium funding where need may be high. National Funding was not reacting to such regional changes.
- That IDACI was not sensitive to varying circumstances within particular areas due to the size of the output areas (covering multiple streets) and was not differentiating between the different needs within the area, especially those with houses of multiple occupations (HMO). It was therefore argued that a more precise mechanism was still required to target those schools in an area with additional need.
- As the IDACI data was only refreshed at 5 yearly intervals, this caused great variations when updated and also meant the factor was slow to respond to local changes.

It was agreed the text should highlight issues around deprivation funding.

Question 5 Do you agree we should include a low prior attainment factor? The proposed response was to answer 'Yes'.

- Primary heads made the point that Key Stage 1 results over a three year average were a better indicator to show early attainment / or where children were struggling, rather than Key Stage 2 in terms of the allocation of funding need.
- The secondary representative made the point that the quality of the data should not fluctuate.

Question 6a Do you agree that we should include a factor for English as an additional language? The proposed response was Yes as per Cambridgeshire's current formula. This was supported.

Question 6b Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)? The proposed response was Yes.

Primary Heads indicated that they would be recommending in their response that EAL 6 should be considered.

Building block C: school costs

Question 7 Do you agree that we should include a lump sum factor?

Question 8 Do you agree that we should include a sparsity factor?

The proposed draft response of yes with the text shown for both was supported.

Question 9 Do you agree that we should include a business rates factor? The proposed draft response was to answer yes with text as set out

Comments included:

- Secondary Heads Finance indicating that they would be responding 'No', as they believed it should be based on the current reclaim model now. Ideally they would wish to see the removal of the need for academies to pay rates altogether. The issue was the lack of speed the money came back into the system which often resulted in cash flow issues.
- Primary heads suggested that it must be based on receiving a 100% refund.
- One non-voting member queried whether the response should be 'no' as all educational establishments should be exempt from business rates and that they should be outside of the schools formula and made by a transfer from the overall DSG to reimburse billing authorities,

It was agreed the wording in the response would be revised to reflect the comments made.

Question 10 Do you agree that we should include a split sites factor? Proposed response 'Yes' with text was supported.

Question 11 Do you agree that we should include a private finance initiative factor?

Proposed response was Yes.

- CSH Finance only supported this for existing contracts rather than new contracts.
- For the County Council this only affected one school 'Thomas Clarkson' but was more an issue nationally and if not included, could have a massive impact in other areas.

The response was supported.

Question 12 Do you agree that we should include an exceptional premises circumstances factor? The proposed response was yes and was supported.

Question 13.

Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors? For the four factors shown the proposed response was as follows which were supported by Forum:

Business rates	No
Split sites	Yes
Private finance initiative	Yes
Other exceptional circumstances	Yes

Building block C: growth

Question 14 Do you agree that we should include a growth factor? The proposed response of 'Yes' and text was supported.

Question 15 Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend? The proposed response was 'No'.

An additional suggested paragraph to the response had been circulated by e-mail to the Forum the day before the meeting provided by the CambridgeAhead Group which with more details on growth in Cambridgeshire suggested in order to strengthen the response.

In discussion:

- It was suggested that percentage growth figures were not sufficient and what should also be included was the projection of the additional pupils this growth represented and the number of additional schools that would need to be provided.
- CSH Finance would be responding 'yes' in the short term but in the longer term clarity was required on who commissioned new schools to cope with growth and whether this would be the LA or the EFA. They considered that the money put aside for growth was considerably more than some LA's who currently put nothing aside. The counter argument was that the an current amount was also less than some other LA's.

- It was agreed that the final response should be strengthened to include greater information of the impact of growth in Cambridgeshire.

Building block D: geographic costs

Question 16a Do you agree that we should include an area cost adjustment? The proposed response Yes and text was supported

Question 16b Which methodology for the area cost adjustment do you support? - general labour market methodology **or hybrid methodology** The latter in bold was supported.

In discussion it was highlighted that this was a mechanism to keep the London Weighting. There were different problems in different areas of Cambridgeshire with incentives required to try to encourage teachers to teach in Fenland schools and that it needed to be recognised that there were significant issues on recruitment in areas of high cost such as Cambridge and areas outside of London.

It was agreed that the text response should be expanded to reflect the discussion.

Factors not included in the formula

Question 17 Do you agree that we should target support for looked-after children and those who have left care via adoption, special guardianship or a care arrangements order through the pupil premium plus, rather than include a looked-after children factor in the national funding formula? The proposed response 'Yes'

The Special Schools Academy representative took the view that Pupil Premium Plus should be kept separate from Pupil Premium, the latter of which was attached to schools to use at their discretion. The Director of Learning, Keith Grimwade spoke in favour of retaining the current arrangements of the Pupil Premium Plus being the responsibility of the Head of the Virtual School as all except £100 of PP+ was allocated to pupils, with the LA looking for the evidence of the spend. In this way there was assurance that the money was used to support Education outcomes.

Question 18 Do you agree that we should not include a factor for mobility? The proposed response was Yes. It was indicated that currently there was no data set at the moment to accurately fund it.

One Councillor observer raised concerns of schools regarding whether there was any guidance available to headteachers on what it was. As this was a significant factor for some schools, linked to specific circumstances such as military families, the question should be raised on whether it could be linked to the service children 'Pupil Premium'. The Primary Heads made the point that £300 per pupil did not deal with

the large fluctuations that could occur.

Action: The Director of Learning to check whether there were examples of best practice which could be shared wider.

**Keith
Grimwade**

Question 19 Do you agree that we should remove the post-16 factor from 2017-18? The response of 'Yes' was agreed as it was not currently a factor within the Cambridgeshire formula.

Transition to the reformed funding system

Question 20 Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18? The proposed response was 'No' for the reasons set out in the text in the appendix. In discussion the point was made for the need to argue for a properly funded High Needs Block.

Question 21 Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee? The proposed response was 'Yes'.

In discussion it was suggested that there needed to be a comment added on the speed of transition and also the cost of change when running two systems in parallel.

Funding remaining with local authorities

22 Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula? The proposed response was 'No' as more clarity is required at to exactly what the roles and responsibilities of the LA would be going forward.

The appropriateness of a per-pupil formula was dependent on a) the future responsibilities and b) the proposed funding rate. There were issues in respect of fixed costs and the statutory requirements still in place for LA's. It was noted that from 2017 LA's would no longer have responsibility for school improvement and concerns were expressed about how intervention and support would be provided to schools. This should be highlighted in the response.

23 Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities? The response to this was no. There was strong support for the view that schools should not be expected to pick up deficits of schools converting to academies.

Additionally with the agreement of the Chairman, a supporting report was tabled. (Appendix A to these Minutes).

Dedicated Schools Grant (DSG) Base Line Exercise

As referred to in the consultation, the Education Funding Agency (EFA) was carrying out an exercise to establish revised baselines for the three blocks of the Dedicated Schools Grant (Schools, Early Years and High Needs) and split the DSG into four blocks in 2017-18 the fourth being the Central Schools Block comprising centrally retained DSG (plus the retained duties element of the Education Services Grant) The EFA were proposing to introduce national funding formula for the 3 existing blocks to better match funding to need and was intending to consult later in the year on Early Years funding reform. The EFA needed to establish accurate 2016-17 baselines on which to base 2017-18 allocations. Section 2 of the report set out the planned DSG expenditure for 2016-17 with the revised baselines having been submitted to the EFA by the 12th April deadline.

It was explained that the next return required to be submitted by the LA to the EFA was historical commitments on central expenditure expected to be included in the 2017-18 financial year. Section 3.3 set out the budgets approved by Schools Forum on an annual basis showing the amounts for 2015-16 and final amounts for 2016-17. Section 3.4 set out the details of planned spend in 2017-18 across six sections reflecting specific expenditure lines from the Section 251 return.

It was highlighted that at present the arrangements in respect of the contribution to Children's Services, Early Intervention Family Workers and Tree Maintenance had no specific end dates and there was a request to support continuation of the current arrangements for 2017-18 for the purpose of the required return. The final approach for 2017-18 would be dependent on the outcome of the consultation, which would be presented to a Schools Forum meeting once relevant information was received. Where expenditure was linked to ongoing contracts, the expectation was that they would continue until their current terms expired.

Councillor Whitehead suggested footnotes were required on other spends such as school transport which were financed from other sources, as well as the need for a note on growth.

It was resolved to:

- a) In principal to support the ongoing arrangements in respect of the contribution to Children's Services, Early Intervention Family Workers and Tree Maintenance into the 2017-18 financial year
- b) To support the ongoing arrangements for existing contracts.

The education services grant

Question 24 Are there other duties funded from the education services grant that could be removed from the system? As requested in Q22, further information on statutory duties was required was supported.

Question 25 Do you agree with our proposal to allow local authorities to retain some of their maintained schools' DSG centrally – in agreement with the maintained schools in the schools forum – to fund the duties they carry out for maintained schools? The suggested response was 'Yes' to provide some potential flexibility in future, but the LA disagreed with the basic principle, which removed the ability to de-delegate and appeared to be moving the costs from LAs to maintained schools without transitional protection.

Primary Heads indicated that they were looking for parity of funding between academies and maintained schools for the same activities.

Equality analysis

Question 26 Please provide any comments on the equality analysis. The equality analysis set out the potential impact of the proposals on protected characteristics. MW had not a chance to look at this and therefore invited comments to be sent to him outside of the meeting for potential inclusion. **Action All members of Forum.**

Kim Taylor indicated that their response supported more research being undertaken into Children's Mental Health to help schools in their role in supporting children with mental health issues.

Appendix B High Needs Funding Reform Consultation

In introducing the proposed responses to the consultation document, MW explained that this consultation was harder to respond to due to the current lack of information and there being few yes or no answers.

Principles for a reformed funding system

Question 1 Do you agree with our proposed principles for the funding system? Proposed response was 'Yes'.

In discussion the primary heads were of the view that the idea that schools should pay the first £6,000 should be abolished, as in their opinion it was a "perverse incentive" in terms of seeking to make schools more inclusive. As a counter point Kim Taylor highlighted that while still arguing for the need for more special needs funding, research from Europe showed that where such funding was centralised, this led to a less inclusive system, encouraging segregation of special needs pupils. Providing funding to schools did encourage inclusion. In addition, a counter argument to the original point made was that fully funded special needs places in schools could also be seen as a perverse incentive.

From the primary point of view it was explained that generic systems were threatened when for example an additional £18k was required to be found to pay for three new statements above that which had already been provided. This required the unpicking of already agreed overall provision. The primary position was that the level of need for a plan could not be assessed until the needs of the pupil became recognised over time and that the issue was that there was no funding at the early stage. From Special Schools perspective, monies for special needs students was provided to both primary and secondary students to be able to develop underlying SEN services within a school, rather than just reacting to new statements as one-off funding burdens.

The proposed response would include additional wording on local arrangements around Alternative Provision derived from developed good practice.

Distributing high needs funding to local authorities

Question 2 Do you agree that the majority of high needs funding should be distributed to local authorities rather than directly to schools and other institutions? The proposed response was 'Yes', as to try to do this at a national level would lead to chaos.

In discussion it was highlighted that the issue was in relation to the time lag for the funding to reach schools when schools had to pay the costs initially and was a real cash-flow issue for smaller schools. The consensus was that the time-lag would be even greater if it was distributed nationally.

Question 3 Do you agree that the high needs formula should be based on proxy measures of need, not the assessed needs of children and young people? The proposed response was 'Yes'.

In discussion:

- The CSH Finance advisor suggested that local proxy measures of need were inconsistent over different local authorities.
- The Academy Special schools representative supported local proxy measures of need, as otherwise if linked to primary / secondary pupils, it would create turbulence and therefore additional monies to schools allowed for continuity of provision for schools and assurance to staff.

Formula design

4 Do you agree with the basic factors proposed for the formula?
The responses proposed were:

Basic entitlement	Agree
Population	Agree
Child health	
Child disability	
Low attainment at key stage 2	
Low attainment at key stage 4	
Deprivation - free school meal eligibility	
Deprivation - income deprivation affecting children index	
Adjustments - for "imports/exports"	Agree

Without understanding the relative weightings / values to be applied, and due to concerns over data quality, it was not possible to provide a considered view on the majority of proposed factors.

Linked to question 9 The Academy special schools representative disagreed with the child health factor due to the scant evidence available, which was only collected every few years and she suggested more should be provided to child disability.

On questions 10-14 of Appendix B it was indicated it was difficult to respond to these due to the lack of detail on the Early Years Block and as they were not simple yes or no answers.

A question was raised regarding the addition to question 10 on how much flexibility there would be for the High Needs Block if it was no longer possible to move funding from the main block. In response it was indicated that it was difficult to know how Government would analyse the responses due to the fact that they were not simple yes or no answers.

In reply to what the potential losses of moving to a formulaic grant were estimated to be, it was indicated that unless the High Needs Block was given a high weighting for population, Cambridgeshire would lose out.

On 5 it was suggested that factors that needed to be considered if a funding formula was to be worked out for hospital education should be listed.

All other responses as set out in appendix B to the report were agreed as set out, unless additional suggestions were provided post meeting.

It was resolved to note the report.

133. FORWARD PLAN

The forward plan was noted.

134. DATES OF FUTURE MEETINGS

The next meeting would be held on 10 a.m. Friday 24th June 2016 subject to the potential need for an additional extraordinary meeting to

agree the response to phase 2 of the consultation.

The agreed dates for future meetings of the Forum were noted as follows:

- 10 a.m. Friday 14th October 2016
- 10 a.m. Wednesday 14th December 2016*
- 10 a.m. Friday 27th January 2017*
- 10 a.m. Friday 17th March 2017
- 10 a.m. Friday 7th July 2017

Chairman
24th June 2016

DEDICATED SCHOOLS GRANT (DSG) BASELINE EXERCISE

To: Cambridgeshire Schools Forum
Date: 13th April 2016
From: Martin Wade - Schools Finance Manager

1.0 INTRODUCTION

- 1.1 As referred to in the consultation on school funding reform, the Education Funding Agency (EFA) are carrying out an exercise to establish revised baselines for the blocks of the Dedicated Schools Grant (DSG). In 2013-14 the DSG was split into 3 blocks (schools, early years and high needs). However, due to historical anomalies some of the splits applied at that time did not correspond to the actual pattern of expenditure. Moreover, local authorities have been able to transfer funding between the blocks since 2013-14. For both these reasons, authorities' patterns of spending can be very different from the pattern in which the blocks are allocated to them in the DSG settlement.
- 1.2 As part of the consultation it is being proposed to split the DSG into 4 blocks in 2017-18; the fourth block being the central schools block, comprising centrally retained DSG (plus the retained duties element of the Education Services Grant). The EFA are proposing to introduce national funding formulae for the 3 existing blocks, to better match funding to need and are intending to consult later in the year on early years funding reform.
- 1.3 The EFA therefore need to establish accurate 2016-17 baselines upon which to base 2017-18 allocations through the national funding formulae. As a result this baseline exercise gives local authorities the opportunity to provide a more accurate starting point for each block, constrained to their overall 2016-17 DSG allocation.

2.0 BASELINE EXERCISE

- 2.1 Following review of all of the planned DSG expenditure for 2016-17 the revised Cambridgeshire baselines have been submitted to the EFA by the 12th April deadline:

Funding Block	£m
Individual school budget allocations	£322.337
Growth Fund	£2.000
Central schools block	£6.648

High needs block	£61.806
Early years block	£22.482
Total (= 2016-17 DSG allocation)	£415.272

The overall figures exclude 2 year old funding and Early Years Pupil Premium and compare to the actual DSG allocations as follows:

Funding Block	£m
Schools block allocation	£328.054
High needs block allocation	£65.186
Early years block allocation	£21.920
Other (NQT) allocation	£0.112
Total (= 2016-17 DSG allocation)	£415.272

- 2.2 The differences between actual spend and funding allocations reflect both the historical funding position prior to 2013-14 and subsequent decisions in respect of transfers of funding. For example in 2013-14 due to the way in which statements of SEN were funded prior to the national reforms additional funding had to be delegated to schools to reflect the requirement for the first £6,000. In following years funding has moved between funding blocks to meet pressures on both High Needs and Early Years.

3.0 CENTRAL SCHOOLS BLOCK

- 3.1 The next return the EFA require the LA to complete in respect of their baseline exercise is identifying historical commitments on central expenditure the LA expect to include in the 2017-18 financial year. This needs to be completed by 27th May 2016.
- 3.2 As a result of changes announced by DfE in 2012, the finance regulations restrict a number of central schools block lines (capital expenditure funded from revenue, combined budgets, termination of employment costs, prudential borrowing and miscellaneous purposes provided the expenditure does not amount to more than 0.1% of the authority's schools budget) to historic commitments no higher than the budgets set in 2012.

- 3.3 This means that the decision to incur specific amounts of expenditure against these lines in particular future years must have been made prior to 1st April 2013. It does **not** mean that there was a decision just to maintain a budget of indefinite size for an indefinite period for that purpose.
- 3.3 Subsequently, these budgets are approved by Schools Forum on an annual basis and the table below shows the amounts for 2015/16 and final amounts for 2016/17.

Service/Function	2015/16 Amount	2016/17 Amount	Comments
Growth Fund	£1,750,000	£2,000,000	Increased to reflect need
Falling Rolls Fund	£0	£0	Falling roll fund only applies to good and outstanding school where growth is expected within 3 years.
Infant Class Size Requirement	£0	£0	Overall cost deemed too high to put in place – complex to administer.
Back-pay for equal pay claims	£0	£0	No expenditure in this category
Remission of boarding fees	£0	£0	No expenditure in this category
Places in independent schools for non-SEN pupils	£0	£0	No expenditure in this category
Admissions	£404,757	£404,757	No increase in expenditure allowed
Servicing of Schools Forum	£801	£3,000	Increased to reflect costs
Capital Expenditure from Revenue	£1,537,540	£1,537,540	Includes broadband contract

Contribution to Combined Budgets	£4,657,237	£4,312,208	Reduced – Early Years costs moved to Central Expenditure for U5s
Existing Termination of Employment Costs	£0	£0	No expenditure in this category
Schools Budget Funded Prudential Borrowing Costs	£0	£0	No expenditure in this category
Schools Budget Funded SEN Transport Costs	£0	£0	No expenditure in this category

- 3.4 The EFA require the LA to submit details of planned spend for 2017-18 across six sections reflecting specific expenditure lines from the Section 251 return.

Section 251 Budget Line	2016/17 Budget	Description
1.4.1 Contribution to combined budgets	£4.31m	£3.53m – contribution to Children’s Services £0.73m – Early Intervention Family Worker (previously Parental Support Advisors), £0.05m – Residual CPH Funds and EPM Contract
1.4.4 Termination of employment costs	Nil	
1.4.6 Capital expenditure from revenue (CERA)	£1.54m	£1.46m – Cambridgeshire Public Services Network (CPSN) Broadband Contract, £0.08m – Tree Maintenance
1.4.7 Prudential borrowing costs	Nil	
1.4.9 Equal pay - back pay	Nil	
1.4.12 Exceptions agreed by Secretary of State	£0.4m	National Copyright Licence arrangements

- 3.5 For combined budgets, the DfE accept that there is a commitment where there are ongoing staffing costs with permanent contracts as part of a service funded under this line, and where it is clear that the commitment extended at least as far as financial year 2017-18, for example if the schools forum have not stated a specific end date for their agreement. They recognise that various wider children’s services teams often receive funding under this line. However this should not prevent authorities though from seeking efficiencies or delegating more funding to schools over time.
- 3.6 At present the arrangements in respect of the contribution to Children’s Services, Early Intervention Family Workers and Tree Maintenance have no specific end dates. As such we would request that Schools Forum support the continuation of the current arrangements into 2017-18 for the purpose of the required return to the EFA. The final approach for 2017-18 will be dependent on the outcome of the consultation and will be

presented to Schools Forum later in the summer or autumn term on receipt of this information.

- 3.7 Where expenditure is linked to ongoing contracts such as CPSN and EPM the expectation is that these contracts will continue until their current terms expire. Likewise the National Copyright Licence arrangements will continue unless changed by the DfE.

4.0 ACTION

- 4.1 **Members of Schools Forum are asked to support the ongoing arrangements in respect of the contribution to Children's Services, Early Intervention Family Workers and Tree Maintenance into the 2017-18 financial year.**
- 4.2 **Members of Schools Forum are asked to support the ongoing arrangements in respect of existing contracts.**

MAINTAINED SCHOOLS AND DSG FINANCIAL HEALTH

To: Cambridgeshire Schools Forum

Date: 24th June 2016

From: Martin Wade – Strategic Finance Manager – Children’s & Schools

1.0 INTRODUCTION

- 1.1 This paper analyses the 2015-16 **final** closing balance position of maintained schools and the overall Dedicated Schools Grant (DSG) as at 31st March 2016.

Please note: the figures below are based on the year-end returns from schools. However, following further validation of the Consistent Financial Reporting (CFR) returns the final information on Schools balances published by the DfE may differ slightly.

2.0 MAINTAINED SCHOOL BALANCES

- 2.1 The table below shows rounded balances for each sector. These balances **exclude** Community Focussed Extended Schools, Capital and Banker funds.

	31st March 2015 £m (original published balances)	31st March 2015 £m (amended for in-year academy conversions)	31st March 2016 £m	Change £m
Nursery Schools	0.5	0.5	0.6	+0.1
Primary Schools	11.0	10.6	13.7	+3.1
Secondary Schools	0.0	0.0	0.0	0.0
Special Schools	1.5	1.1	1.1	0.0
Pupil Referral Units (PRUs)	0.1	0.1	0.1	0.0
Sub Total	13.1	12.3	15.5	+3.2
Other Balances (incl. Pools and Contingency Funds, Community Focussed Extended Schools and Sports Centres)	6.6	6.6	3.9	-2.7
TOTAL	19.7	18.9	19.4	+0.5

- 2.2 **Appendix A** provides maintained school revenue balances as at 31st March 2016. It must be noted that further to the DSG, schools budgets include funding from the Education Funding Agency (EFA) for Post 16 funding, in year funding for items such as pupils with statements and additional grants such as the Pupil Premium, and PE and Sport grant. Pupil Referral Units (PRU's) are now also included in the school balances as now have delegated budgets and are subject to carry forward in the same way as schools. Schools that had converted to Academy status prior to 31 March 2016 are no longer reported by the Local Authority and therefore are not included within the figures.
- 2.3 The change in individual schools balances can be attributed to several reasons:

- Additional funding as part of the Minimum Funding Levels (MFL) allocation in 2016/17.
- Some schools have delayed or cancelled spending decisions due to the uncertainty around future years funding amounts.
- Some schools have chosen to apply balances in 2015/16 to maintain current staffing levels and class structures.
- Pressures on capital funding have also led some schools to reconsider and reprioritise revenue resources to allow for the possibility of capitalisation in future years.

2.4 The table below provides a summary of the value of **surplus** revenue balances held by maintained schools (excluding academy convertors).

Surplus	Nursery	Primary	Secondary	Special	Total
£0k - £10k	0	4	0	0	4
£10k - £20k	0	7	0	0	7
£20k - £60k	2	45	1	0	48
£60k - £100k	2	61	0	2	65
£100k - £150k	3	32	0	0	35
£150k - £200k	0	6	0	1	7
£200k - £300k	0	5	0	2	7
£300k - £400k	0	2	0	1	3
£400k+	0	0	0	0	0

2.5 The following table shows the number of maintained schools that have an excessive balance, using the revised criteria agreed by Schools Forum in April 2011.

Sector	Schools with an excess > 8% ISB / £40k and <u>below</u> the floor targets 31.3.16	Schools with an excess > 16% ISB / £80k and <u>below</u> the floor targets 31.3.16	Schools with an excess > 16% ISB / £80k and <u>above</u> the floor targets 31.3.16
Nursery	0	0	4
Primary	10	1	28
Secondary *	0	0	0
Special	0	0	1
Total	10	1	33
* Secondary below floor target % excess limit is 5% ISB. General excess limit is 10% ISB.			

2.6 The table on the following page shows the number of maintained schools that ended 2015/16 with a deficit revenue balance:

Sector	Schools with Reported Deficit Balances as at 31st March 2016
Nursery	0
Primary	3
Secondary	0
Special	1
Total Schools	4

2.7 The table below shows the value of these deficit balances:

Deficit	Nursery	Primary	Secondary	Special	Total
£100k+	0	0	0	0	0
£60k - £100k	0	0	0	0	0
£20k - £60k	0	1	0	1	2
£10k - £20k	0	2	0	0	2
£1k - £10k	0	0	0	0	0

3.0 SURPLUS BALANCES

3.1 Schools Forum previously agreed to a relaxation of the balance control mechanism. An excessive balance is classed as:

- over 16% of ISB or £80,000 for nursery, primary and special schools
- over 10% of ISB for secondary schools

Or, where a school is below the national educational floor targets:

- over 8% of ISB or £40,000 for nursery, primary and special schools
- over 5% of ISB for secondary schools

3.3 Table 2.5 shows that very few schools that are above the education floor targets have a very excessive balance over 16% of ISB / £80k. Reasons for the excess balances will be requested from all schools, and appropriate challenge provided.

3.4 All schools that are below the education floor targets and had an excessive balance above 5% ISB (secondary) or 8% ISB / £40k (all other schools) will be contacted by the Local Authority Learning Directorate to discuss whether plans for using the excess balance will help to raise attainment levels.

4.0 SCHOOLS IN OR FACING FINANCIAL DIFFICULTY

4.1 The number of schools with a deficit had substantially reduced over the last 3 years, as well as the level of deficits. However, at least 4 maintained schools will be required to apply for a deficit licence for 2016/17.

4.2 Where a school does apply for a deficit licence, the application must include a multi-year recovery plan, detailing actions the school will be taking to repay the accumulated deficit.

- 4.3 Schools requesting a deficit licence will be visited by Internal Audit (unless previously visited) to provide a view on the finance processes, reporting and governance.

5.0 SCHOOLS FINANCIAL VALUE STANDARD (SFVS)

- 5.1 The SFVS was introduced in 2011 assist schools in managing their finances and to give assurance that they have secure financial management in place. Governing bodies have formal responsibility for the financial management of their schools, and so the standard is primarily aimed at governors.
- 5.2 Maintained schools, including PRUs are required to complete the SFVS on an annual basis and submit to the Local Authority. All maintained schools submitted by the 31st March 2016 deadline. As previously reported, SFVS will not be externally assessed; rather the LA will use schools' SFVS returns to inform the programme of financial assessment and audit.

6.0 OVERALL DSG POSITION

- 6.1 As part of the final notes to the accounts there is a requirement to report the overall DSG position as at the end of 2015/16 and the total amount to be carried forward to 2016/17. For DSG purposes, grant allocated to the Individual Schools Budget (ISB) is taken to have been spent as soon as it is deployed – i.e. passed to schools' budget shares. There is no requirement to track DSG through the ISB to its use by individual schools, and changes in balances held by schools are not to be recorded in this note.

	Central expenditure £000	Individual schools budget £000	Total £000
Final DSG for 2015-16 before Academy recoupment			412,749
Academy figure recouped for 2015-16			170,610
Total DSG after Academy recoupment for 2015-16			242,139
Brought forward from 2014-15			4,560
Carry forward to 2016-17 agreed in advance			0
Agreed initial budgeted distribution in 2015-16	54,101	192,599	246,699
In year adjustments	0	972	972
Final budget distribution for 2015-16	54,101	193,571	247,671
Less: Actual central expenditure	51,649		
Less: Actual ISB deployed to schools		193,571	
Plus: Local authority contribution for 2015-16	0	0	0
Carry forward to 2016-17	2,452	0	2,452

Please note: Early Years Expenditure for 2, 3 and 4 year olds is included under the ISB heading.

6.2 The overall level of DSG Carry forward has reduced from the levels held at the end of 2014/15 due to:

- Ongoing commitments to Early Years 2 Year Old projects.
- Additional support to growth fund.
- Funding of Primary Social Emotional and Mental Health (SEMH) pilot
- Pressures within High Needs Block – (Pupils with statements/EHCPs)
- Pressures in SEN Placements and Out of School Tuition Budgets.

6.4 In 2016/17 DSG carry forward will be used to fund:

- Residual commitments on Early Years projects.
- Continued rollout of Primary SEMH pilot.
- Temporary increase in Education Other Than At School (EOTAS) devolution for September 2016 – March 2017 to reflect new schools and growth.
- Pressures within DSG funded activities (Growth, High Needs etc.)

As with school balances any carry forward is one-off "cash" and as such is not available on an ongoing basis. Once the in-year position for 2016/17 becomes clearer the base budgets may need to be revisited to reflect the latest position looking forward to 2015/16 and beyond.

7.0 RECOMMENDATION

7.1 Members of Schools Forum are asked to note the contents of the report and approve the planned use of DSG carry forward as set out in 6.4.

Appendix 1 (School Revenue Balances as at 31st March 2014, 31st March 2015 and 31st March 2016):

School Name	2013/14 £	2014/15 £	2015/16 £
Brunswick Nursery School	92,337	88,869	112,840
Colleges Nursery School	58,547	17,499	54,590
Histon Early Years Centre	105,525	155,005	143,194
Homerton Children's Centre	48,114	43,558	94,999
Huntingdon Nursery School	84,194	45,334	79,327
Kings Hedges Nursery School	86,362	104,346	105,741
The Fields Early Years Centre	74,165	78,221	42,188
Abbey Meadows Primary School	157,833	49,256	88,094
Abbots Ripton Primary School	17,779	27,643	61,448
Alconbury Primary School	108,492	45,613	45,228
Arbury Primary School	271,284	154,754	141,833
Ashbeach Primary School	43,460	34,641	57,345
Babraham Primary School	38,348	34,616	40,808
Bar Hill Primary School	91,156	83,914	80,675
Barnabas Oley Primary School	4,483	2,361	5,405
Barrington Primary School	33,052	25,792	25,495
Barton Primary School	28,640	29,530	45,068
Bassingbourn Primary School	142,598	93,942	85,559
Beaupre Primary School	44,435	40,418	59,855
Bellbird Primary School	155,849	100,620	99,103
Benwick Primary School	52,296	57,930	83,455
Bewick Bridge Community Primary	88,365	71,481	35,334
Bottisham Primary School	28,455	-8,583	33,313
Brampton Village Primary School	50,291	53,128	56,318
Brington Primary School	129,488	100,858	97,661
Burrough Green Primary School	23,386	33,147	36,437
Burwell Primary School	75,088	55,309	101,049
Bushmead Primary School	25,714	31,233	42,496
Caldecote Primary School	87,254	193,214	132,101
Castle Camps Primary School	53,192	50,422	56,636
Cavalry Primary School	213,615	171,459	145,521
Cherry Hinton Primary School	108,028	108,123	80,881
Cheveley Primary School	67,653	13,727	20,180
Clarkson Infant School	91,566	101,083	115,499
Coates Primary School	88,946	81,536	108,704
Colville Primary School	31,616	23,937	55,610
Coton Primary School	29,149	30,757	60,095
Cottenham Primary School	111,853	92,526	147,710
Ditton Lodge Community Primary	113,812	147,190	149,068
Downham Feoffees Primary School	9,899	20,765	10,358
Dry Drayton Primary School	7,872	27,929	41,058
Duxford Primary School	50,403	69,706	67,537
Earith Primary School	10,672	32,432	29,008

School Name	2013/14 £	2014/15 £	2015/16 £
Eastfield Infant School	147,429	100,902	84,905
Elm Primary School	42,184	76,859	71,340
Elm Road Primary School	126,592	81,096	56,009
Elsworth Primary School	24,100	34,897	35,435
Elton Primary School	7,018	9,128	70,351
Ely St John's Primary School	78,565	47,884	60,268
Eynesbury Primary School	56,011	32,755	41,460
Fawcett Primary School	106,104	59,781	81,003
Fen Ditton Primary School	82,098	67,562	108,774
Fen Drayton Primary School	26,952	27,482	50,265
Fenstanton and Hilton Primary School	52,740	30,170	57,492
Folksworth Primary School	62,967	58,323	94,209
Fordham Primary School	66,724	56,790	91,682
Fourfields Primary School	301,099	270,091	327,901
Fowlmere Primary School	64,292	55,946	95,946
Foxton Primary School	48,133	36,237	33,691
Friday Bridge Primary School	106,430	73,414	50,928
Fulbourn Primary School	102,832	58,269	92,231
Gamlingay First School	49,366	38,198	65,724
Girton Glebe Primary School	1,654	45,659	95,158
Glebelands Primary School	59,882	86,884	108,114
Gorefield Primary School	128,168	143,941	162,060
Great Abington Primary School	51,762	39,769	63,213
Great Gidding Primary School	3,435	-2,586	16,832
Great Paxton Primary School	24,629	36,199	12,264
Great Wilbraham Primary School	17,232	40,378	63,252
Grove Primary School	226,323	278,696	246,427
Gt & Lt Shelford Primary School	14,240	-5,118	23,318
Guilden Morden Primary School	12,106	-1,871	-17,180
Guyhirn Primary School	24,936	75,854	107,203
Hardwick and Cambourne Primary	42,183	39,840	61,280
Harston & Newton Primary School	118,935	110,802	96,649
Hartford Infant School	100,237	122,473	136,810
Hartford Junior School	76,359	69,070	76,739
Haslingfield Primary School	50,314	63,298	95,526
Hauxton Primary School	5,997	5,268	14,357
Hemingford Grey Primary School	70,446	84,877	97,993
Holme Primary School	67,638	59,669	72,013
Holywell Primary School	17,641	33,415	53,875
Houghton Primary School	10,570	21,255	73,512
Huntingdon Primary	45,898	62,467	148,039
Icknield Primary School	42,243	16,584	25,851
Isleham Primary School	56,099	36,692	55,704
Jeavons Wood Primary School	55,125	57,812	126,858
Kettlefields Primary School	22,004	48,218	95,532
Kinderley Primary School	46,831	55,291	63,281
Kings Hedges Primary School	340,548	235,993	236,748

School Name	2013/14 £	2014/15 £	2015/16 £
Lantern Primary School	107,039	60,738	86,658
Linton Heights Junior School	26,198	32,634	21,132
Linton Infant School	48,295	43,870	86,226
Lionel Walden Primary School	108,815	81,268	113,754
Little Paxton Primary School	81,976	96,721	156,160
Little Thetford Primary School	52,389	29,037	12,444
Littleport Primary School	123,691	96,960	117,019
Manea Primary School	102,224	101,981	106,625
Mayfield Primary School	157,929	123,273	92,894
Melbourn Primary School	26,790	27,547	15,889
Meldreth Primary School	78,814	99,819	133,122
Meridian Primary School	39,702	33,894	72,802
Millfield Primary School	140,854	174,626	154,150
Milton Road Primary School	19,439	3,881	-21,017
Monkfield Park Primary School	202,346	141,376	134,337
Morley Memorial Primary School	42,429	60,507	212,432
Newnham Croft Primary School	61,769	52,653	43,772
Newton Primary School	41,864	51,651	46,709
Oakington Primary School	75,956	112,721	135,630
Offord Primary School	35,973	37,351	44,676
Orchard Park Community Primary	98,779	113,484	145,953
Orchards Primary School	32,628	60,524	96,549
Over Primary School	75,342	57,216	83,956
Park Street Primary School	26,974	58,048	55,387
Alderman Payne Primary School	75,196	75,910	98,721
Pendragon Primary School	53,553	40,987	90,637
Petersfield Primary School	2,273	33,185	21,292
Priory Junior School, St Neots	106,985	72,417	86,153
Priory Park Infant School	33,185	69,917	92,862
Queen Edith Primary School	266,173	141,073	200,600
Queen Emma Primary School	77,385	76,123	224,639
Rackham Primary School	38,413	59,078	94,700
Ramsey Junior School	83,000	44,976	65,937
Ramsey Spinning Infant School	76,919	83,570	39,810
Ridgefield Primary School	36,067	49,832	97,209
Robert Arkenstall Primary School	89,816	75,065	111,461
Sawtry Infant School	38,249	59,730	47,283
Sawtry Junior School	42,497	4,769	85,306
Shirley Primary School	194,019	95,927	35,701
Somersham Primary School	34,316	27,889	85,254
Spaldwick Primary School	48,746	55,442	37,207
Spinney Primary School	40,111	4,358	77,826
Spring Meadow Infant School	81,634	38,349	152,392
St Alban's Primary School	69,321	18,398	44,362
St Anne's Primary School	57,250	31,768	31,737
St Helen's Primary School	87,612	33,934	9,905
St John's Primary School, Huntingdon	98,270	123,847	141,273

School Name	2013/14 £	2014/15 £	2015/16 £
St Laurence Primary School	77,675	115,225	109,189
St Luke's Primary School	41,738	32,739	31,917
St Matthew's Primary School	-45,483	-46,301	81,840
St Paul's Primary School	53,766	49,949	96,815
St Philip's Primary School	44,651	31,091	70,191
Stapleford Primary School	54,137	76,247	74,191
Steeple Morden Primary School	82,012	86,519	116,960
Stilton Primary School	52,675	35,324	67,149
Stretham Primary School	96,596	88,073	110,060
Stukeley Meadows Primary School	8,147	-7,805	11,344
Sutton Primary School	187,263	201,829	190,145
Swaffham Bulbeck Primary School	57,874	43,213	79,951
Swaffham Prior Primary School	60,501	78,743	91,360
Swavesey Primary School	102,307	126,852	92,948
Teversham Primary School	5,341	13,349	7,474
Thomas Eaton Primary School	28,462	2,216	-18,822
Thongsley Fields Primary School	46,004	47,326	61,591
Thorndown Primary	211,398	146,327	67,320
Thriplow Primary School	39,289	24,787	49,503
Townley Primary School	50,455	67,371	51,440
Trumpington Meadows P	11,536	10,265	35,276
Upwood Primary School	121,849	118,859	142,625
The Vine Inter-Church Primary School	109,995	77,674	88,881
Warboys Primary School	91,582	83,448	82,274
Waterbeach Primary School	195,197	123,646	89,781
Weatheralls Primary School	118,915	98,890	148,401
Westfield Junior School	102,402	49,077	50,374
Westwood Primary School	34,414	57,172	185,359
Wheatfields Primary School	153,688	167,250	315,265
Wilburton Primary School	38,665	68,688	121,182
William Westley Primary School	86,570	119,376	126,256
Willingham Primary School	23,621	16,966	20,507
Wisbech St Mary Primary School	111,078	106,560	112,803
Wyton Primary School	-11,969	-21,104	4,091
Yaxley Infant School	94,588	83,080	123,838
Trumpington Community College	0	0	42,370
Castle Special School	116,785	36,204	63,326
Granta Special School	195,907	313,265	250,591
Harbour Special School	-80,928	-46,524	-52,890
Highfield Special School	221,621	133,916	77,538
Meadowgate Special School	277,191	281,133	188,056
Samuel Pepys Special School	300,792	283,427	315,414
Trinity Special School	132,472	112,916	256,416

Please note: Houghton Primary transferred £65k from non-revenue to revenue in 15/16.
Westwood Primary now includes £65k of Maple Grove closure balance.

Agenda Item: 6

SUPPORT FOR PRIMARY AGED CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES – PROGRESS REPORT

To: Schools Forum

Meeting Date: 24th June 2016

From: Dr Helen Phelan
Head of SEND Specialist Services/
Principal Educational Psychologist

The purpose of this paper is to update Schools Forum on the progress of the two projects in Cambridge and Wisbech for primary aged children who present with social, emotional, mental health difficulties and to consider future plans.

1. PROJECT OVERVIEW
<p>1.1 With a rise in the number of children permanently excluded from primary schools in previous years, it was agreed by Schools Forum to use one off funding to look at doing something different to meet the needs of children experiencing behavioural difficulties. This funding was initially agreed from September 2015 – 2016. Given that there was some slippage to the start of both projects, these are now planned to run until the end of December 2016, with the possibility of continuing until April 2017 depending on sufficient resources available in the original budget.</p> <p>1.2 SEND Specialist Services is the sponsor of both projects, and are responsible for the running of the Cambridge project. The Wisbech Head teachers, and specifically the SEMH group in Wisbech are responsible for running the Ready2Learn project, with support from Tri Borough Alternative Provision (TBAP) and SEND Specialist Services.</p> <p>1.3 Although there are similarities in approach and philosophy, the two projects have used different criteria from the start. The Wisbech project is focused on providing support to those children who are not at risk of permanent exclusion, but nonetheless present with persistent challenges around behaviour and lack engagement with teaching and learning. Children are able to access four sessions of support a week at the base, and there is out reach support to the child's home school to ensure that the learning is generalised across settings.</p> <p>1.4 The Cambridge project supports children who have been identified as at risk of permanent exclusion and have a high level of need in relation to their behaviour. Often, there are complex family circumstances for these children. Children are able to access up to 10 sessions a week at the base, and as with the Wisbech project, there is out reach support to the child's home school.</p>
2. CHILDREN AT RISK OF PERMANENT EXCLUSION/ HAVE BEEN PERMANENTLY EXCLUDED
<p>2.1 Currently, there have been three primary aged children permanently excluded from school in this academic year.</p>

This compares to 12 in the previous academic year 15–16, and seven in 14–15.

2.2 SEND Specialist Services continue to work with a high number of primary aged children at risk of permanent exclusion, providing support to them in their home school. There are now three Access and Inclusion Co-ordinators, one in each geographical area (SCC, ECF, Hunts) to undertake some of this work and support the team with creative and often intensive packages of support for individual children. SEND Specialist Services are providing intensive support to thirty children across the county, from the age of 5 years to 10 years who are at risk of permanent exclusion.

2.3 There has been a sustained increase in demand for support of primary aged children at risk of exclusion in the last three years, particularly in the areas of Cambridge City, Whittlesey and Wisbech.

3. PROJECT UPDATE

The Cambridge project has been working with children since January 2016. The Cambridge base runs 10 sessions, and children attend different numbers of sessions according to their needs. The Cambridge base is located at Shirley school in Cambridge. Children attend from a five mile radius.

The Wisbech project has been providing direct support to children meeting the criteria from September 2015. Due to a number of issues, children have been supported through outreach support in their home school and have not been able to attend the base. From the end of May 2016, children have once again, been able to attend sessions at the base. Children attend from the Wisbech cluster.

The venue has changed, and sessions are run in a designated area of TBAP Octavia Alternative Provision Academy (formerly Fenland Learning Base) supported by the Director for Access and Inclusion from TBAP.

4. CAMBRIDGE LEARNING CENTRE, SHIRLEY SCHOOL, CAMBRIDGE

4.1 The pilot currently has six children (with a capacity for 10) involved within the project. Each child has very differing levels of need, and includes difficulties within social interaction, communication, understanding relationships and situations which regularly impact on their ability to engage with learning.

4.2 Behaviour is often related to unpredictable times of the day and the cause is often non-specific. During these times children display high levels of stress and anxiety, becoming increasingly vulnerable and susceptible to unpredictable outbursts of behaviour towards adults and their peers. This manifests in increased verbal, aggressive and challenging behavior; difficulties in maintaining positive relationships with adults and their peers; difficulties in regulating emotions, and reluctance to follow instructions and coping with change during lessons.

4.3 Re-establishing positive engagement with learning whilst supporting their individual social and emotional needs has been a priority. Through carefully managed sessions tailored specifically to each child, children are becoming more resilient when faced with new challenges and situations. The 'assess plan do review cycle' ensures that the effectiveness and impact of provision being provided is evaluated weekly to inform progress and review difficulties that may be impacting on the child socially and emotionally.

4.4 Children have positive feelings towards the Learning Centre and genuinely look forward to their sessions, the adults they work with and other children they come into contact with. Adults are able to extend opportunities where children are engaging in activities together and promote their social competence with peers. Lego therapy and imaginative play sessions are two examples where children have made the most progress with communicating their feelings and understanding the feelings of others. Children are experiencing feelings of being liked and wanting others to like them.

4.5 Assessment Findings

Table 1 shows the number of fixed term exclusions each child had in the autumn and spring terms prior to attending the Cambridge Learning Centre, and the number of fixed term exclusions since attending the base. It also shows each child's attendance before and since attending the base.

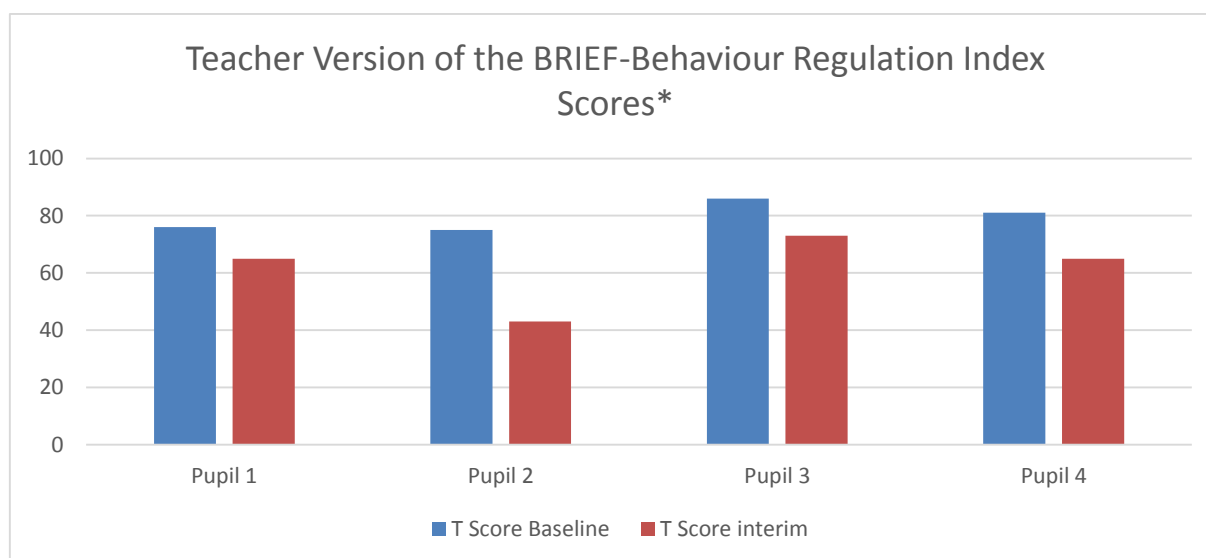
Table 1

	Prior to Entry into the Learning Centre		Learning Centre		Record of Attendance School	Record of Attendance Learning Centre
2015/16	Excluded days Autumn Term	Excluded days Spring Term (1 st Half)	Excluded days Spring Term (2 nd Half)	Excluded days Summer Term (1 st Half)	Autumn – Summer term (1 st Half)	Spring 2 nd Half-term Summer 1 st Half-term
Child 1	4.5	5	0	0	87.18%	100%
Child 2	2	3	0	3	53.87%	94%
Child 3	0	5 3	0	0	93.53%	100%
Child 4	3	5 2	0	5	88.96%	88%
Child 5	0	0	0	0	63.06%	83%
Child 6	2	0	0	0	Off Roll	100%

These figures show a marked increase in attendance following receipt of support from the Cambridge Learning Centre.

Behaviour Regulation

Behaviour regulation, as measured using the Teacher and Parent versions of the Behaviour Rating Inventory of Executive Function (BRIEF), encapsulates the child's strengths in inhibiting their behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.

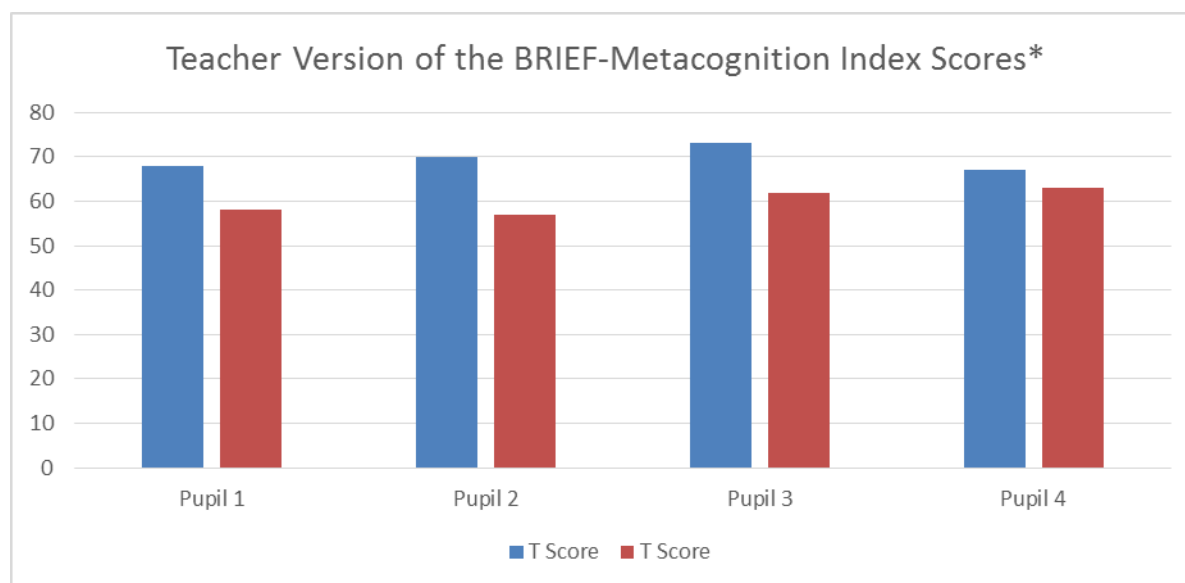


Note: A lower score indicates an improvement in Behaviour Regulation

Teacher perception for all four children shows an increase in each child's ability to regulate their behaviour in an educational setting.

Metacognition Index

Metacognition, as measured using the Teacher and Parent versions of the BRIEF, indicates the child's working memory skills, their ability to initiate tasks, to set goals and anticipate future events, and to assess and monitor their own performance.



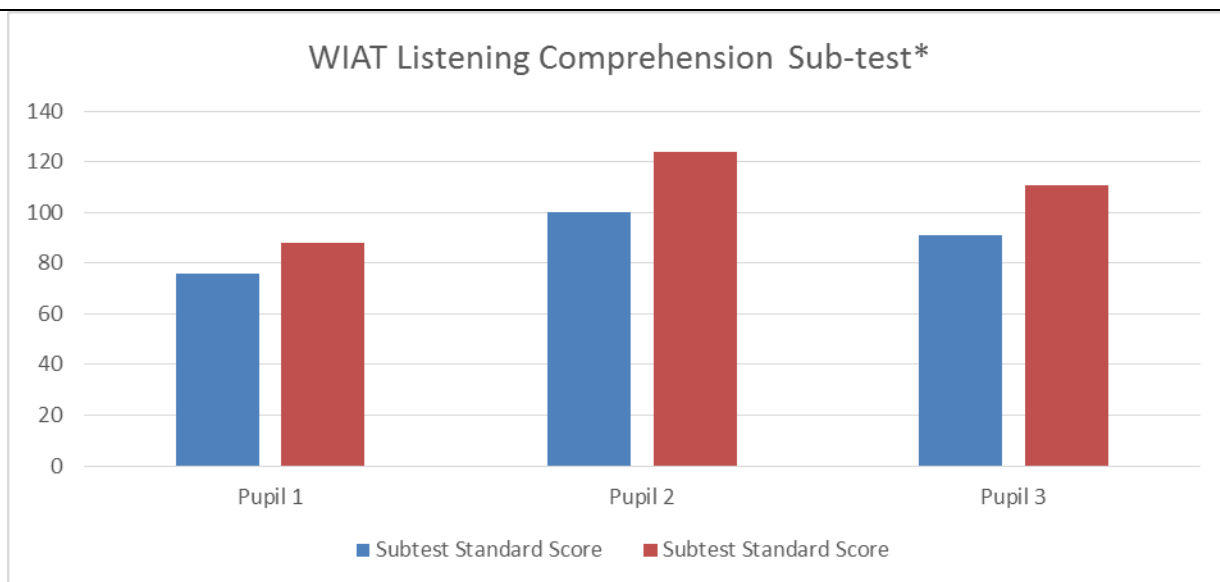
Note: A lower score indicates an improvement in Metacognition

Please note, data for parents have yet to be returned. The data will be analysed once it has been received.

Scores for the Behaviour Regulation and Metacognition for these four children indicate an increase in these skills and abilities.

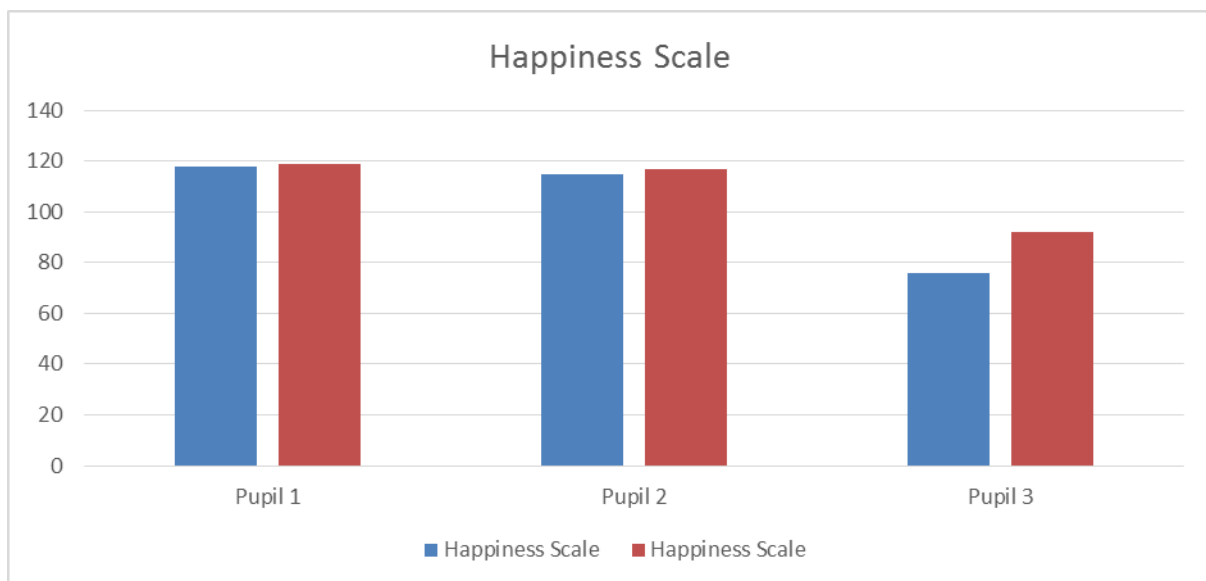
Wechsler Individual Achievement Test (WIAT)

Assessments included Word Reading, Spelling and Numerical Operations. Three students were eligible for reassessment (within a 6 month period). All showed an increase in Listening skills and Comprehension, a key focus of CLC.



School Happiness Scores

The pupil's happiness within school was measured using The School Happiness Inventory, a subjective questionnaire designed to look at environmental influences on happiness through a focus on experiences in school over the previous week. Three students were eligible for reassessment and all showed an increased level of Happiness with school.



The following are comments from children and parents.

Pupil comments:

BASELINE

- "I don't like doing work I've never done before; it's hard and takes awhile"
- "I don't like school" (general consensus)
- "School is too hard; I don't like the teachers"

INTERIM

- “I like working with the adults”
- “I like game time, especially snakes and ladders”
- “I like being able to choose some easy maths and some big maths”
- “I like coming to CLC because of the people”
- “I love coming here: I like the space and the learning, especially maths and spelling. I also like handwriting practice and letter formation”

Parents/ carers

Parents/ carers are able to access support and advice from locality staff and from an Educational psychologist. Comments from parents include:

- “My son likes coming to CLC”.
- “His behaviour has been better at home since attending CLC”.
- “I am concerned about how my son will cope when going back to mainstream school full time”.
- “He’s awful at school and home, but likes coming to CLC”.

These early findings indicate that children are making progress in a number of areas of development, including behaviour regulation and metacognition and anecdotally, enjoy attending the base. There has been a slight increase in the children’s enjoyment of school.

It is acknowledged that these are early findings, and it has not been possible to undertake assessments of all of the children attending the base, or their parents. Assessments will be ongoing over the course of the project.

5. READY2LEARN, FENLAND LEARNING BASE, WISBECH

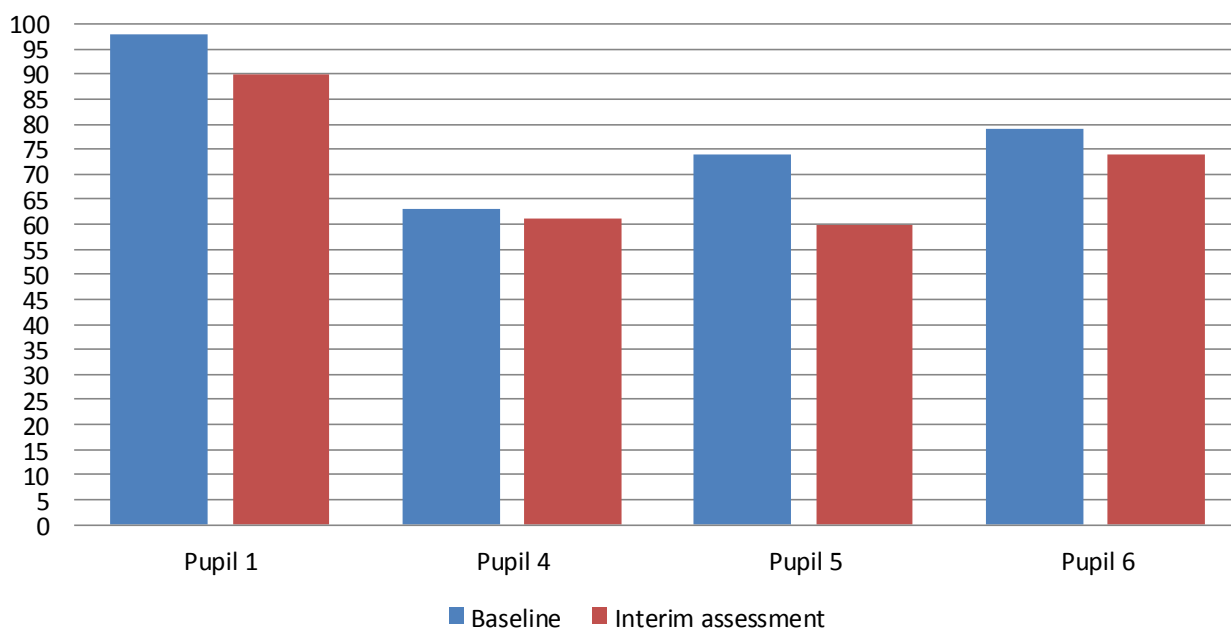
5.1 Assessment Findings

Behaviour regulation

Behaviour regulation, as measured using the Teacher and Parent versions of the Behaviour Rating Inventory of Executive Function (BRIEF), encapsulates the child’s strengths in inhibiting their behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.

Please note: data for two pupils has yet to be returned. The data will be analysed once it has been received.

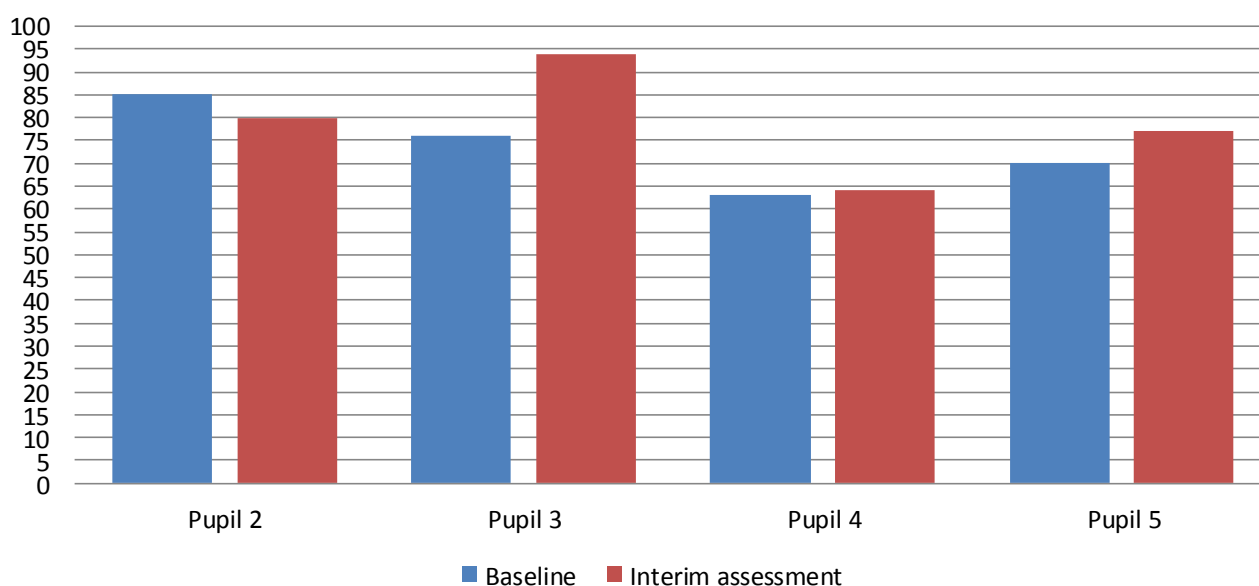
Teacher Version of the BRIEF – Behaviour Regulation Index Scores*



Note: A lower score indicates an improvement in Behaviour Regulation

Findings indicate some improvement in Teacher perceptions of behaviour regulation for all four children. These findings are unlikely to have statistical significance at the current time.

Parent Version of the BRIEF – Behaviour Regulation Index Scores*



Note: A lower score indicates an improvement in Behaviour Regulation

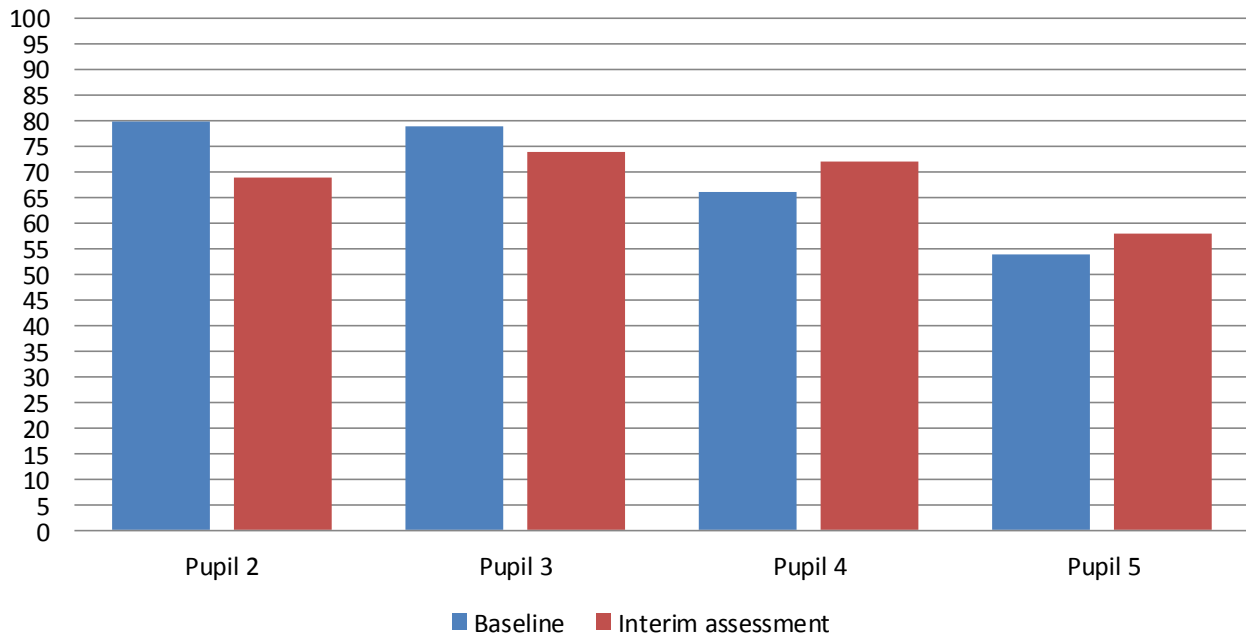
Parent perception of their child's ability to regulate their behaviour is mixed with three out of the four parents scoring their child as less able to regulate their behaviour. This may be explained by parents expecting to see greater change of their child's behaviour over a short period of time. It could also be explained by the children needing to have a release for their behaviour at home, having intensely focused on it during the school day.

Metacognition

Metacognition, as measured using the Teacher and Parent versions of the BRIEF, indicates the child's working memory skills, their ability to initiate tasks, to set goals and anticipate future events, and to assess and monitor their own performance.

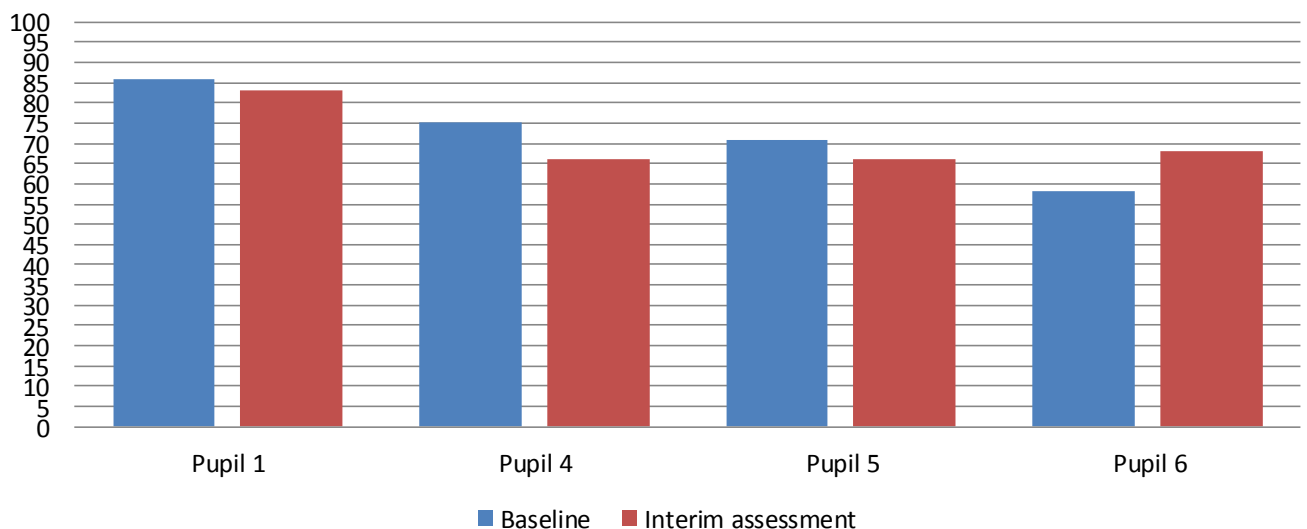
Please note: data for two pupils has yet to be returned. The data will be analysed once it has been received.

Parent Version of the BRIEF – Metacognition Index Scores*



Note: A lower score indicates an improvement in Metacognition

Teacher Version of the BRIEF – Metacognition Index Scores*



Note: A lower score indicates an improvement in Metacognition

Two of the parents had thought that there had been an improvement to their child's metacognitive skills and abilities, whereas two had not noticed progress in this area.

This is compared to the Teacher ratings for three of the children showing progress. One explanation for the parent ratings might be that there are not as many opportunities at home to see these behaviours in comparison to an educational setting.

Parents and teachers were asked to report their levels of confidence in supporting the pupils at home and at school. The changes in their baseline and interim results are as follows:

Teachers

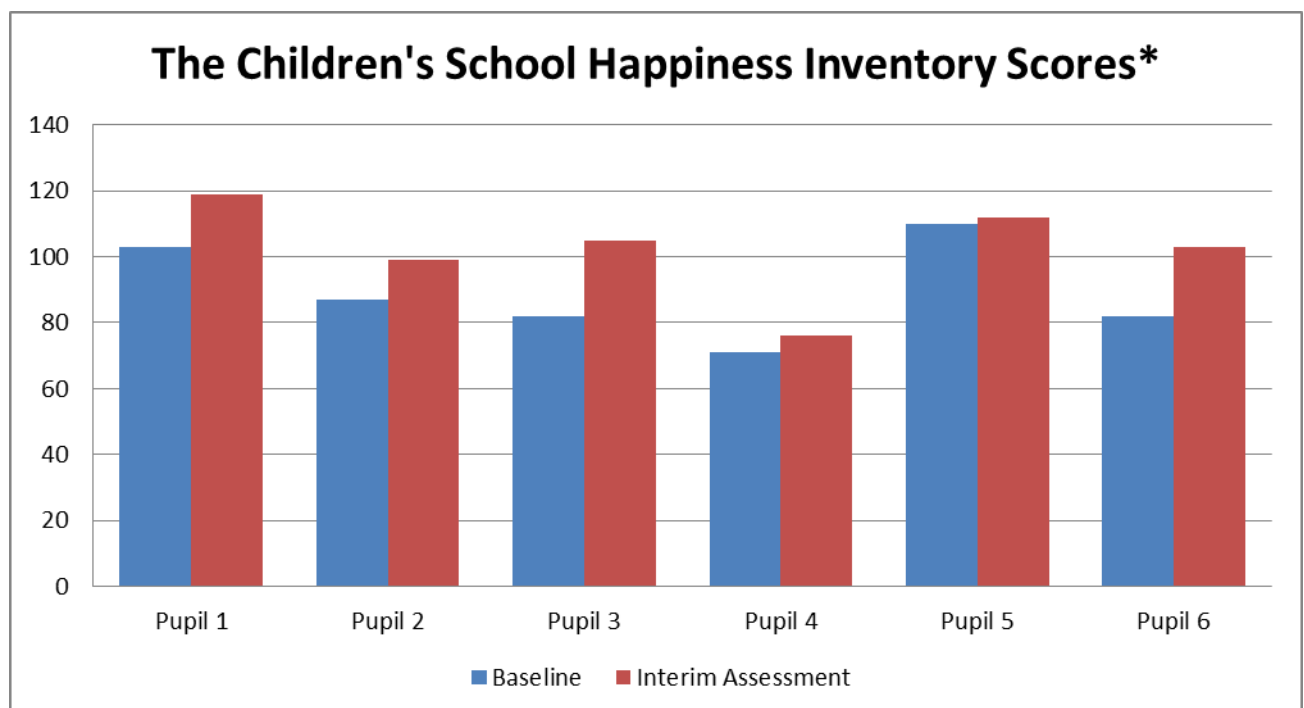
- **67%** of teachers felt more confident in keeping the other children in the class safe.
- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **33%** of teachers felt more confident in supporting the pupil to improve their behaviour, keeping them safe in class, and minimising the impact of the pupil's behaviour on their classmates.
- **17%** of teachers felt better supported by the rest of the school in helping to meet the pupil's needs.

Parents

- One parent felt more confident in being able to help their child improve his behaviour.
- The other parents disclosed that they either felt less confident in supporting their child in improving their behaviour, keeping their child safe and minimising the impact of their behaviour on the rest of the family, or their feelings of confidence remained the same.

School Happiness Scores

The pupil's happiness within school was measured using The School Happiness Inventory, a subjective questionnaire designed to look at environmental influences on happiness through a focus on experiences in school over the previous week. Baseline and interim results are displayed in the graph below.



An increase in scores indicates higher levels of happiness in school.

All the children rated their happiness with the educational setting higher than at the start of the input and support they received.

School feedback

- One teacher reported that having received support at Ready2Learn, the pupil is far less resistant towards completing tasks and is more concentrated on his work. He appears to be much more settled in the classroom and follows instructions well. The teacher said that the pupil's behaviour is no longer a barrier to his learning.
- Another teacher feels that the pupil is more focused when working with an adult, and has started writing more with fewer refusals. The Special Educational Needs Co-ordinator (SENCo) also highlighted that the pupil is more willing to 'have a go' and will now draw independently.
- Two pupils have recently started to be taught by a new teacher, who feels they have made progress as she has got to know them well and is aware of their triggers. Both pupils still display some challenging behaviour, but one pupil is better at utilising calming strategies to inhibit his own behaviour, and the other has built upon his social skills and is now widely accepted by his peers in his class.
- One teacher noted that the pupil has made positive progress through attending the base. She explained that the pupil got on well with the teacher and formed a good relationship with them. There are still some issues in school such as shouting-out and attention seeking behaviours; however, the pupil now has a daily report which his teacher feels has had a positive effect on his behaviour.
- One teacher discussed that the pupil is now less distracted during lessons. The teacher feels sitting the pupil at the front of the class has helped with this. She feels that there have been more instances where he is willing to complete a task when asked, and this is a great improvement since he has received support from Ready2Learn.

Parent feedback

- One parent noted that although her child's behaviour is still challenging, her child is more talkative and enthusiastic on days he has been at the pilot and is more communicative about his day when asked.
- One parent highlighted that their child is more comfortable in social situations due to him having the opportunity to work in small groups. This has been reinforced in his new school setting, where he attends social skills groups with his peers at lunch and break times. Parents feel that he is more aware of his feelings and has a greater sense of self and higher levels of confidence.
- One parent explained that their child has become more compliant since attending the base, and will often carry out requests when asked. The parent feels that her consistency with boundary setting and sanctions and rewards has helped improve her child's behaviour. The parent explained that there has also been a significant reduction in him hurting his siblings at home.

Pupil feedback

- 'I really did enjoy going.'
- 'Everyone treated me really nicely.'
- 'My favourite activities were the competition for adding up coins, and using computers and books to learn about planes.'

- 'I try to do my best there.'
- 'I'm good there; I'm trying very hard to be good there.'
- 'It's amazing!'
- 'I can concentrate more in class.'

Other things the children said they particularly liked were smaller class sizes, making new friends, and working with adults who helped them. They each talked about an activity that they particularly enjoyed, and said that they think that attending Ready2Learn has helped them to manage their behaviour.

6. SUMMARY

The data and information presented in this report gives a 'snap shot' of the progress made by some of the children attending the two SEMH pilots. Tracking of progress and evaluation of the pilots is ongoing and further data will be presented to Schools Forum in October. This will give a more complete picture of outcomes over a nine month period, with data relating to attainment, attendance, engagement with school, behaviour regulation, metacognition and happiness, as well as parental and teacher perceptions of progress, teacher reports of progress from the bases and confidence of school staff and parents to meet their child's needs.

Early findings from the data collected to date indicate a number of positive changes, including reduction in the number of fixed term exclusions, increases in behaviour regulation and problem solving, increased ability in listening skills and comprehension for children attending the Cambridge base and adults reporting on the positive changes in behaviour of many of the children.

How far the two pilots have contributed to the very low numbers of primary aged pupils permanently excluded this year is an unknown, as there is no causal relationship. The fact is that with these two pilots and intensive support provided by SEND Specialist Services to schools where children are at risk of exclusion, Cambridgeshire's figures for permanently excluded primary school children are significantly below those of other local authorities in the Region.

7. ADDITIONAL NEEDS, ALTERNATIVE PROVISION AND THE WHITE PAPER

The Educational Excellence Everywhere White paper (March 2016) sets out proposals to reform alternative provision (AP). These include mainstream schools remaining accountable for the education of pupils in alternative provision and responsible for commissioning high quality provision.

This accountability extends to when a school has permanently excluded a pupil but the pupil has not subsequently enrolled at another mainstream school.

In the proposals, schools will be responsible for the budgets for which alternative provision is funded.

The Schools National Funding Formula consultation which ended in April 2016 aims to ensure that pupils with similar needs attract the same level of funding to their school, regardless of where they live. The proposed introduction of a national funding formula from 2017 will have a significant bearing on any future planning and proposals in relation to models of support for primary aged children in Cambridgeshire who present with behaviours that put them at risk of exclusion.

8. RECOMMENDATIONS

Given the national context, and proposed changes to funding, any future planning and continuation of a model of in-reach/ outreach support for primary aged children will need to take account of the national funding formula and what changes this will bring to funding of schools in Cambridgeshire.

It is recommended that a further paper is brought to Schools Forum in October 2016, containing the following:

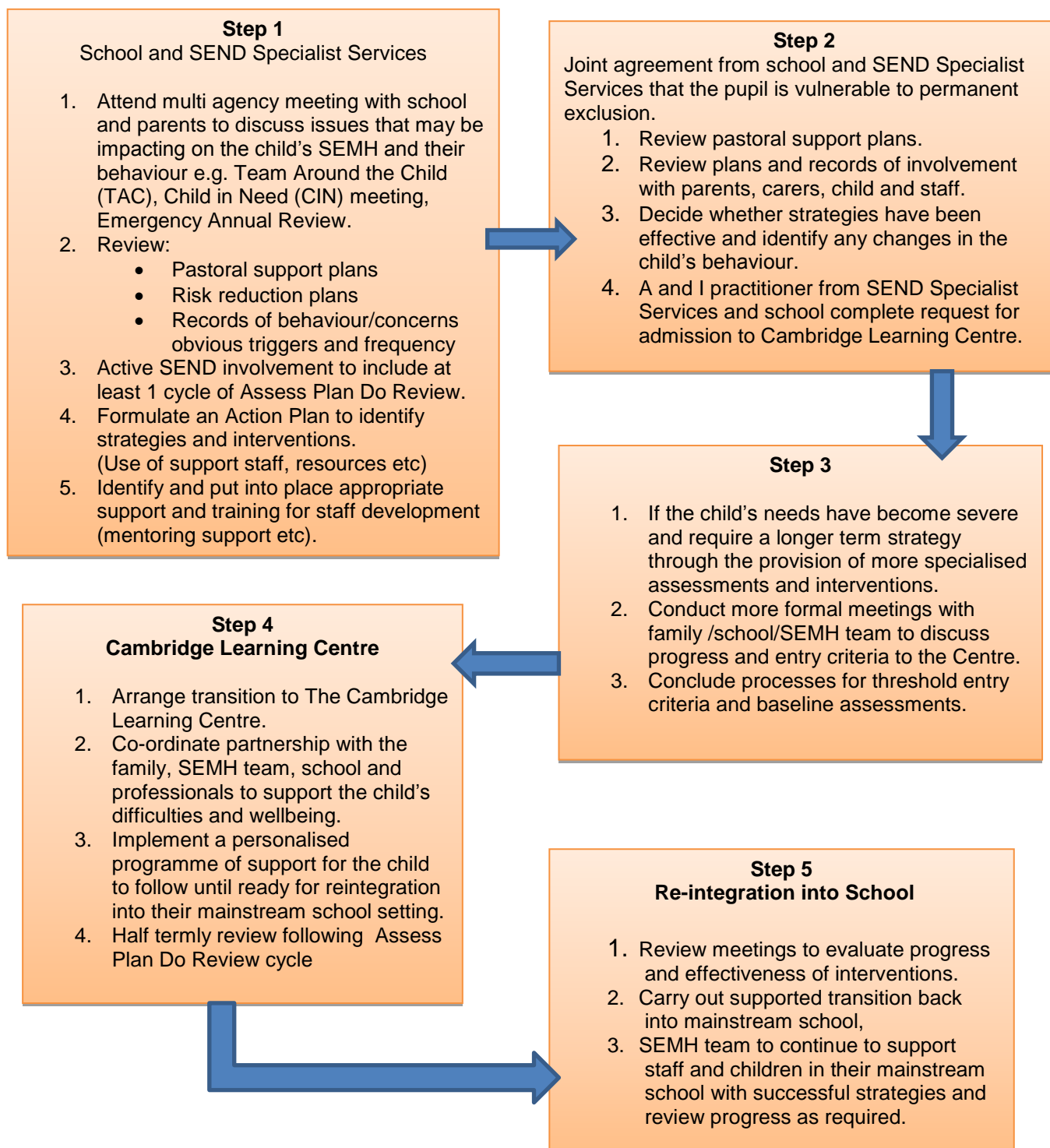
1. An evaluation report showing the impact of the pilots on all of the children and families that have been in receipt of support from the pilots. This evaluation will include measures of progress and impact from each child's home school.
2. A Business Case, outlining possible models of support and funding options.

APPENDIX 1: PATHWAY

The Cambridge Learning Centre

For children with SEMH difficulties it is important to recognise that provision will be influenced by the following factors:

- Persistence over time
- Frequency/duration/intensity of behaviour/concern
- Impact on child's educational progress
- Impact on the child's social, emotional, mental and physical wellbeing.



APPENDIX 2: FINANCE

Overall Position

Approved Funding		469,481
Original Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	105,006
	Countywide Training programme	115,448
	Total	469,481
Revised Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	125,000
	Countywide Training Programme	95,454
	Total	469,481

Position by programme

<i>Wisbech Pilot</i>	September 2015 to December 2016	
	Salaries	81,000
	Consultancy and Therapist	6,000
	Resources	38,000
		125,000

	Assumptions: September 15 to November 15 (provision 2 days per week) December 15 to December 16 (provision 3 days per week)	
Cambridge Pilot	September 2015 to December 2016	
	Actual Spent Financial Year 2015/16	31,677
	Anticipated spend April 2016 to December 2016:	
	Salaries (reduction due to recruitment delay)	113,144
	Resources	10,000
	Room(s) rental/other support costs	4,050
	Therapeutic input/Assistant EP/Family Worker	30,000
	Transport	11,700
	Admin/business support/CPD/Training	10,000
		210,571
Countywide	Roll out of an accredited (Gateway) training programme for Teaching Assistants in schools across Cambridgeshire from September 2016)	95,454
		95,454
Total expected spend		431,025

Future Sustainability

Wisbech Pilot	0.6 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	34,174
	0.6 FTE Teacher (UPS 3, SEN 2)	30,804
	0.51 FTE Level 4 TA (3 days per week, term time only)	12,801
	Consultancy and Therapist (based on budget allocation in pilot)	6,000

	Resources (based on budget allocation in pilot)	38,000
	Building Rental (not currently charged: estimate)	6,000
		127,779
Cambridge Pilot	1.0 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	55,129
	1.0 FTE Teacher (UPS 3, SEN 2)	51,954
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	Admin/Business Support/CPD	10,000
	Transport	20,000
	Resources	10,000
	Building Rental	6,000
	Therapeutic Support	40,000
		236,859

COMPOSITION OF CAMBRIDGESHIRE SCHOOLS FORUM: UPDATE

To: Cambridgeshire Schools Forum
Date: 24th June 2016
From: Clerk to Schools Forum

1.0 INTRODUCTION

- 1.1 At the meeting of the Cambridgeshire Schools Forum on 16th October 2016, the Forum received a report on the need to review its composition in order to comply with the requirements of The Schools Forums (England) Regulations 2012 and the Schools Forum and Operational Good Practice Guide.
- 1.2. This report provides an update on recent appointments and discussions at constituent groups.

2.0 BACKGROUND AND UPDATE

- 2.1 At its meeting on 16th October 2015, the Forum noted amendments required to its membership to achieve compliance with the regulations. An update on progress is provided below:

2.2 Schools Members: Maintained sector:

(i) Primary

The Chair of Cambridgeshire Primary Heads group (CPH) recently confirmed the election of two head teachers to fill the two vacancies for maintained primary school representatives on the Forum as follows:-

- Jackie North – Head teacher, Benwick Primary School; and
- Andy Matthews – Co-Head teacher, Hardwick and Cambourne Primary School.

(ii) Secondary

Following the conversion of Netherhall to an academy, Trumpington Community College is the only maintained secondary school in the County, and is operated by the Parkside Federation.

Andrew Hutchinson, Executive Principal, Parkside Federation has been appointed to fill the vacancy for a maintained secondary head teacher until such time as the college converts to academy status.

(iii) Special

Spring Common Special School converted to academy status and thus as Kim Taylor was no longer eligible to serve as the maintained special school representative. Subsequently, the Special Heads group appointed Lucie Calow to the vacancy.

2.3. Academies Members:

The “Academies members” category has been increased to comply with the regulations to include 1 academy special representative and 1 academy alternative provision representative.

(i) Special

It has been confirmed that this position has been filled by Kim Taylor. There are currently two special academies, Spring Common and The Centre School, Cottenham.

(ii) Alternative Provision

There is one alternative provision academy in the County, TBAP. Nathan Crawley-Lyons, Head of Business and Operations at TBAP has been appointed to fill this vacancy.

2.4. Election of Academies members

The Forum has previously noted the need to review arrangements for election of academies members given the requirements of the regulations for academies members to be elected by the academy proprietors.

Prior to the publication of the Government consultation paper which impacts on the future role of the Schools Forum (paragraph 2.5 below refers), discussions took place amongst constituent groups as follows:

Governor Advisory Group – As previously reported to Forum, The Governor Advisory Group (GAG) concurred that under the current arrangements governors are able to bring a wider view and degree of balance to the work of the Forum, noting that at present, those elected to the Forum are not aligned to a sector and are broadly representative of the phases. GAG felt it would be detrimental to the Forum to lose the experience and expertise of governors going forward and that the academy proprietors should be encouraged to recognise the balance and independence that governors can bring to the work of the Forum and should be invited to provide some reassurance that academy governors will be included amongst the academy members on the Forum. GAG also considered that academy governor representatives should be elected cross phase with representation broadly proportionate to pupil numbers. A short progress report was also received at the meeting of the Governor Advisory Group on 10th March 2016.

Cambridgeshire Secondary Heads (CSH) - CSH agreed that directors of academy trusts should be asked to give written consent for CSH to determine representation of academies on Cambridgeshire Schools Forum, so that a fair range of interests and views can be represented from across the County's secondary academies.

Cambridgeshire Primary Academy Forum (CPAF) - A new Cambridgeshire Primary Academy Forum has been established and Susannah Connell has been elected as Chair of the group. It is understood that a Primary Academy Chair group is also being formed. There is an expectation that these groups might play a role in electing the primary academy representative to the Schools Forum.

Cambridgeshire Academy Secondary Chairs – Mark Woods, together with Philip Hodgson (Chairman of the Schools Forum) and Dr Alan Rodger (Vice-Chairman) made a presentation on the work of the Forum at the Chairs' meeting on 7th March 2016. The meeting took place on the day of publication of the consultation on the national funding formula (paragraph 2.5 refers) which suggested a limited future role for Schools Forums. The Academy Chairs therefore expressed the view that there might be limited value in making amendments to the current arrangements for making appointments to the Forum.

Prior to publication of the consultation, officers wrote to Dr Tim Coulson, Regional Schools Commissioner for East of England, seeking assistance and guidance in identifying the proprietors of academies in the County and on how the co-ordinated agreement of these proprietors might be achieved to future arrangements for election of academies members when vacancies arise. Dr Coulson has recently responded saying he supports the proposals as set out in this report as a short term measure (until presumably any further guidance is published).

2.5 Future of Schools Forum – Consultation on National Funding Formula

As indicated in paragraph 2.4 above, and as Forum members will be aware, a consultation was published by the Government on the schools national funding formula in March. The consultation originally envisaged that with effect from 2019/20 there would be a hard funding formula with schools being funded directly. In the intervening period, there was to be a soft formula with Schools Forums carrying out their current role of advising on the schools budget and the local formula and making decisions about what spending could be held centrally in relation to schools. The consultation indicated that the Government did not intend to make changes to the make-up or functions of the Schools Forum during this period. In advance of introducing the hard formula, the Government proposed to carry out a review from first principles of the role, functions and membership of schools forum. The recent Government announcement no longer requiring maintained schools to compulsorily convert to becoming academies by a specified date means that further clarification guidance is still required on the future role of School Forums.

In the light of the revised position, Forum may feel there is little value in continuing with the review of arrangements for electing Academies members. There are a limited number of terms of office falling vacant in the two year transitional period and a way forward might be for head teachers to seek consent from the Academies proprietors to allow the constituent headteacher groups to continue to fill any vacancies for Academies members, provided that only Academies members are allowed to take part in any such elections.

In respect of Governors, the Governor positions do not fall vacant until 31 August 2018. Whilst the constitution does not currently split the Governor positions between maintained and academy members, two of the four Governors are currently from Academies in any event. There is one maintained Governor vacancy which can be filled by GAG. There therefore appears to be little point in consulting with Academies proprietors on future arrangements for electing Academies Governors.

If the Schools Forum agrees to take no further action in reviewing the election of Academies representatives, officers will simply update the Constitution to show the new composition agreed at the Forum's meeting held on 16th October 2015.

3.0 **RECOMMENDATION**

3.1 **The Schools Forum is asked to.**

1. **Note the update.**
2. **Consider whether it is content to take no further action on reviewing arrangements for electing academies members in the light of the limited future life of the Schools Forum and to request the head teachers to seek authority from Academies proprietors to allow head teachers constituent groups to continue to fill any vacancies for Academies members that arise.**

CHILDREN'S AND ADOLESCENT MENTAL HEALTH (CAMH)

To: Cambridgeshire Schools Forum

Date: 24th June 2016

From: Meredith Teasdale, Service Director, Strategy and Commissioning

1.0 PURPOSE

- 1.1. To provide an update to the Schools Forum on the Children and Adolescent Mental Health (CAMH) service.

2.0 CAMH UPDATE

- 2.1. At the meeting of the Schools Forum held on 15th January 2016, concern was expressed at the reduced resources available for child and adolescent mental health services in Cambridgeshire and the increasingly long waiting times for specialist mental health assessments. It was agreed that an information paper should be submitted to a future meeting of the Forum outlining the issues facing CAMH services and the action already taking place and planned to address these issues.
- 2.2. A copy of a report which was submitted to the meeting of the County Council's Children and Young People Committee on 8th March 2016 is attached at Appendix A to this report. The report provides an update on CAMH waiting lists and progress made to reduce waiting times, together with proposals to further improve emotional health and wellbeing services in Cambridgeshire.
- 2.2. The Service Director, Strategy and Commissioning, will be in attendance at the Forum's meeting to present the item and provide any further update following the Committee's meeting.

3.0 RECOMMENDATION

- 3.1. **The Forum is requested to note the update on CAMH, as set out at Appendix A.**

CHILDREN'S AND ADOLESCENT MENTAL HEALTH (CAMH)

To: Children and Young People Committee

Meeting Date: 8 March 2016

From: Adrian Loades, Executive Director: Children, Families and Adults Services

Electoral division(s): All

Forward Plan ref: N/A **Key decision:** No

Purpose: The Committee is asked to consider the update on CAHMS waiting lists and progress made to reduce waiting times. The Committee is asked to consider and comment on future plans to further improve emotional health and wellbeing services in Cambridgeshire.

Recommendation: Members are asked to note the report and

- a) comment on progress made to reduce waiting times and the re-opening of Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD) waiting lists, for diagnosis and clinical input.
- b) comment on Transformation Plans for emotional health and well being services in Cambridgeshire and the i-THRIVE model of delivery.

Officer contact:	
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Tel:	01733 863730

1.0 BACKGROUND

- 1.1 Cambridgeshire County Council, Peterborough City Council and Cambridgeshire and Peterborough Clinical Commissioning Group have established a Joint Commissioning Unit (JCU) in the last year. One of its key priorities has been Children's Mental Health. Focus has been given to:-
- The implementation of the Children's and Young People's Emotional Wellbeing and Mental Health Strategy, which was agreed by the Committee on 9th December 2014;
 - Overseeing performance monitoring data regarding mental health providers and specifically Child and Adolescent Mental Health Services (CAMHS);
 - Ensuring system wide engagement in supporting children and young people with mental health needs by enhancing and building capacity in early intervention.
- 1.2 In addition, a Joint Emotional Health and Wellbeing Board has been established across Cambridge and Peterborough which is chaired by Wendi Ogle-Welbourn, Corporate Director for People and Communities for Peterborough City Council (PCC). The co-chair is Meredith Teasdale, Service Director of Strategy and Commissioning Cambridgeshire County Council (CCC). This Board brings together partners from across the system including school representation as parent/carers and links with young people's forums.
- 1.3 The purpose of the Board is:-
- To ensure oversight for the emotional, health and wellbeing of children and young people.
 - To oversee the commissioning of system-wide emotional health and wellbeing services including their redesign.
 - To agree the re-design of services through the 'Transformation Plan' and to monitor delivery of transformation across the system.

2.0 MAIN ISSUES

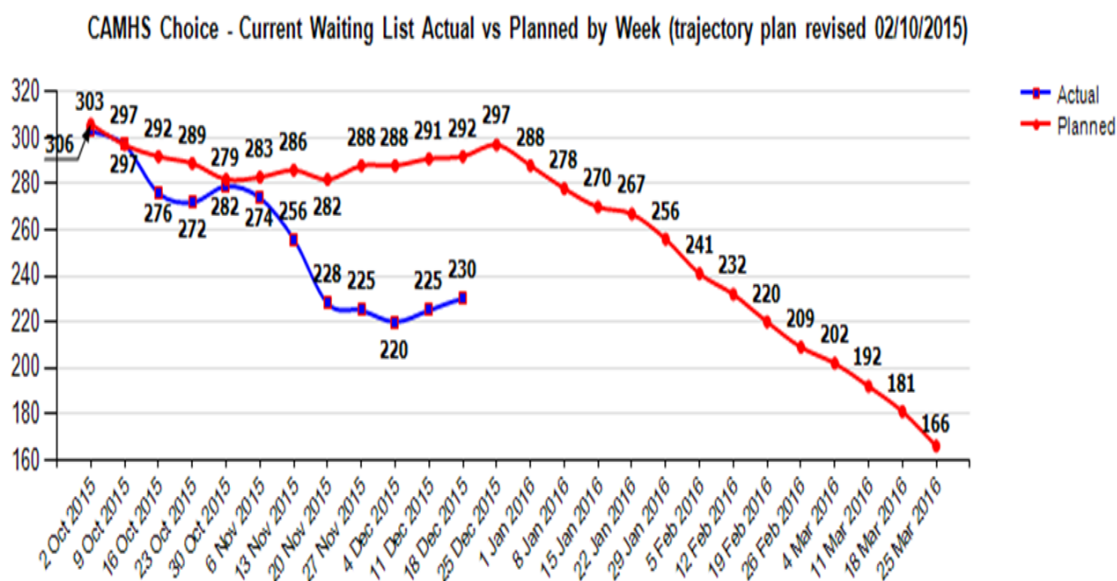
2.1 Child and Adolescent Mental Health Services (CAMH)

- 2.1.1 Over the past 18 months, the Clinical Commissioning Group (CCG) have worked closely with Cambridgeshire and Peterborough Foundation Trust (CPFT), Cambridgeshire County Council (CCC), Peterborough City Council (PCC) and Public Health (PH) colleagues to develop and agree a revised Child and Adolescent Mental Health (CAMH) service specification and performance indicators within an agreed resource envelope. Despite this work and some investment from the CCG, as well as increased investment from Public Health in commissioned voluntary sector provision, waiting lists for services continued to increase until March 2015. From April 2015 additional funding (£600k recurring and £150k non-recurring) was allocated to address the waiting times. This is having an effect on reducing the wait for core CAMH services and to a lesser degree ASD/ADHD. Use of the additional funding by CPFT has been focussed on reducing core waiting list times for CAMH services
- 2.1.2 In addition, the Government has made £143m available nationally to fund improvements in CAMHS services. The local CAMHS Transformation Plan was submitted to NHS England in November and has been approved, this released an additional £1.5m per year to support development of better access to CAMHS and

Eating Disorder services.

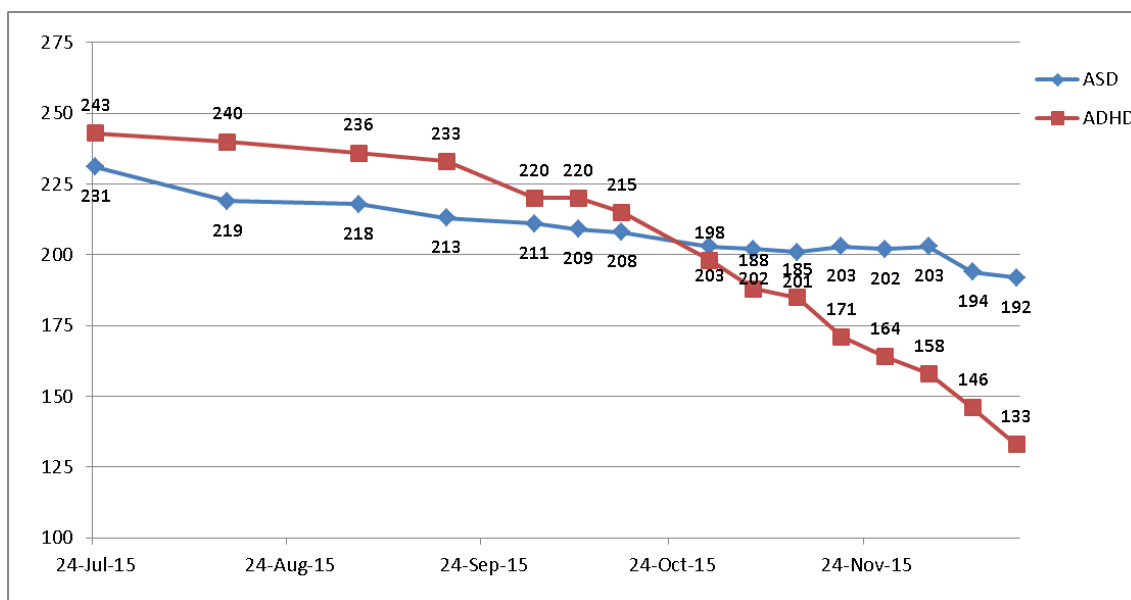
2.1.3 Current position

Waiting lists for general referrals to specialist CAMHS have reduced with the additional investment this year. Currently, the number of children on the core CAMH waiting list across Cambridgeshire and Peterborough has reduced from 362 in July 2015 to 225 in December 2015; there are currently 20 young people who have been waiting over 27 weeks but all had appointments in December 2015. The following graph shows the proposed and actual trajectory until March 2016. This is monitored fortnightly.



2.1.4 The waiting list for ASD/ADHD has been closed since July 2015 during this time numbers waiting for ADHD assessments have reduced from 243 to 133 and Autistic Spectrum Disorder cases from 231 to 192 over the same period. The majority of these children and young people have been waiting over 27 weeks for an assessment, but an additional £340k has been made available by Cambridgeshire and Peterborough CCG to reduce waiting times to under 18 weeks by the end of March 2016. The waiting lists for new referrals re-opened on 15th December. Numbers have not reduced as much as expected due to CPFT having difficulties with recruitment and CPFT concentrating on the children at risk in core CAMH services.

2.1.5 The CCG has recently released a further tranche of funding to reduce ADHD/ASD waiting list times and CPFT have commissioned Cambridgeshire Community Services (CCS) to help with this pathway. The additional funding is aimed at clearing the backlog of ADHD (133) cases) and ASD (192) cases before the end of June 2016.



2.1.6 There are a number of key points that are still currently impacting on local services:

- Waiting times for Core CAMHS are now below 18 weeks.
- CAMHS Emergency assessments in Emergency Department settings have increased significantly in recent years which has placed considerable additional strain on specialist CAMHS and limited support for those in mental health crisis.
- General referrals to specialist CAMHS have also significantly increased in recent years (18% in 2014/15).
- The non-urgent cases awaiting assessment for ASD/ADHD continue to be supported through universal services while families are waiting, i.e. schools, children centres, family support, parenting programmes.
- Some services particularly for ASD/ADHD are not consistent across the county leading to duplication in some areas and gaps in others. For instance parts of the pathway for the diagnosis of ASD/ADHD are under CAMH services and some are under community paediatrics. Recent work has shown this can lead to duplication and confusion to both professionals and families. In order to avoid this both providers have agreed an integrated pathway for the diagnosis of ADHD. This is currently being developed
- Psychiatric liaison service in acute settings do not currently cover below the age 18.

2.1.7 A series of workshops have been held with partners to agree a whole system approach to the transformation of CAMHS and services for emotional health and wellbeing. The workshops have been attended by a broad range of stakeholders including service providers, third sector, Local Authority representatives, parent representatives, Healthwatch, and commissioners. A plan has subsequently developed to address 5 key agreed priority areas:-

- Waiting times – the JCU is leading on work to reduce waiting times to below 18 weeks. The Chair of the JCU is leading this work. Core CAMHS waiting times are now below 18 weeks and ASD/ADHD waiting times are due to be below 18 weeks by the end of June 2016.
- ASD and ADHD pathways – work between Local Authorities, Cambridgeshire Community Services (CCS) and CPFT is underway to ensure that pathways and processes are effective. A redesigned integrated ASD/ADHD pathway has

been agreed between CPFT and CCS which allowed ASD/ADHD waiting lists to be reopened in December.

- Development of a combined single point of referral through the continued development of the Advice and Co-ordination Team (ACT). This work will enable initial assessment from both Health and Local Authority professionals to ascertain the most effective support services. The development of this pathway is seen as a key priority for the JCU and all partners. It is a core part of the redesign of CAMH services and a multiagency approach to ensure, children, young people and families will be able to access services at the appropriate level at the appropriate time, reducing demand on specialist services by providing a swift and knowledgeable response to emerging concerns that prevent problems from escalating.
- Emergency Assessments and support – A ‘task and finish’ group has developed plans for providing emergency assessment and intensive support services for Children and Young people in Mental Health crisis. This is currently being implemented. Plans are due to be implemented to increase the availability of emergency specialist assessment from daytime only, to 1am 7 days per week in order to cover times of peak demand.
- Eating Disorders – An enhanced model of care based on a national specification will be implemented locally, with ring-fenced funding to deliver a community based, family focused set of interventions, evidenced to effectively treat Eating disorders and reduce the need for inpatient care

2.2 Transformation Plan and Redesign of Emotional Health and Wellbeing Services including Child and Adolescent Mental Health Services

2.2.1 The local CAMHS Transformation Plan was submitted to NHS England and approved in November. This has meant another £1.5m per year will be available to support development of better access to CAMHS and the Eating Disorder services.

2.2.2 The focus of the redesign and transformation is to ensure:-

- Better use of resources through the system to meet mental health needs.
- Moving more resources to meet needs at an earlier stage.
- There are clear pathways that parents and professionals follow so that they know what is available and how to access it.
- That interventions are evidenced based and have a positive impact on improving the mental health needs of the child or young person.

2.2.3 To do this, there will be a focus on ITHRIVE as the framework for redesigning the service model. ITHRIVE is a nationally developed framework, using best practice, ensuring investment in early intervention and prevention, focusing resources in areas of most need and promoting effectiveness and efficiency. The model focuses on needs rather than a structured ‘tier’ system. It is focused on ensuring that children and young people are thriving in their community and that their emotional and mental wellbeing is being supported through schools, locality teams, community groups, school nurses.

2.2.4 We have been successful in being chosen as one of the 10 NHS accelerator sites to implement the ITHRIVE framework locally.

2.2.5 Being accepted as an accelerator site for the ITHRIVE model provides a way to deliver the CAMHS Transformation Plan and could also give further opportunities to develop a framework for integrated working across Children’s services (Health and

Local Authority).

- 2.2.6 The objective of children and young people thriving in the community is supported by ensuring that parents and professionals get the right advice at the right time to address any emerging mental health needs. This is through training for professionals and community groups on mental health issues and how to address them, parenting programmes and whole school approaches to improving emotional health and wellbeing in children and adolescents. The approach builds on the Think Family approach in place in Cambridgeshire.
- 2.2.7 The next focus is on getting timely help when it is needed. This ensures that where necessary there are evidenced based interventions that have a positive impact on a child's mental health needs. This work is supported by a family based approach ensuring that the needs of the whole family are addressed to prevent escalation of mental health needs. This is an aspirational model but one which is supported by all partners.
- 2.2.8 Redesigning CAMH services will be challenging, however it will be much more effective if all partners are able to look at how to address issues across the whole system and involve all partners and organisations in developing solutions. There is a commitment from all parties to work at this together, through the CAMH transformation programme.

Short term investment to enhance services has been agreed. This includes:

- A range of evidenced based parenting programmes for children with behavioural and emotional difficulties/ possible neurological problems
- Increased funding for Centre 33 to develop resources around self-harm with CAMH for schools and settings.
- Equipment and administrative support to ensure the setting up of the advice and co-ordination teams (ACT)

In total. Funds available for the range of service improvements described above, across Cambridgeshire and Peterborough are £1.5m per year on top of the £600k CCG recurrent investment in 15/16.

3.0 ALIGNMENT WITH CORPORATE PRIORITIES

3.1 Developing the local economy for the benefit of all

- 3.1.1 It is important that additional funding ensures that there are no gaps in service as identified in the paper.

3.2 Helping people live healthy and independent lives

- 3.2.1 The additional funding for emotional health and well being will have a significant impact on supporting children and young people live healthy lives and become independent. It is important that emotional health and well being needs are identified earlier and support provided to prevent escalation of need where possible. Where this happens services should be focused on enabling children and young people to access them in their communities.

3.3 Supporting and protecting vulnerable people

- 3.3.1 The issues identified in the paper impact on some of the most vulnerable young

people. It is important that through the Transformational Plan and its implementation that services to support good emotional health and well being are improved and that there is better access to preventative services. It is important that where specialist services are required they are evidence based and delivered in a timely way.

4.0 SIGNIFICANT IMPLICATIONS

4.1 Resource Implications

- 4.1.1 Additional funding has been made available both from CCG and National Government. It is imperative that the use of this additional funding is monitored by the JCU to ensure that it has a positive impact.

4.2 Statutory, Risk and Legal Implications

- 4.2.1 The additional funding is not linked to new legal requirements. Key risks have been identified through the Transformation Plan.

4.3 Equality and Diversity Implications

- 4.3.1 The additional funding looks to ensure that there is equality of access to services. Due regard has been made to the Council's Equalities duties under the Equality Act 2010.

4.4 Engagement and Consultation Implications

- 4.4.1 Extensive engagement and consultation continues to take place as referenced in 2.1.7

4.5 Localism and Local Member Involvement

- 4.5.1 The proposals in the Transformation Plan look to ensure that communities provide the first support to develop children and young people's emotional health and well being. Schools and Children's Centres already provide this support and this will continue and be strengthened through the i-THRIVE framework.

4.6 Public Health Implications

- 4.6.1 The proposals in the paper are intended to have a positive impact on the health and wellbeing of Cambridgeshire residents.

Source Documents	Location
Committee paper	http://www2.cambridgeshire.gov.uk/CommitteeMinutes/Committees/Meeting.aspx?meetingID=986
Appendix 1 – Transformation Plan	http://www.cambridgeshireandpeterboroughccg.nhs.uk/downloads/System%20Transformation%20Programme/Local%20Transformation%20Plan%20for%20children%20and%20young%20people.pdf
Appendix 2 – Thrive Elaborated	http://www.annafreud.org/media/3214/thrive-elaborated-2nd-edition27012016.pdf

CAMBRIDGESHIRE SCHOOLS FORUM – FORWARD AGENDA PLAN

DATE/TIME/ VENUE	AGENDA ITEMS	AUTHOR	DEADLINE FOR REPORTS TO DEMOCRATIC SERVICES
10.00am. Friday 24th June 2016	Appointment of Chairman and Vice-Chairman	Democratic Services	10.30am. Monday, 13 th June 2016
	National Funding Formula Update	Martin Wade	
	Dedicated Schools Grant (DSG) and Maintained Schools Financial Health	Martin Wade	
	Pilot to support primary aged pupils with Social Emotional and Mental Health (SEMH) difficulties – Project evaluation	Helen Phelan	
	Children's and Adolescent Health Mental Health (CAMHs) services – Update	Meredith Teasdale	
	Composition of Cambridgeshire Schools Forum Update	Democratic Services	
10.00am. Friday 14th October 2016	Schools Budget Setting 2017/18 Update	Martin Wade	10.30am. Monday, 3 rd October 2016
	National Funding Formula Update	Martin Wade	
	Growth Fund Criteria 2017/18	Martin Wade	
	New Schools Revenue Funding 2017/18	Martin Wade	
	Behaviour and Improvement Partnership (BAIP) Devolved Funding Formula	Martin Wade/ Tom Jefford	
10.00am. Wednesday 14th December 2016	Schools Budget Setting 2017/18 Update	Martin Wade	10.30am. Friday, 2 nd December 2016
	National Funding Formula Update	Martin Wade	

	Revenue and Capital Business Planning proposals for CFA Services 2017/18 to 2021/22	Martin Wade	
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Updated June 2016