

**Date: Friday, 06 November 2020**

Democratic and Members' Services

Fiona McMilan

Monitoring Officer

**10:00 hr**

Law and Governance

Shire Hall

Castle Hill

Cambridge

CB3 0AP

**Virtual meeting**  
**[Venue Address]**

### AGENDA

1. **Apologies for absence and declarations of interest**

*Guidance on declaring interests is available at*

<http://tinyurl.com/cc-conduct-code>

2. **Schools Forum Minutes - 17th July 2020**

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Details

3. **Minutes Action Log October 2020**

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4. **Schools Funding Update Covering Report - November 2020**

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5. **Schools Forum Agenda Plan Update October 2020**

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Details

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Clerk Name:

Rob Sanderson

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CAMBRIDGESHIRE SCHOOLS FORUM: MINUTES

Date:	17 <sup>th</sup> July 2020	
Time:	10 a.m. 11.06 a.m.	
Venue:	Virtual meeting in line with the Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 making provisions to enable schools forums to meet remotely while they are unable to meet physically in a room during the outbreak of the coronavirus (COVID19)	
Present:	<u>Maintained Primary Heads</u>	Liz Bassett Tony Davies Sasha Howard Guy Underwood
	<u>Academy Primary</u>	Susannah Connell
	<u>Other Academy Sector Appointments</u>	Adrian Ball Christopher Bennet Jonathan Culpin (Chairman) Philip Hodgson Ryan Kellsall John King Patsy Peres Richard Spencer
	<u>Maintained Pupil Referral Unit</u>	Amanda Morris-Drake
	<u>Early Years Reference Group</u>	Deborah Parfitt
	<u>Post 16 Further Education</u>	Jeremy Lloyd
	<u>Maintained Governor</u>	Paul Stratford
	<u>Maintained Nursery School</u>	Claire Palmer
	<u>Maintained Special School</u>	Joanne Hardwick
	<u>Academy Special School</u>	Dr Kim Taylor OBE
	<u>Cambridgeshire County Council</u>	Councillor Simon Bywater Councillor Peter Downes Councillor Simone Taylor
	<u>Observers</u>	Jon Duveen (Teachers Unions) Julie Cornwall Andrew Read (Diocese of East Anglia)
	<u>Officers</u>	J Lewis, Service Director Education R Sanderson, Democratic Services Officer and Clerk to Forum

M Wade, Strategic Finance Business Partner

**Apologies:** Maintained Secondary

Carole Moss (Secondary Maintained)

Observers

Joe McCrossan (Roman Catholic Diocese of East Anglia)

Quorum on current voting membership: 8

## 152. Appointment Of Chairman/Chairwomen And Vice Chairman/ Woman

Having been duly nominated and seconded,

It was resolved:

To appoint Jon Culpin as Chairman and Paul Stratford as the Vice Chairman for the Municipal Year 2020-21.

The new Chairman took the opportunity to pay tribute to the outgoing Chairman, Philip Hodgson, for his outstanding contribution with nearly 20 years service on the Forum for his calm and thoughtful leadership during the financially difficult times the County had faced.

## 153. Apologies For Absence And Declarations Of Interest

Apologies were as set out above. There were no declarations of interest.

## 154. Schools Forum Minutes – 25<sup>th</sup> February 2020

The minutes of the meeting held on 25<sup>th</sup> February 2020 were approved as a correct record and would be signed by the Chairman when Forum was able to return to Shire Hall for meetings.

## 155. Action Log

The Forum noted the Minute Action Log with the following update:

- Minute 120 – Review of Maintained Nurseries – The Service Director, Education stated that Officers had been expecting an announcement on the Dedicated Services Grant (DSG) that day from the Department for Education but at the time of the meeting nothing had been received with officers therefore still waiting for further Central Government announcements.

## 156. Cambridgeshire County Council's Response To Covid-19 Pandemic

This report provided an update on the Council's ongoing response to the current Coronavirus pandemic in relation to Education and the actions that were being taken as reported to the Children and Young People Committee and which it was felt would be useful to share with Forum.

The report highlighted amongst other things:

- a summary of recent guidance received from the Department for Education on openings during school holidays which were not to be compulsory and a summary of the process for opening schools for September.
- Details around the Ofsted inspection process which would remain suspended for the autumn term,
- The position on assessments
- Details of the Government's £1b for pupil catch up.
- Details of new challenges and activities
- Recovery activities for schools in September
- New financial implications since the last report to the Service Committee
- Workforce changes
- Communications details

In introducing the report the Service Director, Education praised the magnificent response of Cambridgeshire schools who recorded overall some of the highest attendance rates for pupils in the Country and also their hard work in preparing and being ready for the September start of term.

Starting with the representative for academy special schools which was then echoed by all others present for the various sectors, the Director and his staff were thanked for the excellent support that they had provided to schools during the current pandemic crisis.

It was resolved unanimously to:

Note the continuing commitment of leaders and staff across children's services and partner agencies to ensure that the education needs of all children and young people continue to be met.

## 157. Update On High Needs Recovery Plan

This report provided an update on the 14 main work streams in respect of the Special Educational Needs and Disabilities (SEND) Recovery Plan prepared in response to the budgetary pressures on the High Needs Block element of the Dedicated Schools Grant (DSG) budgets from the continued increase in the number and complexity of need of children and young people with an Education, Health and Care Plan (EHCP) while minimising the impact on the needs of the children.

It was highlighted that;

- In June 2019 the Recovery Plan had been submitted to the Department for Education (DfE) outlining a number of options identified and previously discussed with Schools Forum aimed at reducing the levels of High Needs spend in the coming years, with the detail as set out in the Appendix to the report and whose implementation would now be monitored by the DfE.
- During the Covid-19 crisis lockdown period as a result of the instruction from Government to close schools on 20<sup>th</sup> March, Special Educational Needs (SEND) recovery work requiring engagement with schools and providers, including discussion on top up rates, had been paused, but other work in relation to the Plan had continued and was captured in the Plan.
- The Government had issued temporary legislative changes to the arrangements for Education, Health and Care Needs assessments and plans as a result of

Covid-19 allowing Local Authorities and health commissioning bodies to use 'reasonable endeavours' to deliver or arrange the provision included in EHCPs with the detail as set out in the report and would have a financial cost going forward.

- The intention would be in the autumn to review the funding for High Needs and the new modal for top ups.

Individual members raised issues including:

- Asking whether since the Covid pandemic the financial position had changed for the better or worse. At the current time it was not possible to say, as there had not yet been any fundamental changes made. Outturn figure were not showing anything yet. More EHCPs requests had continued to come through since schools started catching up with their paperwork. The pressure would be when schools returned to full attendance and Children's needs could be better assessed. There was some expectation that in terms of behaviour, it was possible that there could be an increase in fixed term and permanent exclusions, but this was as yet unknown, Set out in Appendix A were still the Officer intentions.
- It was highlighted that nationally there more EHCPs were being approved placing more pressure on local Authorities. There was an expectation that schools would face many difficulties on their return in September in terms of children's mental health, re-establishing special needs provision and the requirements around more training, all of which would place additional pressure on schools budgets and make the recovery plan more difficult to achieve. This was confirmed by the Service Director, Education who highlighted other additional costs associated with the Pandemic including increased uptake of 10 % for free school meals. Currently it was not known what catch up funding would be available, with the grant so far received having been very limited in terms of maintaining Cambridgeshire as an inclusive county able to deal with poverty and SEN and also children's mental issues resulting from the crisis, all of which represented huge challenges.
- A query was raised regarding SEN top up and the aim for implementation by April 2021 asking whether this was the safest target for academies to work to. It was explained that whichever date was chosen would be out of kilter with one of the education sectors. It was confirmed that was the intention and would involve a consultation period which required time. Also, as the DfE would be monitoring the recovery plans, best endeavours would be needed regarding practical implementation.
- It was highlighted that the additional Government Covid budget support did not currently include any extra resources for SEN and special schools. Special and other schools had, had to use existing resources to purchase Personal Protective Equipment (PPE) for staff. Dr Kim Taylor suggested that the Forum should write to the Government to lobby for additional funding to cover such extra expenditure especially as all extra financial support was due to end at the end of the month. On this point the Service Director Education highlighted that a figure in the region of £15k had so far been spent on PPE on schools with so far, no recompense from Government. There were also additional costs associated with additional cleaning in schools, and as already referenced the increase in school meals, as well as additional overtime incurred by caretakers. Currently there was no details of what the catch up Government funding could be used for. In terms of representation, the Service Director was meeting weekly with local MPS to brief them and they were aware that no direct funding had so far been provided. What was required was for schools to be able to show what additional spend they had

incurred as the result of Covid-19 and that they had not been able to claim it back from exceptional grant. ***ACTION:** It was agreed that the Director in consultation with the Chairmen of the Children and Young People Committee and Schools Forum should prepare a letter of representation to Government to request additional funding.*

- Reference was made to catch up funding being expected at the end of the week. The Chairman made reference to the £650m national figure but that the details of the allocation formula were still to be provided. The Director updated the meeting that he had been in discussions with the DfE that morning but no details were as yet available. The Director would notify schools as soon details were received and once officers had calculated schools' entitlements.
- One extra big cost highlighted was the extra costs of staff cover who had been identified as extremely vulnerable with a member citing National Education Union (NEU) guidance just received which suggested that a school and the employer would be in breach of Government advice if such staff were working in a school or had been asked to attend the workplace, which appeared to contradict other advice. The Director acknowledged that additional staffing costs would be significant, including those for Caretakers and with further guidance expected on 17<sup>th</sup> August, this could increase costs further.

It was resolved:

To note the report.

## 158. Schools And Dedicated Schools Grant (DSG) Financial Health

This report analysed the 2019/20 final closing balance position of maintained schools and the overall Dedicated Schools Grant (DSG) as at 31<sup>st</sup> March 2020. The figures for maintained schools were based on the year-end returns but could change slightly following further validation of the Consistent Financial Reporting (CFR) returns. The balances for academies reported to 31<sup>st</sup> August 2019 was based on the latest information published by the Department for Education (DfE).

Key points in the report included:

- The table in paragraph 2.1 showed the rounded revenue balances in each sector and while the total of the balances for the maintained sector showed little change from the previous year individual schools had movements both upwards and downwards.
- Appendix A of the report provided the revenue balances for each maintained school as at 31<sup>st</sup> March 2020.
- Paragraph 2.4 included a summary of the value of the surpluses balances held by maintained schools as at 31<sup>st</sup> March 2020 with the table in paragraph 2.5 showing that 10 schools were showing a slight deficit.
- Officers would be looking carefully at schools budgets and the effect of COVID as part of a second budget exercise in the autumn as some schools who were previously borderline of being in a deficit position, seemed likely to tip over as a result of additional COVID costs and in some cases loss of income.
- Section 5 and Appendix B set out details of Academy balances.

- Section 6 set out the overall Dedicated Schools Grant (DSG) position of a carry-forward DSG cumulative deficit position of £16.6 m and at the time of the meeting an estimated deficit on the High Needs Block of around £12m, which would result in a year end overall deficit of £28-29m.
- It was highlighted that the Government's emphasis had now changed from the submission of a DSG Recovery Plan to having a conversation on the template of what they required from the Recovery Plan in order to take it forward.
- It was hoped that there would be an announcement from Government on additional DSG funding but officers were not expecting the £30m that was required

The report highlighted the large balances still held by some schools, some of which had been held by the same schools for a number of years. As a result, this report as drafted was originally asking Schools Forum to consider the reintroduction of a more vigorous balances control mechanism (as the previous mechanism had been relaxed a number of years ago) and also a mechanism to provide more information, so that officers had a better understanding of what the balances were being held for. However, as there had not yet been the opportunity to consult with schools more widely on this, officers orally clarified that they would not be asking the maintained sector representatives to consider making any changes at the current meeting. Further information would be shared with schools in the autumn term with a planned implementation from April 2021.

In discussion:

- It was highlighted that while the report made reference to primary schools losing income, many secondary schools had also lost income as a result of not being able to hire out their sports centre facilities during the lockdown. If there was a further spike, these might require to be closed again.
- There was a request that the text setting out the mechanism be looked at again to ensure that there was reference to any proposed intervention strategy having the involvement of the receiving trust if there was a proposal to convert it to an academy. *Action agreed to amend accordingly with the point being made that the same should also apply where schools were being brokered between trusts.*
- It was highlighted that the Education and Skills Funding Agency (ESFA) required academies to carry out three year budget projections to be able to look to the Medium term not just year to year and therefore Schools sometimes had to save money for strategic planning and required a level of balances to be maintained which the officers agreed they understood. The Director commented that there had been the expectation of a two year settlement being announced that day from Government which would help with future planning going forward, especially as it was known that at year 3, teachers' salaries would rise.
- The Academy special schools representative highlighted that special schools, both maintained and academies had not received an uplift in funding as other schools. As a result they had been paying teacher pay increases from existing budgets which was also an important point when looking at deficit / surpluses / balances, as over three years they had struggled to ensure staffing levels were sufficient. Martin Wade made the point that there was an expectation teachers' pay grants would be baselined into funding and it would be interesting to see how

this worked across the different sectors. None of the grant increases had matched expenditure increases, or been sufficient to cover pay increases.

- Cllr Downes as the Member representing the Council on the F40 Group (a pressure group representing the 42 worst funded Local authorities) highlighted that the difficulties faced by Cambridgeshire on special needs funding was not dissimilar to other F40 local authorities.
- Martin Wade as a member of the F40 finance managers resources team (FMRT) was aware a survey on High Needs deficits was being undertaken with F40 members and would check back on how it was progressing, as this would be very useful information for the officers and CYP Committee, commenting that the level of deficit was not recoverable or sustainable in the longer term.

For the reasons explained in the discussion,

It was resolved to just,

Note the contents of the report.

## 159. Review of Schools Forum Constitution Terms of Reference

At the July 2018 Forum meeting it was agreed that there should be an annual review of the terms of reference at around March / April. This had not been possible due to the suspension of all meetings in Cambridgeshire following the Covid-19 outbreak and resultant cancellation of the May Forum meeting. In term of Forums being able to meet remotely, this had not been possible until a change of legislation set out in the latest DfE update guidance published in June allowing remote meetings up to the 31<sup>st</sup> March 2021.

The report proposed a limited number of changes to the Schools Forum Constitution / terms of reference to reflect recent Department for Education (DfE) guidance and to also help safeguard continuity of membership in a similar crisis.

It was resolved to:

- a) Agree the changes set out in section 2 of the report at paragraphs 2.5, 2.7 and 2.8 as set out below:
  - A decision summary to be published two working days following the day of the meeting.
  - Minutes to be published 10 working days after the date of the meeting.
  - The term of office for members of the Cambridgeshire Schools Forum is unlimited, providing they are re-elected every 4 years by the group they represent. All terms will conclude on 31 August of their final year unless there are extraordinary circumstances such as the recent COVID crisis which either prevents an election taking place, or there is not a scheduled Schools Forum to confirm any new appointments. In such circumstances membership is extended by one year or until such time a replacement is agreed.

- Under C) Operating Conventions of Cambridgeshire Schools Forum Changing the reference to the number of meetings of Forum to now read as follows:

### **Ordinary meetings**

An ordinary meeting of the Forum shall be held, at a minimum, of four times a year with additional meetings to be scheduled around budget setting time or if an urgent decision is required from Forum.

- b) Agree that Democratic Services in consultation with the Chairman/ woman and the Service Director Education is authorised make any minor changes in the Forum Constitution referencing seats allocated on Forum to reflect any changes made in the proportionality of the Forum representation that may be agreed during the year.

## **160. Review of Membership and Proportionality**

At the July 2018 Forum meeting it was agreed that there should be an annual report of Forum membership and composition in the light of the guidance contained in the *Schools Forum Operational and Good Practice Guide – September 2017* taking account of the most up to date pupil data, in order to assess whether any further changes were required regarding Forum seats allocated between the maintained and academies sector.

The report provided the background to the present review and the rationale for proposing a change to the membership arrangements, as well as also updating changes to Forum membership since its last meeting in February 2020.

The report highlighted that as the academy sector number of pupils, as a proportion of the total number of pupils in schools in Cambridgeshire had increased from 60% to 65% since the last census in 2019, it was appropriate to consider increasing the academy representation by at least one seat and reduce the Maintained Sector representation on Forum by one place. The current Membership was shown at Appendix 1. Officers recommended that the easiest way to reduce the Maintained sector seats (which also reflected the proportionate decrease in primary pupil numbers) would be to reduce the Primary Heads seats from 4 to 3. As Primary Headteacher Tony Davies's term of Office was due to end at August 2020 this was suggested as the easiest way to implement the new Forum seating allocation from September 2020 without having to ask any other member to step down. However, it was also highlighted that the Maintained Head teachers' provided an appropriate election process was employed, were entitled to reshuffle their representatives as they saw fit within this reduced number.

In discussion

- One Member asked why it was necessary to change the proportions between the sectors, citing that the constitution of SACRE allowed different bodies when voting at meetings to have one vote to cover their sector, so overall representation did not matter. It was explained that Forum membership was

governed by DfE regulations which included the requirement for Academies and Maintained sector representatives to be in proportion to the number of pupils that their sector represented aggregated across the County. It was highlighted that it was rare for Forum to have to vote on issues unless they were limited to a particular sector, as the aim was always to try to achieve a consensus.

- One observer while not having a solution, highlighted that the lack of ethnic diversity on Forum was striking, and suggested appointment processes should be reviewed to recognise the need for Forum to embrace a greater degree of ethnic diversity in its membership and that this should be taken into consideration when making future appointments. *Action: Jon Lewis would highlight this suggestion to the Representative Groups that approved Maintained and Academy sector appointments. The Chairman also agreed to take the suggestion away to discuss it further with the Academy sector representatives.*

It was resolved:

- a) To note the current report.
- b) To agree to Increase the academy sector membership seats representation by one and decrease the maintained sector seats representation by one place to come into effect from September 2020.
- c) The reduction in the Maintained sector to be achieved by the reduction in the number of Primary heads seats from four to three.

## **161. SCHOOLS FORUM FORWARD AGENDA PLAN**

Looking at the Forum Forward Agenda Plan the Director indicated that some of the future dates might require to be changed in due course following Government confirmation of funding to enable an earlier consultation exercise with schools than had previously been the case and to facilitate reporting back the results to Forum in good time.

It was resolved to:

Note the agenda plan as set out on the agenda and that Officers in August would review it and provide an updated version to the scheduled Forum meeting in November.

### **DATE OF NEXT MEETING**

The next scheduled Cambridgeshire Schools Forum was on Friday 6<sup>th</sup> November 2020 at 10:00 a.m. in the Kreis Viersen, Shire Hall, Cambridge (subject to any ongoing pandemic lockdown restrictions requiring it to again be a virtual meeting).

Rob Sanderson, the Democratic Services officer raised whether as the change in the law allowed virtual meetings until the end of March 2021 and as the current virtual meeting had worked well and avoided representatives having to travel from different parts of the County, Forum would wish to make all the forthcoming meetings in 2020 and early 2021 virtual.

While from an initial vote undertaken to gauge the level of support for the suggestion there was a clear majority in favour, as there was not a complete consensus, this could be revisited at the November meeting. (The Service Director Education suggested that some meetings of Forum (involving budget consultations) would be better held as face to face meetings, and they could be identified nearer the time. *Post Meeting Note: since the meeting it has become apparent that there will be a requirement for social distancing for safety reasons to continue via virtual meetings as opposed to meetings in physical committee rooms for some time to come and therefore it would be more appropriate to revisit this later in the New Year by which time the Forum will have experienced a number of virtual meetings*)

In closing the meeting the Chairman placed on record his thanks:

- As it was her last meeting, to Amanda Morris–Drake for her contributions to Forum meetings. In reply she thanked everyone and asked that they continued to support children and young people with mental health difficulties referencing the hubs that still needed to be established having been discussed over a long period. The Chairman agreed that this should be an essential part of the new way of providing services going forward
- Rob Sanderson and Democratic Services officers for their support over the year and making the current virtual meeting happen.
- To Jon Lewis and Martin Wade and the rest of the LA Team for their support over the academic year and especially in the last months during the COVID crisis which had been particularly impressive.
- The Chairman thanked all of Schools Forum for their attendance at the meeting and for their contributions during the year.

Chairman  
November 2020

## Schools Forum Minutes Action Log

The Action Log was updated following the July Forum meeting and captures the actions from meetings of the Cambridgeshire Schools Forum requiring a response / or the response undertaken and completed since the last Action Log update. Due to the covid-19 crisis any updates will be provided orally at the meeting

### Minutes 12<sup>th</sup> July 2019

1.	Minute 120. Review of Maintained Nurseries	Jon Lewis Service Director of Education / Hazel Belchamber	Agreed an update report on the review would be presented to Forum and that no decision would be made before the beginning of 2020. An update provide to December Forum is included as set out in the next column.	Following the agreement by the Department for Education (DfE) to continue funding to Nursery Schools for a further year, officers continue to work with Nursery Heads and governors over the longer term future of the Nursery Schools. A report will be brought to Schools Forum when appropriate.	Action Ongoing
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### Minutes 17<sup>th</sup> July

2.	Minute 157 Update on High Needs Recovery Plan	Jon Lewis / Councillor Bywater	It was agreed that the Director in consultation with the Chairmen of the Children and Young People Committee and Schools Forum should prepare a letter of representation to Government to request additional funding.	<u>Oral update to be provided at the meeting</u>	Status of action to be confirmed
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3.	Minute 158 Schools and Dedicated Schools Grant (DSG) Financial Health - Schools Balance Mechanism	Martin Wade	There was a request that the text setting out the mechanism be looked at again to ensure that there was reference to any proposed intervention strategy having the involvement of the receiving trust if there was a proposal to convert it to an academy. It was agreed to amend accordingly and also that the same should also apply where schools were being brokered between trusts.	This would be taken on board as part of the consultation to be undertaken in the spring.	Action ongoing
4.	Minute 160 Review of Membership and Proportionality – need for more ethnic diversity in the Forum membership	Jon Lewis / Chairman	There was highlighted a lack of ethnic diversity on Forum with one observer suggesting that appointment processes should be reviewed to recognise the need for Forum to embrace a greater degree of ethnic diversity in its membership and that this should be taken into consideration when making future appointments. It was agreed that the Director would highlight this suggestion to the Representative Groups that approved Maintained and Academy sector appointments. The Chairman also undertook to take the suggestion away to discuss it further with the Academy sector representatives.	<u>Oral update on any progress to date to be reported at the meeting.</u>	

## Schools Funding Update – November 2020

**To:** Cambridgeshire Schools Forum

**Date:** 6 November 2020

**From:** Jonathan Lewis – Service Director: Education  
Martin Wade – Strategic Finance Business Partner

**Purpose:** To provide Schools Forum with an update on the latest national funding announcements and local funding formula proposals for the 2021/22 Schools budget setting round.

Recommendations:

### 2021/22 School Funding Arrangements

1) Schools Forum are asked to note and comment on the national funding announcements.

### Consultation Process and Responses

2) Schools Forum are asked to comment on the responses received to the consultation and the proposed Local Authority (LA) approach.

3) *Schools Forum are asked to vote on the approval of a block transfer between the Schools Block and High Needs Block.*

4) *If the transfer is approved, at what level should it be set:*

- i) 0.5%
- ii) 1.0% (would require Secretary of State approval).

### De-Delegations

5) Maintained Primary representatives on Schools Forum are asked to approve the continuation of de-delegations in respect of:

- i) Contingency
- ii) Free School Meals Eligibility
- iii) Maternity
- iv) Trade Union Facilities Time

### Central Schools Services Block

6) Schools Forum are asked to approve:

- i) *the reduction in Contribution to Children's Services from £1.5m to £1m for 2021/22.*
- ii) *the continuation of the £733k to support early intervention family workers.*
- iii) *the transfer of £1,085k from the Central Schools Service Block (CSSB) to the High Needs Block.*
- iv) *the continued use of the retained duties funding within the CSSB to support ongoing functions.*
- v) *the continued retention of £10 per pupil from maintained schools for services specifically provided to maintained schools.*

7) Schools Forum are asked to comment on *the proposal for Schools to be charged for 40% of the current Broadband costs following the further reduction in funding.*

#### Growth Fund and New School Funding

8) Schools Forum are asked to approve:

- i) the continuation of the current growth fund criteria and funding rates for 2021/22*
- ii) the continuation of the centrally retained growth fund to £2m.*
- iii) the variation to pupil numbers for new schools.*
- iv) the underwriting of pupil numbers for new schools in the future – subject to changes in national policy*

## 1.0 Context

1.1 The presentation (appendix 1) accompanying this report provides information to support the 2021/22 Schools budget setting process and will cover the following areas:

- 21/22 School Funding Arrangements
- High Needs Block
- Illustrative Budget Modelling
- Consultation Process & Results
- Centrally Retained Funding
- Growth Funding / New Schools
- Next Steps

1.2 The presentation contains a summary of the results of the consultation which closed on 23<sup>rd</sup> October. A full transcript of the narrative responses to the consultation questions can be viewed at appendix 2.

1.3 During the presentation by Officers, Members of Schools Forum will have opportunity to comment on the content and where necessary will be asked to make decisions on a number of areas including:

- Proposed block transfers
- De-Delegations (maintained primary schools only)
- Centrally Retained Funding
- Growth Funding (full detail at appendix 3)

1.4 Further information will be presented at the December or January meeting of Schools Forum once updates have been received from the Department for Education (DfE).

1.5 The budget consultation paper has been shared with Cambridgeshire MPs and a briefing session was held on the 23<sup>rd</sup> October to outline the key changes and the pressures faced by Cambridgeshire schools as a result of this budget settlement. We have been requested to provide some further information to allow MPs to make representation on the budget pressures faced for small schools, in the high needs block and for the ongoing exceptional costs of making schools Covid-19 compliant.

Background documents: Appendices 1-3.

1.6 The table below shows the main decision making powers and responsibilities for items relevant at this meeting (other powers such as decisions in respect of deficits, contracts and changes to the Scheme of Financial Management do not apply to the items covered above.)

Function	Local education authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted	Checks for compliance with regulations
Movement of up to 0.5% from the schools block to other blocks	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval to application for exclusions
De-delegation for mainstream maintained schools	Proposes	Maintained primary and secondary school member representatives	Will adjudicate where schools forum does not agree local authority proposal
General Duties for maintained schools - Contribution to responsibilities that local authorities hold for maintained schools	Proposes	Would be decided by the relevant maintained school members (primary, secondary, special and PRU).	Adjudicates where schools forum does not agree local authority proposal
Central spend on and the criteria for allocating funding from: <ul style="list-style-type: none"> <li>Growth - pre-16 pupils, including new schools set up to meet basic need, whether maintained or academy</li> <li>Falling rolls - funding for good or outstanding schools with where growth in pupil numbers is expected within three years</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal
Central spend on: <ul style="list-style-type: none"> <li>high needs block provision</li> <li>central licences negotiated by the Secretary of State</li> </ul>	Decides	None, but good practice to inform forum	None



# 2021/22 Schools Budgets and Dedicated Schools Grant Funding

Schools Forum – 6<sup>th</sup> November 2020

# Introduction

The purpose of today's presentation is to share with Schools Forum the latest position on Dedicated Schools Grant (DSG) funding in relation to the 2021/22 budget setting round:

1. 21/22 School Funding Arrangements
2. High Needs Block
3. Illustrative Budget Modelling
4. Consultation Process & Results
5. Centrally Retained Funding
6. Growth Funding / New Schools
7. Next Steps

# 21-22 School Funding Arrangements

## Schools Block

- Extra £4.8bn into Education nationally in 21/22 (second year of the funding settlement worth £14.4bn over 3 years – 22/23 original plan for an additional £7bn. Any spending review may change this allocation (even increase it).
- Funding from the teachers' pay grant (TPG) and the teachers' pension employer contribution grant (TPECG), including the supplementary fund, has been added to the formulae.
- Increased minimum per pupil levels (MPPL) of £4,180 for Primary and £5,415 for Secondary (includes uplifts to reflect the TPG/TPECG at a rate of £180 in primary and £265 in secondary)

# 21-22 School Funding Arrangements

## Schools Block

- DfE published illustrative figures show a £30.6m increase for Cambridgeshire (excluding growth funding) compared to the amount received in 2020/21 – However this approximately £17.6m of this relates to the baselining of TPG/TPECG and as such the net increase is in the region of £13m / 3.4%.
- Final allocations will differ based on the October 2020 census information.
- The Income Deprivation Affecting Children Index (IDACI) has been updated to the latest 2019 data which will have an impact on the distribution of deprivation funding.

# 21-22 School Funding Arrangements

## Schools Block

- The sparsity factor has been increased at a national level, as a first step towards expanding the support the NFF provides for small and remote schools from 2022 to 2023.
- The DfE define a small school as having less than 21.4 pupils per year group in primary and less than 120 per year group in secondary.
- However the mandatory distance thresholds of 2 miles for primary and 3 miles for secondary (as the crow flies) excludes the majority of Cambridgeshire small schools.
- As a result the national changes will have a minimal impact other than for those which already qualify.

# 21-22 School Funding Arrangements

## Schools Block

- Minimum Funding Guarantee (MFG) can be set between +0.5% and +2% increase per pupil; LA decision
- No national cap but LAs can still opt to use a local cap
- 0.5% limit on movements between funding blocks remains

# 21-22 School Funding Arrangements

## Early Years Block

- No announcements as yet.
- Continuation of the maintained nursery school supplement until the summer of 2021

## High Needs Block

- Extra £730m announced nationally
- Allocated through the High Needs funding formula with floors, protections and caps – minimum uplift 8% - Cambridgeshire to receive and extra £6.1m / 8% - excluding TPG/TPECG (based on illustrative data)

# 21-22 School Funding Arrangements

## Central Schools Services Block (CSSB)

- Historic commitments reduced by a further 20% from last year resulting in a net CSSB reduction of £0.8m compared to last year.
- This will impact on the budgets currently funded through this route. i.e. Broadband.

# How do we compare?

Source: DfE 2021-22 NFF Summary	20/21 Rank	2020/21 Baseline Schools Block per Pupil	21/22 Rank	Illustrative 2021/22 Schools Block per Pupil
Tower Hamlets	1	£7,219	1	£7,376
Hackney	2	£7,136	2	£7,297
Peterborough	63	£5,044	65	£5,193
Bedford Borough	87	£4,928	86	£5,106
Norfolk	86	£4,942	89	£5,092
Hertfordshire	104	£4,862	110	£5,017
Worcestershire	116	£4,831	116	£4,999
Northamptonshire	113	£4,837	117	£4,998
Bath and North East Somerset	111	£4,844	118	£4,997
Suffolk	121	£4,823	120	£4,988
Essex	125	£4,811	127	£4,971
West Berkshire	127	£4,798	128	£4,970
Oxfordshire	129	£4,778	130	£4,933
Wiltshire	133	£4,767	132	£4,929
Central Bedfordshire	136	£4,754	136	£4,914
West Sussex	142	£4,729	139	£4,910
Hampshire	143	£4,727	142	£4,901
Cambridgeshire	141	£4,732	143	£4,900
South Gloucestershire	149	£4,637	149	£4,815

# Required Actions

- Schools Forum are asked to note and comment on the national funding announcements

# High Needs Block

- 2020/21 High Needs Block:

Source of Funding	£m
DfE Allocation	£75.41m
Transfer from Schools Block	£0m
Transfer from CSSB	£1.22m
Total	£76.63m

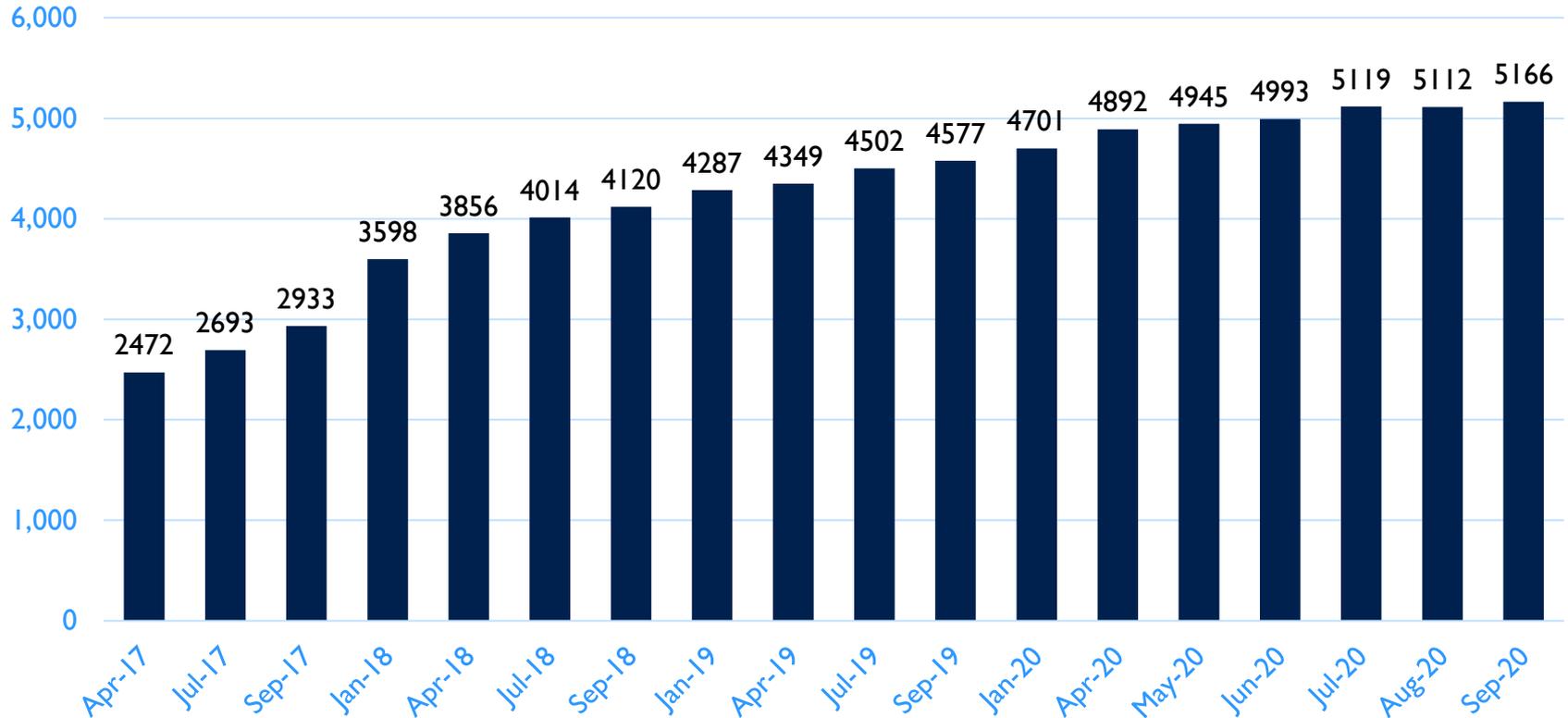
- Total estimated spend for 20/21 = £88.5m+
- Adjusted Deficit b/fwd from 19/20 = £16.62m
- Forecast Deficit to c/fwd to 21/22 = £28.5m+**

# High Needs Block

- 2021/22 Illustrative High Needs Block = £82.5m
- Of which approximately £1m relates to TPG/TPECG.
- The majority of the budget (circa 70%) funds activities in schools and 14% funds out of county provision.
- Main pressures due to increasing numbers continue to be:
  - High Needs top-up budget
  - Out of School Tuition Budgets
  - Special Schools
  - High Needs Units
- **Basic HNB funding not sufficient to meet current commitments.**

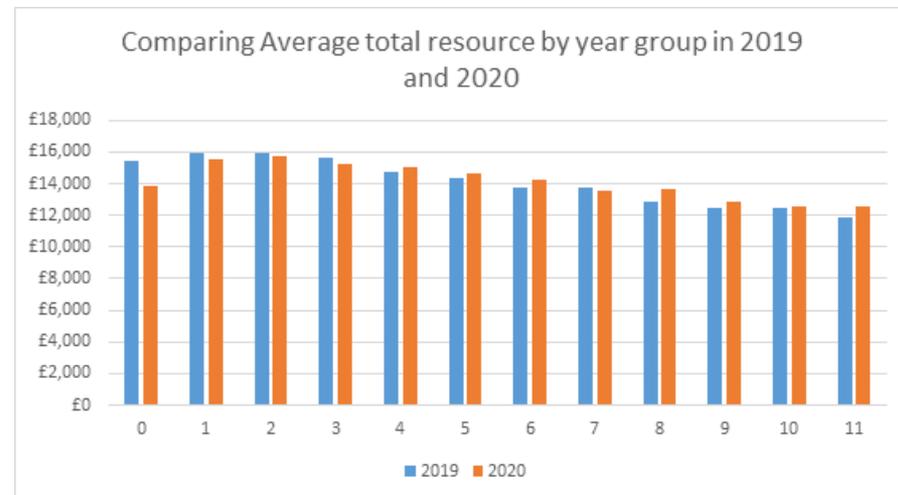
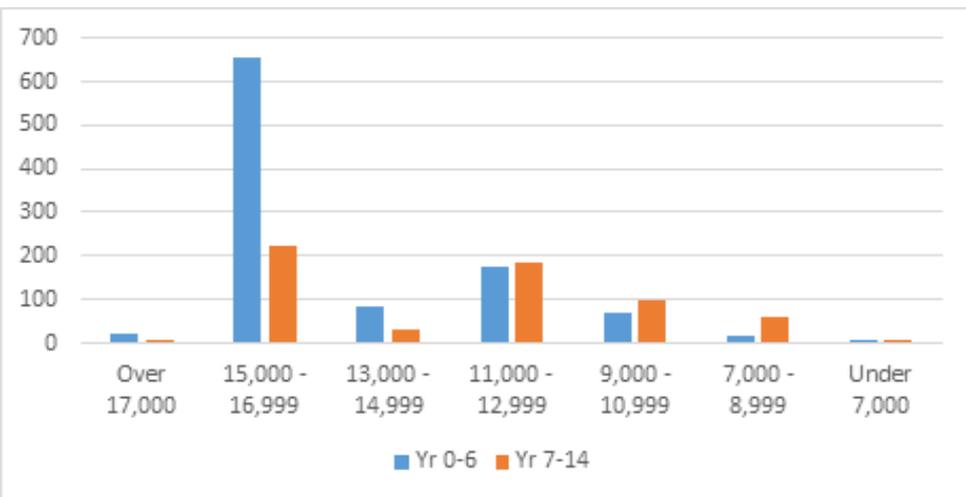
# High Needs Block – EHCPs

Cambridgeshire EHCPs



# High Needs Block

- Alongside the continuing increase in EHCPs the complexity of need is also continuing to rise.
- Currently the average full year top-up is in the region of £8,170 per mainstream pupil with approximately 44% of pupils receiving a full year top-up equivalent of more than £10k.



# High Needs Block

- A reduction in the funding to Behaviour and Improvement Partnerships (BAIPs) has already been actioned.
- Work is ongoing to review and reduce High Cost Placements.
- Reductions in Top-Up funding for mainstream schools will be consulted upon in the new year – likely 10% reduction from summer / autumn 2021.
- Other workstreams being developed by the Special Educational Needs and Disability (SEND) Recovery Board include:
  - Review of Out of School Tuition
  - Review of Enhance Resource Centres/Bases
  - SEND Service Review
  - Quality Assurance Framework
  - Performance Data
  - Demand Management
  - Invest to save options...

# High Needs Block

- The DSG conditions of grant to make it clear that any deficit **must** be carried forward to the schools budget in future years. The local authority may **not** fund any part of the overspend from its general resources, unless it applies for and receives permission from the Secretary of State to do so.
- The High Needs Block not only needs to be sustainable on an ongoing basis, but the overall DSG will also need to recover the cumulative deficit.

# Illustrative Budget Modelling

- Schools have been provided with illustrative funding allocations to show the potential impact of 3 different scenarios:
  - A) 0% Block Transfer – 2% MFG
  - B) 0.5% Block Transfer – 1.5% MFG
  - C) 1% Block Transfer – 0.5% MFG
  - At each scenario the MFG and Cap have been adjusted to ensure overall affordability.

# Illustrative Budget Modelling

- Important points to note:
  - The illustrative figures use the revised NFF unit values and MPPL values for 2021-22.
  - The 2020-21 baseline has been adjusted to reflect an estimate of the levels of TPG and TPECG to be received by each school.
  - As with the pupil numbers and backing data used in the DfE school level information the illustrative amounts are based on the October 2019 census. Therefore the actual figures to be received in 2021-22 will differ, and in some cases will be significantly different due to changes in overall numbers and pupil characteristics.

# Illustrative Budget Modelling

- Important points to note:
  - Any school currently funded below the MPPL will as a minimum see an increase up to this level.
  - Conversely any school already funded above the MPPL will see a variable level of funding in 21/22 dependent on individual characteristics and overall affordability.
- Analysis undertaken by the Education Policy Institute notes that:
- *“..the link between funding and pupil need is being weakened by a system of levelling up which directs a proportion of additional funding towards schools with historically lower levels of funding – these schools will typically (though by no means exclusively) be serving schools in more affluent areas. “*

# Illustrative Budget Modelling

Likewise a report from the Institute for Fiscal Studies (IFS) notes:

- *Schools in disadvantaged areas of England will receive smaller funding increases than those in wealthier areas under the Government's new schools funding formula.*
- *The researchers added that the new national funding formula should ensure that the funding system responds to the geography of deprivation in the long term, however, schools in poorer areas will receive funding increases of 3-4 percentage points less than those in affluent areas up to 2021.*
- *The IFS warned that the short-term funding disparity will create “additional challenges” in responding to the COVID-19 crisis, with headteachers already having to find additional funds to cover the costs of reopening, and would widen educational inequalities and hamper the Government's “levelling up” plans.*

# Consultation Process

- The schools funding formula continues to be a local authority (LA) decision in 2021-22.
- As in prior years schools must be consulted on:
  - a) Any changes to the formula being proposed; and
  - b) Any transfer proposed from the Schools Block.
- The consultation periods are having to be shorter due to the timing of announcements (October rather than July) which the DfE acknowledge.

# Consultation Responses

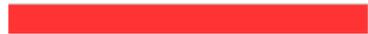
- A total of 80 submissions were received in response to the funding consultation which closed on Friday 23<sup>rd</sup> October.
- The following slides provide a summary of the results of the consultation.
- Appendix 2 provides further detail, including a full transcript of the narrative responses.

# Consultation Responses

## 1. Which best describes the organisation you are representing in your consultation response?

			Response Percent	Response Total
1	Individual maintained school		56.25%	45
2	Individual academy school		22.50%	18
3	Academy Trust or other (please specify):		21.25%	17

## 2. Which of the following best describes your position/role?

			Response Percent	Response Total
1	Headteacher		62.50%	50
2	Governor		17.50%	14
3	CEO		1.25%	1
4	Finance staff		11.25%	9
5	Parent		0.00%	0
6	Other (please specify):		7.50%	6

- If representing an individual maintained school or academy:
  - Primary = 61 Secondary = 9 Special = 2

# Consultation Responses

5. Do you agree that the Cambridgeshire funding formula unit values for 2021-22 should be aligned with the national funding formula rates?

			Response Percent	Response Total
1	Yes		91.25%	73
2	No		1.25%	1
3	Not Sure		7.50%	6

- Comments included:
  - *“Movement to the national funding formula should be made as soon as possible”*
- *Based on the responses received the LA recommendation will be to implement the NFF funding rates as set out in the consultation.*

# Consultation Responses

6. Do you support the transfer of funding from the Schools Block to the High Needs Block to support the increasing pressures within this area?

			Response Percent	Response Total
1	Yes		30.00%	24
2	No		62.50%	50
3	Not Sure		7.50%	6

- Comments included:

- *“Historic underfunding of the High Needs block in Cambridgeshire should not be subsidised by a transfer from our historically underfunded mainstream schools”*
- *“Central government should be properly and effectively funding children with Higher Needs across this country”*

# Consultation Responses

- Of the 24 responses that did support a block transfer to the High Needs Block:

7. If "Yes", at what level do you think the transfer should be:			Response Percent	Response Total
1	0.5% (£1.9m)		52.94%	18
2	1.0% (£3.8m)		17.65%	6
3	Other (please specify):		29.41%	10

- The 10 “Other” answers were “0%” or “n/a”

# Consultation Responses

8. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the Minimum Funding Guarantee (MFG) being set at lower than the maximum allowable 2.0%?

			Response Percent	Response Total
1	Yes		41.25%	33
2	No		40.00%	32
3	Not Sure		18.75%	15

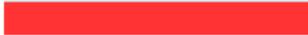
- Comments seemed to suggest be quite a lot of confusion in respect of the MFG with reference to growing schools, those with falling rolls or setting the MFG as low as possible to protect schools.

9. If "Yes", what is the minimum the MFG should be set at?

			Response Percent	Response Total
1	0.5%		23.81%	10
2	1.0%		14.29%	6
3	1.5%		16.67%	7
4	Not Sure		23.81%	10
5	Other % (please specify):		21.43%	9

# Consultation Responses

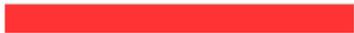
10. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the use of a funding cap?(note the funding cap restricts the amount of any funding gains of those schools above the level at which the funding cap is set)

			Response Percent	Response Total
1	Yes		52.50%	42
2	No		27.50%	22
3	Not Sure		20.00%	16

- A lot of comments referred to the fact that the use of a cap has an adverse impact on those schools already in receipt of more than the MPPL which tend to be those in more deprived areas and/or those with great levels of need.
- We recognise this, but due to the way in which the mandatory MPPL is applied and the overall limit on resources the options to balance overall are limited and do not allow a more equal distribution.
- *Based on the responses received the LA recommendation will be to use a combination of the MFG and funding cap to balance within available resources.*

# Consultation Responses

**11. Maintained schools are asked to show their support for the continuation of the following de-delegation arrangements:**

11.1. Primary Contingency Scheme			Response Percent	Response Total
1	Yes		81.6%	40
2	No		4.1%	2
3	Not Sure		14.3%	7
11.2. Free School Meal Eligibility			Response Percent	Response Total
1	Yes		89.8%	44
2	No		0.0%	0
3	Not Sure		10.2%	5
11.4. Maternity Cover			Response Percent	Response Total
1	Yes		89.6%	43
2	No		0.0%	0
3	Not Sure		10.4%	5
11.5. Trade Union Facilities Time			Response Percent	Response Total
1	Yes		73.5%	36
2	No		6.1%	3
3	Not Sure		20.4%	10

# De-delegation Amounts

- Apply to maintained primary schools only:

	Agreed 2020/21 Basis	Proposed 2021/22 Basis
<b>Contingency</b>	£2.10 per pupil	£2.10 per pupil
<b>Free School Meals</b>	£4.65 per FSM child	£4.65 per FSM child
<b>Insurance*</b>	£22.51 per pupil	£21.00 per pupil
<b>Insurance (catch up)</b>	£2.21 per pupil	£0 per pupil
<b>Maternity</b>	£5.00 per pupil	£5.00 per pupil
<b>Trade Union Facilities Time</b>	£1.10 per pupil	£1.10 per pupil

**Please note:** Final de-delegation amounts for 2021/22 will be updated on receipt of revised data from the ESFA and presented at the January meeting of Schools Forum. Although final amounts will change to reflect final pupil numbers and academy conversions the principles for de-delegation will remain as set out above.

# Consultation Responses

- In respect of the questions in relation to Insurance and the Risk Protection Arrangements we intend to circulate additional information on the levels of cover provided to each scheme to maintained schools only.
- This will then allow schools to consider in more detail and make an informed decision about the appropriateness and value for money of each.
- A final decision can then be made by maintained school representatives at either the December or January meeting of Schools Forum.

# Required Actions

- Schools Forum are asked to comment on the responses received to the consultation and the proposed LA approach.
- Schools Forum are asked to vote on the approval of a block transfer between the Schools Block and High Needs Block.
- If the transfer is approved, at what level should it be set:
  - 0.5% or
  - 1.0% (will require Secretary of State approval)

# Required Actions cont..

- Maintained Primary representatives on Schools Forum are asked to approve the continuation of de-delegations in respect of:
  - 1) Contingency
  - 2) Free School Meals Eligibility
  - 3) Maternity
  - 4) Trade Union Facilities Time

# Central Schools Services Block

- Continued reduction of CSSB funding based on DfE published illustrative figures. Historic Commitments reduced by 20% to £3.693m

Historic Commitments	2020/21 Budget £000	Proposed 2021/22 Budget £000
Contribution to Children's Services	£1,500	£1,000
Early Intervention Family Workers	£733	£733
Broadband Contract	£1,167	£875
Transfer to High Needs Block	£1,217	£1,085
Total	£4,617	£3,693
School Contribution to Broadband	£292	£584

# Central Schools Services Block

- Broadband Contract - Proposed pricing based on approximately 40% of total costs being met by schools and the remaining 60% continuing to be subsidised in 2021/22:

Phase	Bandwidth	Cost 2020-21	Cost 2021-22
Primary	100	£1,050	£2,100
Secondary	1000	£1,650	£3,300

- The base entitlement under Eastnet for Schools framework is 1000Mb for Secondary schools and 100Mb for Primary Schools. For the 2021-22 financial year, any schools considering upgrading beyond the base offer, for example a primary requiring 200Mb, will be charged the 40% of the 100Mb circuit, plus the full difference between a 100Mb and 200Mb circuit.

# Retained Duties Funding

- For 2021/22 it is proposed to:
  - Continue to apply the retained duties funding received as per of the CSSB to support ongoing functions.
  - Continue to retain £10 per pupil from maintained schools for services specifically provided to maintained schools.

Retained Duties Estimates	2021/22 £000
Estimated Retained Duties - Applies to all Schools*	£1,605
Estimated Education Functions - £10 per pupil - Maintained Only*	£292
Estimated Total Retained Funding	£1,897

\*Final amounts will be dependent on October 2020 pupil numbers and academy conversions.

# Required Actions

- Schools Forum are asked to approve:
  - 1) the reduction in Contribution to Children's Services from £1.5m to £1m for 2021/22.
  - 2) the continuation of the £733k to support early intervention family workers.
  - 3) the transfer of £1,085k from the Central Schools Service Block (CSSB) to the High Needs Block.
  - 4) the continued use of the retained duties funding within the CSSB to support ongoing functions.
  - 5) the continued retention of £10 per pupil from maintained schools for services specifically provided to maintained schools.
- Schools Forum are asked to comment on:
  - 1) the proposal for Schools to be charged for 40% of the current Broadband costs following the further reduction in funding.

# Growth Funding

- No proposed changes to the Growth Fund methodology for 2021/22. (Full criteria can be seen at Appendix 3)
- The inclusion of Headteacher Representatives on the Growth Fund panel has added an additional level of challenge to the process.
- To date in 20/21 a total of £1.85m has been allocated across diseconomies funding, and growth funding for primary and secondary schools.

# Growth Funding

- Proposed 21/22 funding rates per form of entry (FE):

Phase	Academic Year	Financial Year (7/12ths)
Primary (1FE)	£54,000 + £4,000	£31,500 + £4,000
Secondary (1FE)	£65,000 + £4,000	£37,917 + £4,000

# Growth Funding

- Based on the latest available data and intelligence from the Place Planning Team, and allowing for changes in required Diseconomies funding the estimated centrally retained Growth Fund requirement for 2020/21 remains at £2m.
- The total cost of implicit growth will not be known until final pupil data is received from the ESFA in December, but we estimate it to be around £2m.
- A final reconciliation will be provided to Forum on receipt of the December information, but as in previous years the expectation is that a subsidy in the region of £1m from existing schools will be required to meet the cost of new and growing schools.

# New School Funding

- There are no proposed changes to the funding for New Schools.
- Variations to pupil numbers are applied to new and growing schools whilst they fill to capacity.
- DfE Require the numbers at the new Alconbury Weald secondary school to be underwritten. (due to open in Sept 23)
- We would be required to fund 120 pupils per year group – same approach we have applied to recent new secondary schools.
- Increasing requirement from the DfE to guarantee numbers for new schools.

# Variation to Pupil Numbers

School	Guaranteed Number 21/22 APT - April to Aug (5/12ths)	Guaranteed Number 21/22 APT - Sept to Mar (7/12ths)
Godmanchester Bridge Academy*1	180	210 TBC
Ermine Street Primary*	210	210 TBC
Pathfinder Primary*	240	270 TBC
Trumpington Park Primary	270	330
Littleport Secondary	480	600
Wintringham Park	60	60
Northstowe Secondary	240	360
Cromwell Community College *2	30	60

\*1 - Disapplication required

\*2 – Move to all-through – adjustment to primary age pupils

# Required Actions

Schools Forum are asked to approve:

- 1) the continuation of the current growth fund criteria and funding rates for 2021/22
- 2) the continuation of the centrally retained growth fund to £2m.
- 3) the variation to pupil numbers for new schools.
- 4) the underwriting of pupil numbers for new schools in the future – subject to changes in national policy

# Next Steps

- 10<sup>th</sup> November 2020 – Children and Young People Committee
- Mid-December 2020 / Early January 2021 – ESFA to publish final DSG figures and revised Authority Proforma Tool (APT)
- 16<sup>th</sup> December 2020 – Schools Forum
- 15<sup>th</sup> January 2021 – Schools Forum
- 19<sup>th</sup> January 2021 – Children and Young People Committee to approve final budget proposals
- 21<sup>st</sup> January 2021 – APT submission deadline to the ESFA
- End of January/early February – budgets to be issued to Primary and Secondary Schools (academy budgets will be illustrative only as final budgets will be confirmed by the ESFA).
- Spring 2021 – High Needs Consultation to be launched.

## Appendix 2 – Consultation Responses

### School Funding Arrangements 2021-22

1. Which best describes the organisation you are representing in your consultation response?

			Response Percent	Response Total
1	Individual maintained school		56.25%	45
2	Individual academy school		22.50%	18
3	Academy Trust or other (please specify):		21.25%	17

2. Which of the following best describes your position/role?

			Response Percent	Response Total
1	Headteacher		62.50%	50
2	Governor		17.50%	14
3	CEO		1.25%	1
4	Finance staff		11.25%	9
5	Parent		0.00%	0
6	Other (please specify):		7.50%	6

5. Do you agree that the Cambridgeshire funding formula unit values for 2021-22 should be aligned with the national funding formula rates?

			Response Percent	Response Total
1	Yes		91.25%	73
2	No		1.25%	1
3	Not Sure		7.50%	6

If you do not agree, please explain why: (5)

1	I believe that that our LA funding should be in excess of the NFF to support historic underfunding. You only need to visit schools in other counties to see the difference.
2	Movement to the national funding formula should be made as soon as possible
3	Yes move to National funding as soon as possible
4	Yes and the move to this formula should happen as soon as possible.
5	It makes sense to me to continue the trend especially if, as you say, there is a likelihood in due course that schools will be hard-aligned to the NFF figure

6. Do you support the transfer of funding from the Schools Block to the High Needs Block to support the increasing pressures within this area?

			Response Percent	Response Total
1	Yes		30.00%	24
2	No		62.50%	50
3	Not Sure		7.50%	6

If you do not agree, please explain why: (49)

1	Historic underfunding of the High Needs block in Cambridgeshire should not be subsidised by a transfer from our historically underfunded mainstream schools. This masks the underfunding issue for the High Needs block which is a national picture. This year particularly, schools leaders will have to work hard to ensure that school budgets remain positive, especially those like us, who run their own wrap around care and preschool. Things are incredibly precarious.
2	xxxxxx has welcomed statements made by Cambridgeshire County Council (CCC) over recent times with regards to the necessity to direct financial resources to where the educational need is greatest. Therefore, we would welcome a more imaginative response to the reduction in the high needs deficit with the virement of funds from other non-education 'pots' held by CCC in line with the precedent set by other Local Authorities (LA) in this position.
3	Not if the combination of the government funding formula for the year, and the transfer means that certain schools end up with less money coming in than they did the previous year. A simple reduction in budget across the board will have a greater impact on some schools than others and it seems that there is no capacity to take the impact on individual schools into consideration.
4	xxxxxxx has welcomed statements made by Cambridgeshire County Council (CCC) over recent times with regards to the necessity to direct financial resources to where the educational need is greatest. Therefore, we would welcome a more imaginative response to the reduction in the high needs deficit with the virement of funds from other non-education 'pots' held by CCC in line with the precedent set by other Local Authorities (LA) in this position.
5	Central government should be properly and effectively funding children with Higher Needs across this country. Moving money from the Central Schools Block masks the true shortfall across the nation. All LAs should be requesting additional support from the DfE so that they have a full understanding of the plight that faces this sector.
6	If we pay this however small it will not make a huge difference and central Gov will see that we are softening! We didn't pay it last year to make a point to central Gov.
7	High Needs should be correctly and fully funded nationally. It is not right that there should be a Top Slicing from main stream school funding.
8	We have welcomed statements from CCC in the past re direct financial resources to where educational need is higher. We would welcome a more imaginative response to the reduction in the high needs deficit with the funds from other non-education ""pots"" held by CCC in line with the precedent set by other LAs in this position.
9	We believe that HN Funding should be funded appropriately by central government. Any transfer from the Schools Block will barely make a dint in the vacuum of funding, will put individual schools under more funding pressure and will 'hide' the true extent of the funding gap.
10	In transferring from the Schools Block we are failing to address the root cause of the problem. We need to live within our means from the budget as it stands. More centrally though, the single biggest issue for me is the unintended consequence of the transfer in that it will be directed solely towards the schools serving the most disadvantaged areas of the county. It is these areas which are struggling financially and where recruitment is more challenging and facilities worse. I would support an even share of the costs when partnered with a clear plan to reduce spending in the medium term. I understand the LA view that the money has to come from somewhere and that they are unable to pull the rabbit from the hat. However, this model effectively places some schools in a position of needing to further cut services which will mean an increase in the gap between less and more advantaged localities, reflected in growing PP divergence.
11	I do believe, however, that the government should have given more money to this pot originally. Clearly this area of education has historically been grossly underfunded.

6. Do you support the transfer of funding from the Schools Block to the High Needs Block to support the increasing pressures within this area?

		Response Percent	Response Total
12	Schools already have had additional financial burdens with Covid 19. Plus our school has a high number of EHCP children which is not fully funded. The amount that will be paid off is not significant enough to warrant the transfer.		
13	While the High Needs deficit is regrettable, the reality is that budgets continue to be tight. The projected rise in per-pupil income will be almost entirely offset by the mandatory pay rises for staff (which we fully support). As a school we have a (relative to our size) large number of SEND pupils who are not classified as EHCP and so additional provision for them to benefit fully from the curriculum eats further into our budget. Furthermore, early baselining at our school suggests that there are substantial gaps in pupil's progress due to COVID lockdowns and the £120 per pupil provided to bridge that gap will not be sufficient - this also adds pressure to our budget.		
14	We believe that a transfer from the Schools Block to the High Needs Block will simply result in issues occurring elsewhere in the education system in time and not resolve the issue beyond the very short term. Although we do agree that the current deficit position is an issue, we suggest increasing pressure should be placed on the DfE to update the data being used to generate the HNB funding allocation. We also propose that those schools and academies with relatively significant carry forward balances (e.g. assessed using c/f as a percentage of annual expenditure), should be reviewed and in cases where the carry forward is deemed excessive then this should be reclaimed and used to contribute to the HNB deficit. If due to consensus, or through an overriding decision by the LA this transfer from SB to HNB does go ahead, we would like to note that 0.5% should be the limit of the transfer.		
15	I have welcomed statements made by Cambridgeshire County Council (CCC) over recent times with regards to the necessity to direct financial resources to where the educational need is greatest. Therefore, we would welcome a more imaginative response to the reduction in the high needs deficit with the virement of funds from other non-education 'pots' held by CCC in line with the precedent set by other Local Authorities (LA) in this position.		
16	Unsustainable model. Masks issues around SEN funding		
17	The funding required for this block has been predictable changes to the CoP in 2014 presumably led to the increased cost in funding plans to age 25. Schools are already hard pressed due to being in a low funded authority with too few special schools of our own to meet needs.		
18	As last year, I think suitable funding streams need to be set up by central government, transferring money masks the issues. I don't see how individual schools will benefit from this transfer.		
19	xxxxxx supports a very challenging group of pupils, with high underlying SEND levels and high EAL. In particular, we believe that our school supports a number of Children with challenging SEND needs but who do not have EHCPs and so no additional funding is received. We are preventing a number of children needing to go into special provision, and it is a key part of our ethos to support this children as part of the community. But being a small school we do not have the capacity to drive EHCPs and therefore funding that some bigger schools have, and we have a disproportionate amount of lower-level SEND need. Cherry Hinton therefore requires as much general funding as possible through the formula, as that is enabling us to continue to support our SEND children, even those without an EHCP, as part of the local community. If general funding is transferred to the high needs block, our budget will stand still. We are unlikely to see much of that back in additional EHCP funding and therefore it would severely jeopardise our ability to maintain the level of SEND support that we pride ourselves on, and that is of great benefit to the school system of the county.  This is compounded by high levels of EAL in this school, which drives up cost and is only funded through the normal formula funding – anything removed from the budget to the high needs block will reduce our capacity to meet the needs of EAL pupils.  There is also not a clear plan to address the whole high needs deficit, without which any transfer from the schools block would be wasted.		
20	Additional funding should be sought from the DfE rather than taken from the schools block as we are also under significant pressure at individual school level.		
21	Our small school's budget plan is pared down as much as possible already and we cannot afford less funding		
22	This will adversely affect the school budget position which is already tight.		

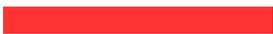
6. Do you support the transfer of funding from the Schools Block to the High Needs Block to support the increasing pressures within this area?

		Response Percent	Response Total
23	We should press for adequate funding from central Government, and we should reflect HN funding on the basis of the budget set.		
24	We should lobby the central government for sustainable funding matched to actual need. High Needs funding should reflect the set budget and the deficit will then demonstrate the actual position and chronic need for better funding.		
25	This problem is common to many LAs, because the national funding for High Needs is not adequate. Using funding from the Schools' Block will only mask these inadequacies temporarily, and put even more pressure on already very tight individual schools' budgets.		
26	This would have a detrimental impact on the already tight but balanced budget for our small school, to the detriment of our pupils.		
27	This would have a significant impact on the overall budget of the school 2021-22 and being able to provide the high quality educational provision within school.		
28	Any transfer from the schools block to the high needs block is really an exercise in re-arranging deckchairs. It is unlikely that the government will approve a transfer of over 0.5% and, even if it were to do so, it is only when there is a fundamental and realistic increase in high needs funding that the overspend in the high needs block will be resolved.		
29	We do not feel able to answer this question as all scenarios are equal in our context		
30	The schools block cannot sustain further dilution which reduce the overall funding which is being impacted upon by increases in min per pupil funding levels and the dilution this has on deprivation and prior attainment funding elements		
31	The schools block cannot sustain further dilution which reduce the overall funding which is being impacted upon by increases in min per pupil funding levels and the dilution this has on deprivation and prior attainment funding elements		
32	schools will be hit twice if the LA also reduce top up funding for EHCPs by 10%. I know of schools who already do not have enough TAs to manage individual needs safely - transferring more from schools may reduce the deficit but does not really reduce the problem of high needs expenditure - it masks it in fact.		
33	As per last year my feeling is that we should press for adequate funding from central government for this area.		
34	I think there is a great deal of wastage in the system and that the structure needs looking at.		
35	The schools' block cannot sustain further dilution which reduce the overall funding.		
36	the schools block cannot sustain further dilution which reduces the overall funding which is being impacted upon by increases in min per pupil funding levels and the dilution this has on deprivation and prior attainment funding elements		
37	As last year, we find it impossible to ask current and future children to sacrifice their current learning because of decisions made in the past. We also feel it is rather cheap for the government, if you are correct in your notes, to change the rules about where deficits can be made up from well after the incurring of such deficits. In the same vein, we do not believe that the deficit should be (partly) made up from the reduction of the top-up levels for EHCPs - that would hit small schools hard who may have a greater proportion of EHCPs as they are seen as schools where individual students may get more personalised care		
38	Although I feel the money is needed in the High Needs Blocks, schools are still having to support high needs children who should be within that provision but there is no provision or support for these children in their current settings. Therefore we need the funding to support those children who do not meet the high criteria or provision is simply not there. If you could provide evidence that the High Needs Block can meet the needs of the High Needs children that are still in mainstream schools, I would be happy to support the transfer of funding. However, I feel the funding, if removed from schools funding, will only clear the deficit and not provide additional provision or support for those who still require it and continue to remain in mainstream education.		
39	The schools block cannot sustain further dilution which reduce the overall funding which is being impacted upon by increases in min per pupil funding levels and the dilution this has on deprivation and prior attainment funding elements		

6. Do you support the transfer of funding from the Schools Block to the High Needs Block to support the increasing pressures within this area?

		Response Percent	Response Total
40	Because this will be to the detriment of the schools'. The reduction in funding combined with escalating costs, and the prospect of reduced high needs top-up funding, will prove unmanageable for our schools. As it is, the high needs top-up funding that is equivalent to £11.66 per hour already fails to cover the cost to the school of a Teaching Assistant on the lowest point on the support staff pay scale (including on-costs). For schools with high numbers of SEN and EHCPs, there is already no way to deliver a balanced budget and provide the number of hours of support prescribed in the EHCP.		
41	I cannot support any reduced funding to my school as that would have a devastating impact on the school. As a small school we already do not have enough money to cover our costs. As money attached to EHCPs is going to be cut regardless of any transfer of funding, I cannot operate on a lower budget.		
42	1) As last year, I think that transferring money in this way disguises the scale of the underfunding of high needs nationally and locally. This needs to be laid bare to support a proper campaign for this to be funded adequately. 2) Transferring money risks redundancies in schools which are most likely to be support staff and therefore most likely to hit children with higher needs most directly. 3) There seems little point transferring a ""compromise"" amount that leaves everyone still facing significant difficulties. Better to stick to the principal of the decision made last year, especially given that nothing has changed (beyond covid etc). 4) Some schools are hit extraordinarily hard by the proposed transfers. While the hit is to their increase in per pupil funding, that increase will be essential to meet other rising costs. 5) I am aware that a number of schools in my area have falling rolls given that a lot of children have left the country. This may be true in other areas too. This also is not yet captured in the modelled figures which were based on last year's census. That also needs to be examined.		
43	Small schools are struggling to provide for the needs of an ECHP child set by the Statutory Team from a basic schools budget.		
44	We should reflect High Needs Funding on the basis of the budget set and press for adequate central funding.		
45	There is a real danger that any transfer masks the degree to which inadequate funding for SEND is impacting on schools and our most vulnerable children. Any transfer could not be used to improve services for these pupils but go directly back to the government to address the growing deficit .		
46	It is better for schools to receive the funds and be able to use them to respond to local need.		
47	Although I sympathise greatly with the immense pressures on the High Needs Block, the school has been advised that the best scenario is for the full amount of the 'Per Pupil' figure to be awarded to the school. I feel the Government has a duty of care to all children, especially all vulnerable, PP and High Needs groups. Early interventions and solutions to the needs of these groups are very cost effective and should help alleviate later costs of Social Services, NHS, Police and Welfare services and many more. The support that is required for all children should be funded at the appropriate level, as investment in children is an investment in the future. Therefore, I would support the LA in their efforts to bridge the HNB deficit by lobbying the Government directly.		
48	The transfer amount is such a small amount in comparison to overspend a more radical solution is required. Given cuts that will be needed - reduction in EHCP etc. school budgets will require the maximum amount. COVID-19 also makes additional pressures on school budgets.		
49	The impact on xxxxx would make it unmanageable for us to budget going forwards. The loss in income would have a significant impact on the xxxxx regardless of which model is applied.		

7. If "Yes", at what level do you think the transfer should be:

			Response Percent	Response Total
1	0.5% (£1.9m)		52.94%	18
2	1.0% (£3.8m)		17.65%	6

7. If "Yes", at what level do you think the transfer should be:

			Response Percent	Response Total
3	Other (please specify):		29.41%	10

8. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the Minimum Funding Guarantee (MFG) being set at lower than the maximum allowable 2.0%?

			Response Percent	Response Total
1	Yes		41.25%	33
2	No		40.00%	32
3	Not Sure		18.75%	15

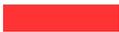
If you do not agree, please explain why: (29)

1	The figures provided do not show a projection for the future e.g. what is the impact of growth on funding - here at xxxxx we are growing rapidly but the figures on the impact on funding has not been described.
2	As a growing school, I understand the needs here but under the current pandemic circumstances I believe that there will be lower numbers of school moves across the county and therefore the need to fund new and growing schools will be minimal this year.
3	Should a transfer need to be made from the Schools Block to the High Needs Block, we do not agree that this transfer should happen, then the Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to the NFF as soon as possible.
4	Should a transfer need to be made from the Schools Block to the High Needs Block, we do not agree that this transfer should happen, then the Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to the NFF as soon as possible.
5	Because this school is subject to the Mandatory MPPL, any reduction would not impact on this school. It is therefore inappropriate to indicate a YES to this question.
6	should a transfer need to be made from the schools block to the high needs block we do not agree the transfer should happen, then the Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to NFF as soon as possible.
7	There are too many pressures on the school budget due to Covid, increased salaries etc.
8	We believe it is illogical to penalise stable or falling-roll schools in order to support infrastructural investment for growing schools. Given the geographical nature of the region, it would make more sense to maintain funding broadly at the minimum levels and encourage or incentivise growing schools to work with those that are stable so that the pre-invested benefits can be shared across a broader group of children.
9	I do not agree that this transfer should happen. The Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to the NFF as soon as possible.
10	School budgets already impacted by loss of income streams relating to Covid
11	Central Governments need to see the impact of failing to fund a growing region. Financially impairing everyone else to support this is an unfair solution.
12	Schools cannot improve and develop with less than the minimum funding guarantee.
13	xxxxxx is above the minimum per pupil level, and so without MFG at 2% it is not clear that the school will see even an inflationary increase.
14	Our small school needs maximum protection

8. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the Minimum Funding Guarantee (MFG) being set at lower than the maximum allowable 2.0%?

		Response Percent	Response Total
15	This will adversely affect the school budget position which is already tight.		
16	If it means slightly spreading the cost/burden more evenly.		
17	As a small school and as we have lower than expected numbers going forward next financial year, we need this minimum increase in funding. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901889/FINAL_2021-22_NFF_Policy_Document_MB.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901889/FINAL_2021-22_NFF_Policy_Document_MB.pdf</a>  ""Additional funding for small and remote schools will increase in 2021-22, with primary schools attracting up to £45,000, compared to £26,000 previously, as a first step towards expanding the support the NFF provides for such schools from 2022-23""		
18	Schools suffering from reductions as a result of reducing deprivation and prior attainment funding need as much protection of pupil led funding as possible		
19	Schools suffering from reductions as a result of reducing deprivation and prior attainment funding need as much protection of pupil led funding as possible		
20	Schools are suffering from reduction as a result of reducing deprivation and prior attainment funding need and therefore needs as much protection of pupil led funding as possible.		
21	Schools suffering from reduction as a result of reducing deprivation and prior attainment funding need as much protection of pupil led funding as possible		
22	As above, small schools need to make their case for increases to be as large as possible especially when rolls are falling. However, we would thoroughly support a more tailored response where MFGs were reduced for schools with large surpluses carried over or reduced for secondary schools or larger primaries where the annual increase through the MFG may be less significant in the overall budget		
23	Budget restraints and additional capital costs to maintain an older building. To enable to continual development and progress of the school to ensure we are a good school and begin to move beyond that.		
24	Schools suffering from reductions as a result of reducing deprivation and prior attainment funding need as much protection of pupil led funding as possible		
25	It has been challenging to set balanced budgets in 20/21. With rising costs and the challenges of supporting children with SEN, families experiencing unprecedented hardship, absorbing the costs (and loss of income) relating to Covid-19 (including supporting students to catch-up) and implementing the Government approved staff pay increases, this will be even more of an issue in 21/22.		
26	This is almost certainly going to be necessary, but I would want to see detailed modelling based on current October census to see what level the MFG should be and how it interacts with a possible funding cap.		
27	This is necessary to cover fixed/inflexible costs.		
28	Growth has a real consequence to schools and this needs to be recognised - it will not help school place availability if there are not the resources.		
29	As costs are rising exponentially and Teacher retention is a great problem, I feel that an annual increase of 2% in a school budget is the absolute minimum that can be considered at this time. School staff feel underpaid, undervalued and are struggling with diminishing resources compared to rising expectations and standards. They are almost without exception dedicated to the pupils and need the appropriate finance to ensure the best outcomes for them as well as for their own wellbeing.		

9. If "Yes", what is the minimum the MFG should be set at?

			Response Percent	Response Total
1	0.5%		23.81%	10
2	1.0%		14.29%	6

9. If "Yes", what is the minimum the MFG should be set at?

			Response Percent	Response Total
3	1.5%		16.67%	7
4	Not Sure		23.81%	10
5	Other % (please specify):		21.43%	9
Other % (please specify): (9)				
1	Should a transfer need to be made from the Schools Block to the High Needs Block, we do not agree that this transfer should happen, then the Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to the NFF as soon as possible.			
2	Difficult to say without knowing the impact of these differing rates			
3	see question 4			
4	0%			
5	see question above			
6	The figure which results in the most even share of the financial pain			
7	Not applicable.			
8	Minimum increase should be linked to inflation			
9	See question 4			

10. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the use of a funding cap?(note the funding cap restricts the amount of any funding gains of those schools above the level at which the funding cap is set)

			Response Percent	Response Total
1	Yes		52.50%	42
2	No		27.50%	22
3	Not Sure		20.00%	16
If you do not agree, please explain why: (24)				
1	This is due to the information not being available			
2	<p>We do not agree that a funding cap should be used to balance the cost of the formula. If a funding cap must be used then this should be as large as possible and certainly no lower than the amount provided by the government in its allocation to CCC.</p> <p>In order to ensure that funding is directed towards the need of the most vulnerable students in the county it is important that CCC should match the NFF as soon as possible.</p> <p>The funding cap applied in previous years has already placed a cumulative and aggregate disadvantage on schools with disadvantaged cohorts and therefore there is a double (or triple disadvantage.) The measured cumulative impact on xxxxxx over the last three years has been over £500k per year, a total of £1.5m. This is set to continue at the same level next year.</p>			
3	Should a transfer need to be made from the Schools Block to the High Needs Block, we do not agree that this transfer should happen, then the Minimum Funding Guarantee should be set as low as is necessary to balance the budget. This will start to redress the historic inequities in schools funding and will allow for the movement to the NFF as soon as possible.			
4	In the past I have seen small schools who stood to gain significantly under the introduction of the NFF disadvantaged through the use of growth funding caps. For small schools relatively small amounts of money can represent significant percentages - yet in real terms the saving achieved by the application of the cap is relatively small.			

10. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the use of a funding cap?(note the funding cap restricts the amount of any funding gains of those schools above the level at which the funding cap is set)

		Response Percent	Response Total
	I would advocate that schools with a certain number of pupils and/or particularly small budgets are excluded from any gains cap, so that they receive the money they need to remain viable.		
5	Because this school is subject to MPPL, it seems inappropriate to vote YES to this question.		
6	<p>we do not agree that a funding cap should be used to balance the cost of the formula. If a funding cap must be used then this should be as large as possible and certainly no lower than the amount provided by the Governemnt in its allocation to CCC. In order to ensure that funding is directed towards the need of the most vulnerable students in the county it is important that CCC should match the NFF as soon as possible.</p> <p>The funding cap applied in previous years has already placed a cumulative and aggregate disadvantage on schools with disadvantaged cohorts and therefore there is a double (or triple disadvantage). The measured cumulative impact on TCA over the last three years has been over £500k per year a total of £1.5m. This is set to continue the same level next year.</p>		
7	As it allows the continued funding of schools above the allowance calculated by the NFF at the expense of schools who should be receiving greater amounts under the NFF - completely undermines the NFF		
8	Again this should be planned in a way that the impact of the cap results in the pain being shared between all schools		
9	In general we would say no with the same argument as below - growth should not penalise stable schools that are balancing their budgets. However, if there is no other option, then we appreciate this may be necessary.		
10	<p>I do not agree that a funding cap should be used to balance the cost of the formula.</p> <p>If a funding cap must be used then this should be as large as possible and certainly no lower than the amount provided by the government in its allocation to CCC.</p> <p>In order to ensure that funding is directed towards the need of the most vulnerable students in the county it is important that CCC should match the NFF as soon as possible.</p> <p>The funding cap applied in previous years has already placed a cumulative and aggregate disadvantage on schools with disadvantaged cohorts.</p>		
11	We have been capped for some time		
12	I don't think any school in Cambs can afford to take a hit		
13	<p>Similar to above - this school needs to see a funding increase to even stand still, and due to being above the minimum per pupil level (for good reason), if funding gains are capped to address growth etc then that will be jeopardised.</p> <p>Our preference is a disapplication request to reduce the minimum funding levels. It is clearly these that are producing the perverse outcomes of the indicative budgets, rewarding larger schools often in less deprived areas at the expense of smaller schools with higher needs.</p> <p>We should also continue to look at schools sitting on large carry-forward balances, and remove excessive balances to the schools block if possible in an equitable way across the maintained and academy sector.</p>		
14	Those schools who are affected by the cap are not receiving the full benefit of the move to a national funding formula and we need that increase to meet the needs of our children.		
15	All schools should be treated in the same way.		
16	Funding gains need to be looked at in context.		
17	All schools should be treated in the same way		
18	We understand that a cap has been in place for a while. It is the size and the application of the cap where we would again welcome some differentiation due to overall budget circumstances.		
19	It would depend on how long a funding gap would be in place. Short term solution could be supported.		

10. If there are overall affordability issues due to growth, cost of protection or agreed block transfers do you support the use of a funding cap?(note the funding cap restricts the amount of any funding gains of those schools above the level at which the funding cap is set)

		Response Percent	Response Total
20	Because this is likely to most affect those schools with high levels of deprivation.		
21	The same as my response to question 8. I would want to see how a funding cap interacts with possible MFG adjustments, modelled according to the 2020 October Census rather than the 2019 census, before feeling I could make a judgement on this matter.		
22	This has a detrimental effect on small schools		
23	All schools should be treated in the same way.		
24	Don't want to agree to any funding cap but not sure how else to manage affordability issues		

11. Maintained schools are asked to show their support for the continuation of the following de-delegation arrangements:

	Yes	No	Not Sure	Response Total
Primary Contingency Scheme	81.6% (40)	4.1% (2)	14.3% (7)	49
Free School Meal Eligibility	89.8% (44)	0.0% (0)	10.2% (5)	49
Insurance	83.7% (41)	6.1% (3)	10.2% (5)	49
Maternity Cover	89.6% (43)	0.0% (0)	10.4% (5)	48
Trade Union Facilities Time	73.5% (36)	6.1% (3)	20.4% (10)	49
			answered	49
			skipped	31

11.1. Primary Contingency Scheme			Response Percent	Response Total
1	Yes		81.6%	40
2	No		4.1%	2
3	Not Sure		14.3%	7

11.2. Free School Meal Eligibility			Response Percent	Response Total
1	Yes		89.8%	44
2	No		0.0%	0
3	Not Sure		10.2%	5

11.3. Insurance			Response Percent	Response Total
1	Yes		83.7%	41
2	No		6.1%	3
3	Not Sure		10.2%	5

11.4. Maternity Cover			Response Percent	Response Total
1	Yes		89.6%	43
2	No		0.0%	0
3	Not Sure		10.4%	5

11.5. Trade Union Facilities Time			Response Percent	Response Total
1	Yes		73.5%	36
2	No		6.1%	3
3	Not Sure		20.4%	10

12. Maintained Schools are asked for their views as to whether they would be content for insurance to continue to be provided as part of the LA scheme?				
			Response Percent	Response Total
1	Yes		87.76%	43
2	No		6.12%	3
3	Not Sure		6.12%	3
If no, please explain why: (4)				
1	RPA is cheaper.			
2	<p>The current LA scheme does not cover all our requirements:  The LA scheme does not presently list CSoC as a beneficiary under the policy. We believe that there would be no obligation, in the event of major damage to the school, for the insurance proceeds to be used to rebuild the current school. The LA would be free to redistribute the children to other schools or build a new school on an alternative site (most likely not as a church school).</p> <p>Secondly the policy does not provide cover or indemnity for the Trust/trustees in the event of a 3rd party claim – for example if a child was injured as a result of a building related problem/failure.</p>			
3	We should not vote for RPA without knowing what the additional cost might be. However the price differential suggested at £3+ per pupil is quite high - 16% more on the old RPA price (33% on last year's LA figure). Can the LA insurance figure not come down a bit further?			
4	Cover by the LA scheme is less comprehensive, more costly and appears not to reflect the status and ownership of Aided schools			



## Appendix 3

### Growth Fund and New Schools Funding Criteria 2021/22 – To Be Approved By Schools Forum November 2020

#### 1.0 Introduction

1.1 The following guidance provides details of the methodology for the local distribution for growth and new schools funding during the 2021/22 financial year to be discussed and approved by Schools Forum at the meeting held in November 2020.

1.2 The Growth Fund can only be used to:

- support growth in pre-16 pupil numbers to meet basic need
- support additional classes needed to meet the infant class size legislation. (Please note: The growth fund is not used for this purpose within Cambridgeshire due to the overall cost.)
- meet the cost of new schools. (Pre-opening and diseconomies funding as prescribed in the New Schools Funding Policy.)

The Growth Fund may not be used to support schools in financial difficulty.

1.3 The Growth Fund will need to be ring-fenced so that it is only used for the purposes of supporting growth in pupil numbers to meet basic need in both maintained schools and Academies. Any growth or expansion due to parental preference/popularity will not be eligible to be funded from the growth fund.

1.4 Local Authorities (LAs) are required to propose the criteria on which any growth funding is to be allocated to Schools Forum for approval. The criteria should both set out the circumstances in which a payment could be made and provide a basis for calculating the sum to be paid. The LA will also need to consult Schools Forum on the total sum to be retained and must update Schools Forum on the use of the funding. It is essential that the use of the Growth Fund is entirely transparent and solely for the purposes of supporting growth in pupil numbers.

1.5 Further guidance states that the growth fund should not be used to support schools which are undergoing reorganisations to change the age range and /or admitting additional year groups. In these instances LAs should request a variation to pupil numbers to reflect the change in all relevant formula factors and not just a marginal cost or Age Weighted Pupil Units (AWPU) only allocation.

#### 2.0 Falling Rolls Fund

2.1 LAs may also create a small fund to support schools with falling rolls where local planning data show that the surplus places will be needed in the near future. However as there is a mandatory requirement that *“Support is available only for schools judged Good or Outstanding at their last Ofsted inspection”*, Forum have previously taken the view that it was not appropriate to apply such a factor.

2.2 Based on previous analysis only one Cambridgeshire school would meet the criteria for falling rolls funding. This will be kept under review on receipt of revised October census information and forecast data, but at this time there is insufficient supporting evidence to justify creating a Falling Rolls Fund in 2021/22.

### 3.0 Growth Fund Process And Criteria 2020/21

3.1 Schools requesting growth funding will be required to submit an application to their named Education Officer. Details of the application process and deadlines will be circulated in January/February alongside the updated schools budget information. A panel of Local Authority officers and Head Teacher representatives will review applications as part of the Growth Fund Panel.

3.2 The criteria below will be applied in 2021/22 where a school is growing or expanding to meet basic need in their area:

- Where the predicted numbers for a *Primary School* (excluding nursery classes) for the following September show an increase, due to basic need, requiring the running of additional classes or significant restructure they may be able to access additional funding.
- Where the predicted numbers within the LA's planning area as agreed with the DfE (for the purposes of calculating its basic need funding allocation) for a *Secondary School* for the following September show an increase (excluding Post-16), requiring the School to run one or more additional classes and/or undertake a significant restructure they may be able to access additional funding.
- Where schools have chosen to admit above their Published Admissions Number (PAN) to meet parental preference from outside of their agreed planning area and **not** basic need they will not be eligible to receive funding from the Growth Fund in recognition that the LA could have secured places for the children concerned at other schools.
- Where schools take the decision to extend their admission arrangements to give priority to children attending or in the catchment area of an out-of-county or out-of-area school, they will not be eligible to receive Growth Funding for the pupils concerned.
- In instances where the LA has specifically requested a school to expand to take an additional class to create capacity, but the forecast numbers do not represent the need for an additional class, schools may be able to claim additional funding. The funding will only be payable if the school is unable to reorganise its class teaching structure to meet the request.
- Where the LA has not specifically requested a school to operate an additional class, the school will be required to provide evidence that an additional class or tutor group and/or significant restructure would be required to meet basic need. (Views will also be sought from relevant officers in the Education Directorate and Finance.)
- A class is defined as "additional" if it requires a change in the school's current or historical class organisation or number of classes. In Primary schools this may result in mixed year teaching where numbers dictate and this is seen as the most prudent option for the organisation of the school as a whole.
- Schools that have historically operated mixed-age classes or have a PAN in a multiple of less than 20 would be normally expected to operate some mixed-age

classes. (The Growth Fund cannot be used to reduce class sizes.)

- Should additional pupils be admitted following successful appeals, the expectation is that the school would be able to accommodate these without the need to reorganise or employ an additional teacher.
- The requirement for additional classes or forms of entry will be reviewed on a case-by-case basis. Funding will be allocated based on the requirement for additional support / classes / forms of entry.
- Allocations will be calculated at the following rates:

<i>Phase</i>	<i>Academic Year</i>	<i>Financial Year (7/12ths)</i>
Primary (1FE)	£54,000 + £4,000	£31,500 + £4,000
Secondary (1FE)	£65,000 + £4,000	£37,917 + £4,000

- Please note: Pro-rata allocations will be made where 0.5 Full time equivalent (fte) is deemed appropriate. The allocations include a £4,000 (pro-rata) allowance towards the cost of resourcing a new classroom. Once agreed these amounts are guaranteed irrespective of actual pupil numbers to allow schools to staff appropriately.
- Initial growth funding requests will be evaluated using Admissions data and demographic forecasts to aid schools with budget setting. Where there is uncertainty or disagreement around the predicted pupil numbers, funding will not be allocated until receipt of the actual October Census data.
- In instances where growth funding is allocated based on forecasts and numbers do not materialise the school will be required to provide evidence as to how the funding has been used to increase capacity. If sufficient evidence is not provided the LA reserve the right to clawback a proportion or all of the funding. The authority may also adjust future years growth fund applications accordingly.
- No funding adjustments will be made in respect of “missing” pupils in Key Stage 1.

### 3.2 Other Considerations

- The level of revenue balances for maintained schools and academies will be requested and considered as part of the application process. Any school with a revenue balance deemed as excessive would not be permitted to claim the full value of the additional growth funding. These instances will be reviewed on a case-by-case basis.
- Given that the funding formula now allocates an equal lump sum to all schools regardless of size no further additional funding will be provided to support any changes in leadership structure.
- Where schools are in areas of high growth, support may be provided to allow schools to maintain class structures where there is uncertainty over timescales for the completion and occupation of new housing developments. As these arise, they

will be addressed on an individual basis and will be funded using estimates of the number of places required to meet demand from the local planning area as determined by the LA.

- Where the LA supports a school's decision to extend its age range, additional support will be made available subject to meeting the criteria in 3.2 above.
- All maintained schools funding is only guaranteed for the financial year to which it relates. Future years funding will be assessed annually during the budget setting process.
- Where the LA has requested maintained schools to run an additional class and numbers do not materialise funding to recognise the difference will be provided to compensate for the 5/12<sup>th</sup> period April to August. This will be calculated on the basis of 5/12<sup>th</sup> of the academic year growth fund allocation less the basic entitlement received for pupils in the additional class based on the October census.

3.3 Academies will take account of the additional guidance in Appendix A and be subject to the same criteria as above with the following additions and amendments:

- Where an academy is expanding due to parental preference rather than basic need the academy can bid directly to the Education and Skills Funding Agency (ESFA), rather than being funded from the LA Growth Fund.
- Any funding allocated would be for the full academic year as original funding is based on the previous October Census. This would be subject to confirmation of actual funded numbers from the ESFA and would be calculated on receipt of the October Census at the start of the new academic year.

DfE additional guidance states:

*“Where academies are funded on estimates, however, there is no need for them to access the growth fund for this purpose. This is because they will receive additional funding through a pupil number adjustment for actual numbers. We will identify academies funded on estimates in the January edition of the APT. Around 90% of former non-recoupment academies are funded on estimates.”*

#### 4.0 New School Funding Criteria 2021/22

- 4.1 Where a new school is due to open, the regulations require that local authorities should estimate the pupil numbers expected to join the school in September and fund accordingly, explaining the rationale underpinning the estimates. Under these regulations, local authorities should estimate pupil numbers for all schools and academies, including free schools, where they have opened in the previous seven years, and are still adding year groups. Local authorities can adjust estimates each year, to take account of the actual pupil numbers in the previous funding period. For academies an allocation of funding is recouped from each LA and following formula replication by the ESFA an annual grant allocated.
- 4.2 There is an increasing requirement from the DfE/ESFA to guarantee / underwrite pupil numbers for new schools planned to be opened in future years. Although this is effectively the approach already applied for new schools it does increase the risk should actual pupil numbers not reflect the current forecasts.
- 4.3 Pre-opening costs and diseconomies funding in respect of new basic need academies is

also payable from the Growth Fund. Details of the current amounts payable can be found in the New Schools Funding Policy (Appendix B), which is also subject to approval on an annual basis.

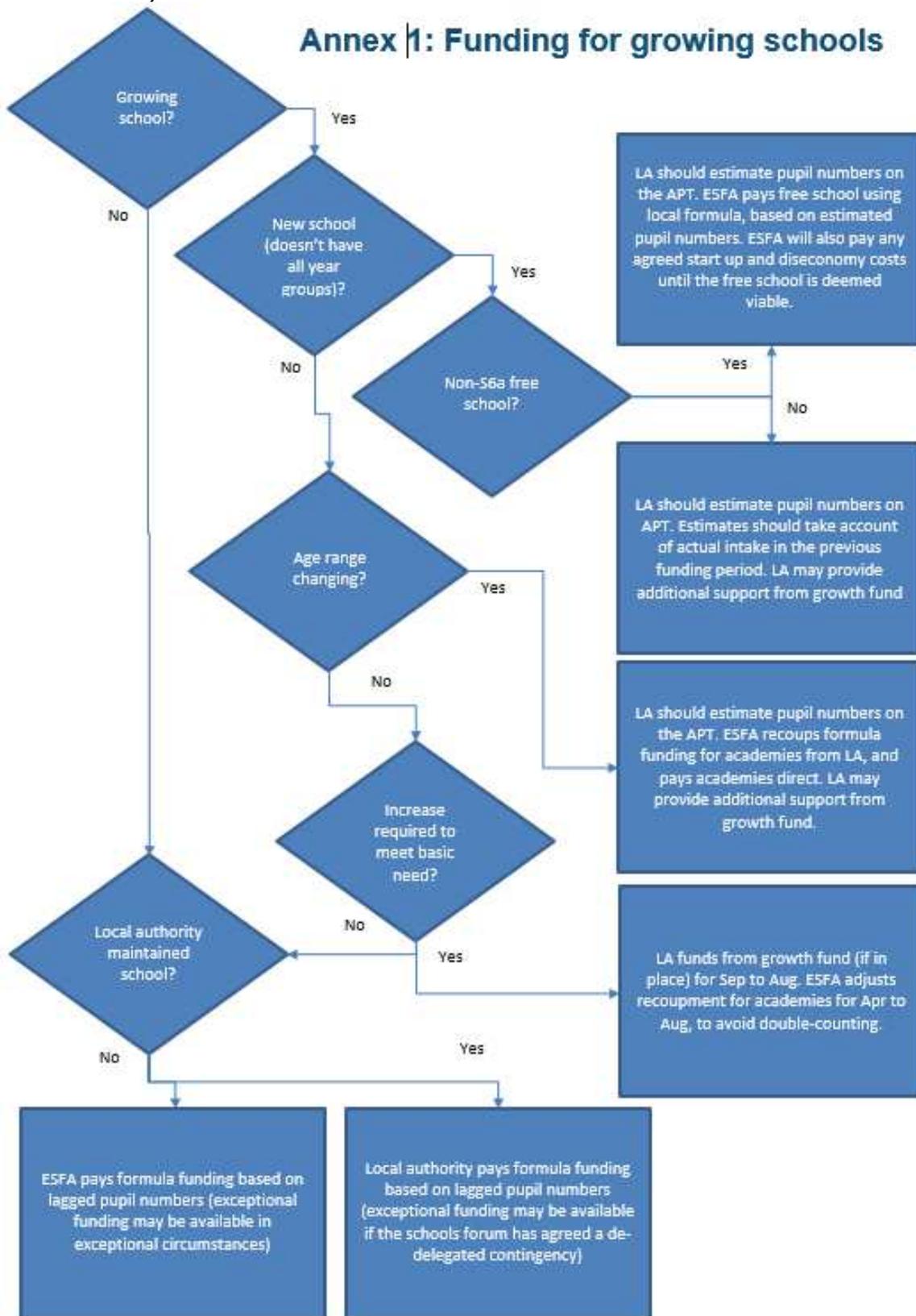
- 4.4 This funding must be made available to new basic need academies on the same basis as maintained schools, including those funded on estimates – the only exception is that the ESFA will continue to fund start-up and diseconomy costs for new free schools where they are not being opened to meet the need for a new school as referred to in section 6A of the Education and Inspections Act 2006.

## 5.0 Amendments To Funding Criteria

- 5.1 It is possible to amend the above Growth Fund criteria during the year where this becomes necessary; however the revised criteria must be submitted to the ESFA for compliance checking and must also be approved by Schools Forum before the revised criteria can be implemented.

# Appendix A – Funding Flow Chart For Growing Schools (From Efsa Guidance)

## Annex 1: Funding for growing schools



## Appendix B – New School Funding

### Pre-Opening Funding for New Schools

The pre-opening funding is intended to cover all revenue costs up to the opening of the school. Capital costs to secure and develop the school's site, and ICT to support the curriculum, are funded separately for the LA's five year rolling programme of capital investment. Books and other curriculum materials may be purchased before opening, using an advance of the post-opening diseconomies funding.

The pre-opening funding is to cover:

- project management (support to coordinate all work leading to the development of the school);
- staff recruitment (including the head teacher/principal);
- salary costs (which often include the head teacher/principal, finance/business manager and administrative support in advance of opening);
- office costs;

Primary Schools - funding is calculated on the basis of 1 term prior to the date of opening.

Secondary Schools - funding is calculated on the basis of 2 terms prior to the date of opening.

Special Schools - funding is calculated on the basis of 2 terms prior to the date of opening.

In all instances the funding can be accessed earlier, but the total amount to be received remains as detailed below.

Primary	£50,000
Secondary	£150,000
Special	£130,000

### Post-Opening Diseconomies Funding

#### Resources –

Paid annually as the school builds up to capacity –

- £125 for each new mainstream place created in the primary phase (years R to 6)
- £500 for each new mainstream place created in the secondary phase (years 7 to 13)

New places will be calculated annually based on the increases in roll from year to year.

#### Leadership –

Paid annually based on the number of year-groups that the school will ultimately have. The amount paid to mainstream schools with pupils aged 4 – 15 each year is set out below:

Year	1	2	3	4	5	6	Total
Primary	£40,250	£33,750	£27,000	£20,250	£13,500	£6,250	£141,500
Secondary	£125,000	£93,500	£62,500	£31,000			£312,000



## Cambridgeshire Schools Forum – Forward Agenda Plan

All meetings will be held at 10.00am in the Kreis Viersen Room, Shire Hall, Cambridge CB3 0AP unless otherwise specified taking account of any continued lockdown measures that might require the use of virtual meetings. Please note that if the County Council's move from Shire Hall does take place in Spring 2021 the meetings from May 2021 onwards will need to be accommodated at Alconbury. Some of the dates below may become workshops / training sessions if a formal meeting of Forum is not required.

Date of meeting	Agenda Item	Report author	Reports due to reach Democratic Services by:
Friday 6 <sup>th</sup> November 2020	Schools Funding Update	Jon Lewis / Martin Wade	Monday 26 <sup>th</sup> October
Wednesday 16 <sup>th</sup> December 2020	Schools Funding Update	Jon Lewis / Martin Wade	Thursday 3 <sup>rd</sup> December
	High Needs Recovery Plan	Jon Lewis / Toni Bailey / Marian Cullen	
Wednesday 15 <sup>th</sup> January 2021	Schools Funding Update	Jon Lewis / Martin Wade	Monday 4 <sup>th</sup> January 2021
	New dates for Forum beyond July 2021	Democratic Services Officer	
	High Needs Recovery Plan	Jon Lewis Toni Bailey / Marian Cullen	
Friday 26 <sup>th</sup> February 2021 reserve date	Schools Funding Update	Jon Lewis / Martin Wade	Monday 15 <sup>th</sup> February 2021
	Virtual Meetings Review	Democratic Services / Jon Lewis	
Wednesday 24 <sup>th</sup> March 2021	Terms of Reference Review	Jon Lewis	Thursday 11 <sup>th</sup> March 2021

Reserve date 21 <sup>st</sup> May 2020	School Balances and DSG Financial Health to include review of clawback mechanism on schools balances.	Martin Wade	Monday 10 <sup>th</sup> May 2021
16 <sup>th</sup> July 2021	Proportionality Review	Democratic Services	Monday 5 <sup>th</sup> July 2021

*To be scheduled:*

*Review of Nursery Schools Funding* - John Lewis, Hazel Belchamber (with input from Graham Arnold and Alastair Hale) this still awaits further information from the Government.