

SERVICE DIRECTORS' REPORT: EDUCATION

To: **Children & Young People's Committee**

Meeting Date: **9th July 2019**

From: **Wendi Ogle-Welbourn Executive Director: People & Communities**

Electoral division(s): **All**

Forward Plan ref: **n/a** *Key decision:* **No**

Purpose: **The report provides members of the Committee with an update on the key issues within Education across the key areas of responsibilities.**

Recommendation: **The Committee is recommended to:**

- a) Review the documentation in Appendices 1 and 2 and agree actions outlined in 2.8 to support the role of Members in school improvement (section 2.1 to 2.9)**
- b) Note the final outcomes data for children in care in Cambridgeshire (section 2.10 to 2.24)**
- c) Recommend the inclusion of the scheme for Spring Common Academy in the capital programme for 2019 to the General Purposes Committee for decision (section 2.31 to 2.39)**
- d) Note the progress that is being made to ensure children in the catchment of Eastfield Infant and Nursery School and Westfield Junior Schools have a high quality and sustainable learning environment (section 2.40 to 2.44)**
- e) Consider its response to the position of maintained schools balances and whether the Committee wishes to make representation to Schools Forum on the balance control mechanism in maintained schools (Section 2.51 to 2.65)**
- f) Members are asked to note the approach to gathering information on the budget pressures in schools and support officers in making the case for further funding for Cambridgeshire to Ministers and MPs. (Section 2.66 to 2.75)**

<i>Officer contact:</i>		<i>Member contacts:</i>	
Name	Jonathan Lewis	Names:	Cllrs Simon Bywater/Samantha Hoy
Post:	Service Director - Education	Post:	Chair/Vice-Chair
Email:	Jonathan.lewis@cambridgeshire.gov.uk	Email:	Simon.bywater@cambridgeshire.gov.uk samphoy@googlemail.com
Tel:	01223 507165	Tel:	01223 706398

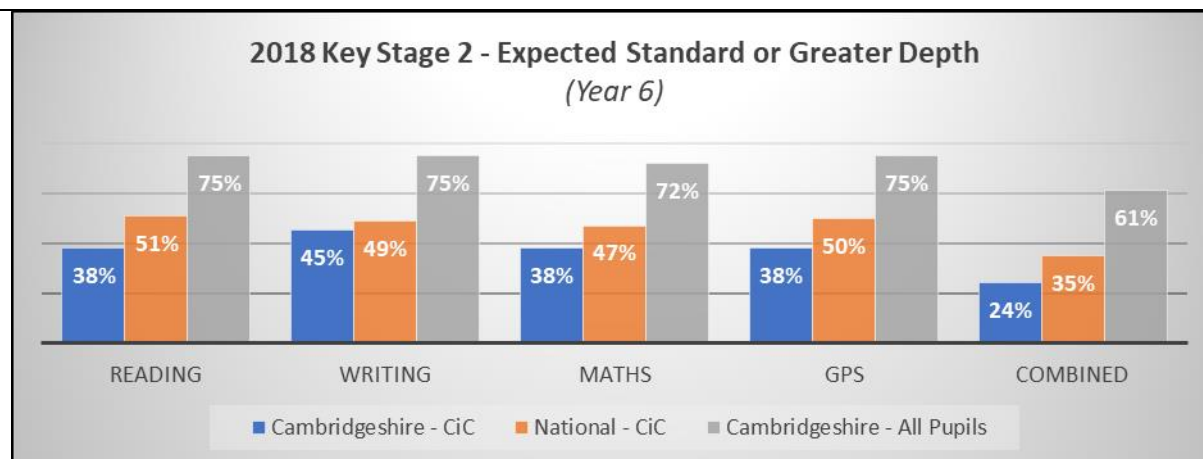
1.	BACKGROUND
1.1	Following the appointment of a new Executive Director for People and Communities for both Cambridgeshire and Peterborough in 2017, it was agreed that a joint Service Director would be appointed for each of the key service areas. The new Service Director for Education started in role in February 2018 and was given the remit to develop a strategy to drive improvement in education services and educational outcomes across both Local Authorities.
1.2	The changes in Department for Education policy since 2010 have meant that the role of the Local Authority in education has changed significantly, and Local Authorities are having to adapt to reduce funding and direct oversight whilst still fulfilling all their statutory duties which have not changed. At the same time, many schools have moved to adopt academy status, removing them from the direct control of the Local Authority.
1.3	This report outlines some of the progress that has been made in developing this strategy, and suggests next steps for key pieces of work to improve educational outcomes in Cambridgeshire. The paper also covers several key statutory functions of the Education service and other areas that it is important for members to be fully apprised of.
1.4	This report is split into the three core areas of the Education Service – <ul style="list-style-type: none"> • Schools and Setting Improvement • Special Educational Need and Disability • Education Capital and Place Planning (including school funding)
2.	MAIN ISSUES
	School and Setting Improvement
2.1	<u>Member Engagement in Education</u>
2.2	The role of elected Members in education has changed and evolved over many years. In the past, many members played a highly active role—with groups such as Admissions Forum and the School Organisation Committee featuring prominently in the annual council calendar. However, despite changes in the style of its delivery, the role of Local Authorities to support strong educational outcomes remains. Legislation has not been updated since 1996 and the authority remains responsible for the outcomes of all children in their area. Members have a vital role to play in this supporting this statutory responsibility.
2.3	Following the 'Importance of Teaching' White Paper in 2011 in the early years of the coalition government, there have been significant changes in the landscape of education. The recent changes to national education policy and the move to create more academies have brought challenges and opportunities for councils in how they maintain oversight of education standards in their area.
2.4	121 of the 252 schools in Cambridgeshire are academised, with more than half the children attending an academy school (principally due to 100% of Secondary Schools being an academy). These changes mean that councils have fewer formal powers with which to influence most schools. Consequently, it is often more challenging for the Local Authority to perform its statutory duties in the traditional way: promoting academic excellence, protecting vulnerable children and making sure there are enough school places locally, school place

	planning etc.
2.5	However, these changes also present significant opportunities for elected members to enhance and develop their community leadership role by acting as a link between the council and schools.
2.6	Many members are active in engaging with schools through visits and other contact, although this is not universal. We recognise that officers are in a position to offer further support to members and make them aware of appropriate opportunities to engage with schools. Member visits are critical to the process of school improvement, and allow the Council to connect schools with their communities and the wider democratic process.
2.7	To undertake this role, elected members and this Committee are key in championing high standards. Furthermore, we would suggest that regular school visits present an unrivalled opportunity for elected members to engage with and understand their communities. A paper was released by the Local Government Association in June 2015 (see appendix 1) which examines the role of elected members and outlines the positive impact they can have with schools through visits. It contains a helpful checklist for elected members to enable them understand schools and their role in supporting them. The paper provides effective support and information for elected members to engage with education in their area. In appendix 2 a series of links have been supplied, giving supporting information. Further work is required in this area and we intend to develop the support we offer to elected members over the remaining weeks of this this academic year. It would be instructive for officers to work with a sub-group of the CYP Committee to develop a dashboard which to meet their needs.
2.8	<p>In order to support and facilitate the role of elected members in schools further, it is proposed the following actions are taken –</p> <ol style="list-style-type: none"> 1. The Service Director - Education writes to all schools to remind them of the role of elected members and encouraging them to make contact and engage with the community through their elected member. The information contained with 'Your School, your community' will be shared. 2. All members will receive an annual set of data that outlines the performance of the schools, either in their area or have a catchment which children and young people from their wards attend. We will also ensure that relevant Ofsted reports are circulated as they are published. 3. A hard copy of the 'Your School, your community' document is sent to every elected member. An electronic copy of the checklist (appendix 2) with links is also made available. 4. A briefing session to be held for all members to share this information, run through the sources of information, advice and guidance to support them with schools and cover how our schools are currently performing.
2.9	Recommendation - The Members of the Committee are asked to review the documentation and agree actions outlined in 2.8 to support the role of Members in school improvement.
2.10	<u>Children in Care: Education Performance</u>
2.11	As the committee will be aware, as corporate parents, councillors have a direct responsibility to oversee the outcomes for Children in Care (CiC). Cambridgeshire has a Virtual School

	which works with Children in Care and children with experience of care to ensure they have their opportunity to fulfil their educational potential. The Virtual School team manages a caseload of Cambridgeshire CiC who attend schools within our Local Authority area, and Cambridgeshire CiC who are educated out of county.																											
2.12	The role of the team is to promote high aspirations and raise achievement through challenge, support and targeted intervention.																											
2.13	<p>This is fulfilled by:</p> <ul style="list-style-type: none">• Supporting care experienced Children Young People (CYP) to access and achieve in education and training• Promoting care experienced children and young people’s need to access high quality support, which meets their needs in a timely way• Working closely with all those involved in providing education to ensure they understand the issues and challenges facing our children and young people and their role in working together to respond to and overcome them;• Working to reduce the challenges resulting from changes of care placement or school• Challenging barriers to engagement and good attendance• Promoting equality and equity																											
2.14	This section of the report seeks to outline the final data for the 2018 assessment round. Data at a national level is not published until later in the spring term.																											
	Early Years Attainment Data																											
2.15	GLD refers to Good Level of Development. This is the national educational benchmark for children at the end of the Early Years Foundation Stage (aged 5). Children are deemed to have met GLD if they have achieved the Early Learning Goals in the curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.																											
2.16	There were 12 children in the Early Years qualifying cohort. This cohort is relatively small which impacts significantly on the percentage value of each pupil. It is the first year outcomes for this age group have been published, therefore year on year comparisons are not possible.																											
	<table><tr><th rowspan="2">Good Level of Development (GLD)</th><th colspan="3">RECEPTION (EYFSP)</th></tr><tr><th>2016</th><th>2017</th><th>2018</th></tr><tr><td>Cambridgeshire - CiC Cohort</td><td>x</td><td>x</td><td>12</td></tr><tr><td>Cambridgeshire - CiC</td><td>x</td><td>x</td><td>42%</td></tr><tr><td>National - CiC</td><td>x</td><td>x</td><td>47%</td></tr><tr><td>Cambridgeshire - All Pupils</td><td>70%</td><td>71%</td><td>71%</td></tr><tr><td>National - All Pupils</td><td>69%</td><td>71%</td><td>72%</td></tr></table>	Good Level of Development (GLD)	RECEPTION (EYFSP)			2016	2017	2018	Cambridgeshire - CiC Cohort	x	x	12	Cambridgeshire - CiC	x	x	42%	National - CiC	x	x	47%	Cambridgeshire - All Pupils	70%	71%	71%	National - All Pupils	69%	71%	72%
Good Level of Development (GLD)	RECEPTION (EYFSP)																											
	2016	2017	2018																									
Cambridgeshire - CiC Cohort	x	x	12																									
Cambridgeshire - CiC	x	x	42%																									
National - CiC	x	x	47%																									
Cambridgeshire - All Pupils	70%	71%	71%																									
National - All Pupils	69%	71%	72%																									
2.17	<ul style="list-style-type: none">• An ‘x’ in previous year shows where data was not available in the current format.																											

	<ul style="list-style-type: none">Cambridgeshire are 5% below the figure for children in care nationally.2 of the children that didn't achieve GLD have an EHCP; one of which attends special education.One child missed GLD, as they didn't achieve the Early Learning Goal in one area (writing). This would have increased the percentage of children achieving GLD to 50%, and been slightly above national CiC.																				
	Attainment Data at Age 7 and Age 11																				
2.18	<p>At the end of key stage 1 (aged 7) and key stage 2 (aged 11), children are assessed as:</p> <ul style="list-style-type: none">Working towards the expected standard: not yet reaching the standard expected for their school yearWorking at expected standard: at the level expected for their year groupWorking at greater depth: working more deeply within the expectations for their year.																				
	Key Stage 1 Attainment Data																				
	<div><p>2018 Key Stage 1 - Expected Standard or Greater Depth (Year 2)</p><table><thead><tr><th>Category</th><th>Cambridgeshire - CiC</th><th>National - CiC</th><th>Cambridgeshire - All Pupils</th></tr></thead><tbody><tr><td>READING</td><td>56%</td><td>51%</td><td>74%</td></tr><tr><td>WRITING</td><td>38%</td><td>42%</td><td>68%</td></tr><tr><td>MATH</td><td>56%</td><td>49%</td><td>75%</td></tr><tr><td>COMBINED</td><td>31%</td><td>37%</td><td>64%</td></tr></tbody></table></div>	Category	Cambridgeshire - CiC	National - CiC	Cambridgeshire - All Pupils	READING	56%	51%	74%	WRITING	38%	42%	68%	MATH	56%	49%	75%	COMBINED	31%	37%	64%
Category	Cambridgeshire - CiC	National - CiC	Cambridgeshire - All Pupils																		
READING	56%	51%	74%																		
WRITING	38%	42%	68%																		
MATH	56%	49%	75%																		
COMBINED	31%	37%	64%																		
2.19	<ul style="list-style-type: none">There are 16 children in this cohort.Cambridgeshire children in care outperformed children in care nationally in reading and maths. This strength is also reflected in the greater depth standard with 6% of the cohort achieving this in reading and maths, which is in-line or just below the national CiC level.The year on year figures show a positive trend for reading and mathsWriting is below the figure nationally for children in care, at both the expected standard and at greater depth.																				

Key Stage 2 Attainment and Progress Data



Cambridgeshire Children in Care Progress From Key Stage 1 to Key Stage 2

	2016	2017	2018
Reading	0.45	-0.37	-0.17
Writing	0.64	-0.95	0.39
Maths	-1.34	-2.21	-0.97

2.20

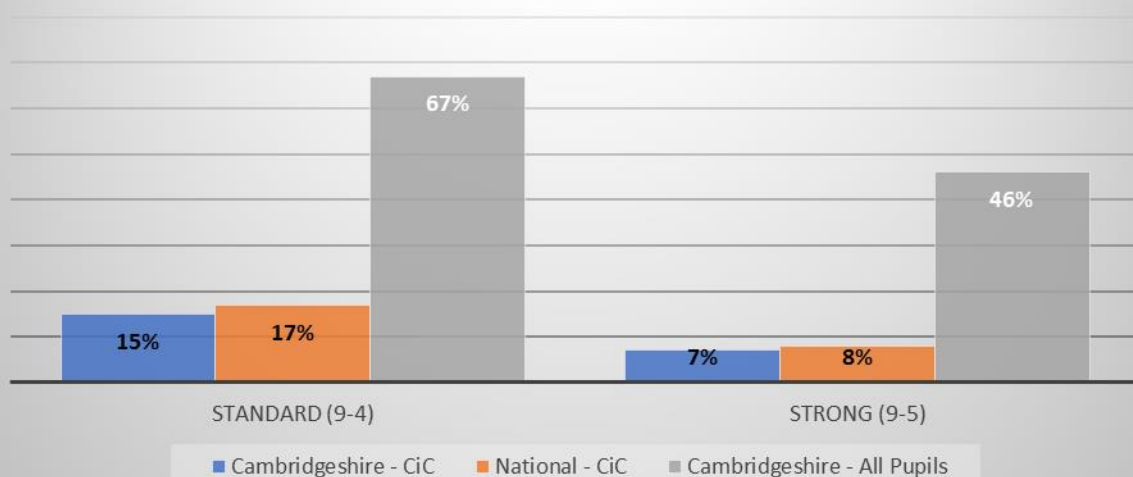
- There are 29 children in this cohort.
- The Cambridgeshire CiC figures are below national, however the general trend over the last 3 years has been up and the percentage point increase has been better than the Cambridgeshire all pupils figure.
- The Greater Depth figures are encouraging as all except reading are above National CiC percentage
- The comparison of CiC pupils between Cambridgeshire's statistical neighbours is quite wide with some having fewer than 10 pupils at KS2 compared to others with 77. This can create significant statistical anomalies when comparing percentage point figures.
- In general, Cambridgeshire CiC is in the lower middle ranking for KS2 attainment but at the upper end for progress, particularly for Writing, where it is ranked No1 against statistical neighbours.

Key Stage 4 Attainment and Progress Data

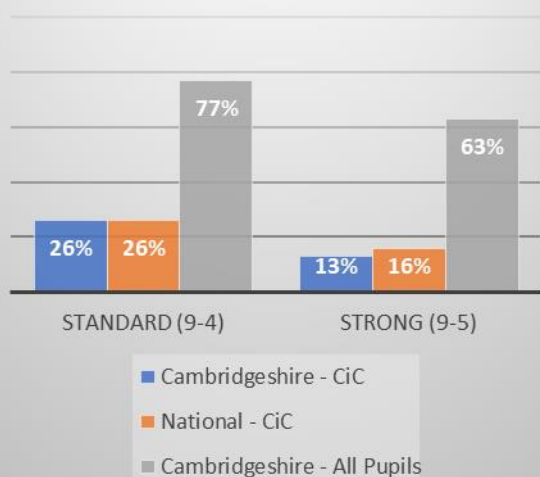
2.21

Most GCSEs are now graded 9-1, with 9 being the highest grade and 1 the lowest. The new GCSE content is recognised as more challenging. Grades 4 and 5 are equivalent to what was a 'C' in the old GCSE grades. Grade 5 is known as a strong pass and grade 4 as a standard pass. Students that do not achieve at least a 4, will be expected to re-sit the GCSE. The ongoing changes to the Key Stage 4 examinations mean it is hard to compare year on year and only 2017 can reasonably be looked at alongside this year's figures.

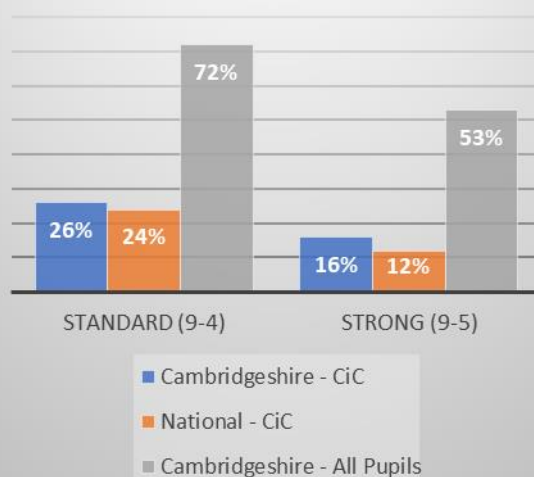
**2018 Key Stage 4 - Achieved Basics
(Year 11)**



**2018 Key Stage 4 - EBacc English
Achieved
(Year 11)**



**2018 Key Stage 4 - EBacc Maths
Achieved
(Year 11)**



Attainment 8	Key Stage 4	Progress 8 (Progress from KS 2 to KS4)	Key Stage 4
Cambridgeshire - CiC Cohort	55	Cambridgeshire - CiC	55
Cambridgeshire - CiC	21.9	Cambridgeshire - CiC	-0.71
National - CiC	18.8	National - CiC	-1.24
Cambridgeshire - All Pupils	48.2	Cambridgeshire - All Pupils	0.14
National - All Pupils	46.5	National - All Pupils	-0.02

2.22	<ul style="list-style-type: none"> Cambridgeshire CiC are very close to national CiC figures and are better in some areas such as EBacc Maths, the Attainment 8 and Progress 8, however all figures are low compared with all pupils nationally and those within Cambridgeshire. The general trend, where it can be measured, is upward. The Progress 8 measure is very positive with its upward 3 Year trend compared to the national downward trend. Many of the Statistical Neighbour figures are suppressed at KS4 due to low numbers but Attainment 8 and Progress 8 have a full range published and Cambridgeshire is ranked 3 and 2 respectively, out of 11.
2.23	Following the resignation of the Virtual Headteacher in December, we are currently interviewing for the role and we hope to bring an updated strategy for improving outcomes in the autumn term.
2.24	Recommendation – Members of the Committee are asked to note and comment on the final outcomes data for children in care in Cambridgeshire.
	Special Education Need and Disability
2.25	<u>Special Educational Needs and Disabilities (SEND) Challenges – Supporting the Statutory Assessment Process</u>
2.26	A key part of the SEND process is in the statutory assessment of a child or young person's needs. This work is undertaken in our statutory assessment team and they consider all applications for new Education Health and Care Plans or for changes arising from annual reviews or emergency review processes. The pressures are mainly due to an anticipated 25-30% rise in the number of statutory assessment requests for EHCP for this academic year. We have also lost the DfE Funding for the SEND reforms which previously funded this team. This was around £340k in 2017/18.
2.27	Currently our SAT Business Support and Casework officers' capacity to meet deadlines is stretched with a significant backlog of work. This is impacting on effective communication with parents and school. We have developed an action plan to address these concerns (including new panel proposals to streamline volume of requests) but in the short term, our performance is lower than we would like and this is likely to impact for some period until our new capacity can be recruited to. This is also impacting on other services which support the process including Education Psychologist (which we are struggling to recruit) and our specialist teaching capacity is stretched with an increase in children at risk of permanent exclusion.
2.28	We have taken a proposal for further investment to be considered in the budget process to ensure we can meet our statutory requirement for timely support for children and young people with SEND. The challenge around special school home to school transport will also be considered at this time.
	<u>SEND Strategy</u>
2.29	Our new SEND strategy has been published (soft launch) with an official launch due in September, along with Cambridgeshire Expects Pledge and SEND Strategy Action Plan. The new approach in these documents focuses on changes we need to undertake to improve outcomes and ensure we can meet our obligations under the SEND reforms. A

	copy of the strategy can be found in appendix 3. The strategy has been developed in conjunction with Peterborough City Council. The action plan and the Cambridgeshire Pledge will be brought to a future committee meeting.
	<u>New Service Delivery Model for Schools for SEND</u>
2.30	A series of focus groups are running in June to consult on a new model of service delivery for Educational Psychology and Specialist Teaching, which will offer a time credit approach to settings and schools so that they can feel more empowered and have a better understanding of the services that the SEND District Team offer. This will mean schools can be more proactive instead of all our work being targeted at statutory functions only. This might mean some delay in the short term but we hope this will save time and funding at a later stage if children and families can be supported earlier. We are currently looking at our recruitment and retention strategy for Education Psychologists and other specialist staff.
	Education Capital and Place Planning
	<u>Spring Common Academy Capital Project</u>
2.31	As requested by Members at the Children & Young Peoples Committee meeting in December 2018, further work has been undertaken in liaison with the school's Head teacher to identify the priorities for capital investment to address basic need and the suitability of accommodation at Spring Common Special School.
2.32	The school has grown in response to requests from Cambridgeshire County Council for placement of additional children over a number of years. There are now 195 pupils on the school's roll, 20 of whom are being educated in the specialist mobile classrooms provided by the Local Authority in 2017.
2.33	<p>There has been little investment in order to ensure that the existing building meets the needs of the pupils currently being educated in the school. In addition, the needs of children with special educational needs and disabilities (SEND) in Cambridgeshire have changed over recent years, becoming more complex. Examples of the change in needs include children with:</p> <ul style="list-style-type: none"> • life limiting conditions who require more specialist accommodation and who also have larger equipment requiring storage • autism
2.34	The re-assessment of the school's current accommodation has identified the need to provide the school with spaces which are suitable for 175 children and young people aged 2–19 with complex SEND.
2.35	<p>Officers have appointed a design and build contractor and architect who have met with the Headteacher to agree the scope of the scheme. The scheme will address the identified suitability deficiencies and enable the school to 'consolidate' as a 175 place 2–19 area special school through:</p> <ul style="list-style-type: none"> • remodelling and reconfiguration of some internal spaces • Provision of additional toilets • Building new classrooms to reduce the amount of remodelling e.g. New Profound and Multiple Learning Disabilities (PMLD) room and additional classrooms in KS2

	<ul style="list-style-type: none"> Provision of sufficient administration areas in line with government Building Bulletin 104 (BB104- SEND area guidelines)
2.36	Timescales for delivery is to submit a planning application early 2020 for a start date on site summer 2020. Due to the complexities of the work and the need to minimise potential impact on the education of the children and young people at the school, the scheme will take 18 months to complete.
2.37	The original milestone 1 report produced July 2017 was costed at £7.2million. By appointing a project team, including a design and build contractor, to revisit the original report, the size and value of the scheme has been reduced. The estimated total cost for the new scheme is £3m which includes construction costs of around £2.6m.
2.38	Officers are working with the Academy to determine priorities in line with budget in order to ensure best value for the council and the school. Officers are seeking the Committee's support to include the scheme in the approved and published 2019-20 Capital Programme. Regular briefing notes as the scheme progresses.
2.39	Recommendation – The Committee is invited to recommend the inclusion of the scheme for Spring Common Academy in the capital programme for 2019 to the General Purposes Committee for decision.
2.40	<u>Eastfield Infants & Nursery School / Westfield Junior School</u>
2.41	In September 2018, a proposal was brought to CYP committee outlining the proposed amalgamation of the Eastfields Infant and Nursery School and Westfield Juniors School. This process originally commenced in 2012 and the report outlined consensus had been reached on the proposal but the capital requirements had increased significantly. The Committee reached agreement in principle for the amalgamation but requested the business case for funding was discussed in more detail in November.
2.42	Following this discussion, it was agreed that the proposal for a full, new build 3 form entry (FE) (630 place) school was not financially viable for the council capital programme and it was agreed that officers would again review the options to consider options around the original capital estimate of £7m.
2.43	Since this time, our demographic forecasts have been revisited and it suggests that growth in St Ives is unlikely to require a 3 FE solution and instead a 2FE option should be considered. This has been discussed with both sets of governing bodies who have agreed in principle to consider this approach. A set of feasibility studies have been undertaken and it is hoped that a position solution for the new school can be delivered within the original allocated capital allocation. It is hoped proposal will be ready for the August committee meeting. Confirmation is to be sought from the DfE on the need for further statutory consultation due to the change in the project.
2.44	Recommendation – The Committee is asked to note the progress that is being made to ensure children in the catchment of Eastfield Infant and Nursery School and Westfield Junior Schools have a high quality and sustainable learning environment.

2.45	<u>Dedicated Schools Grant (DSG) Outturn Position</u>																																																						
2.46	As part of the final notes to the accounts there is a requirement to report the overall DSG position as at the end of 2018/19 and the total amount to be carried forward to 2019/20. For DSG purposes, grant allocated to the Individual Schools Budget (ISB) is taken to have been spent as soon as it is deployed – i.e. passed to schools' budget shares. There is no requirement to track DSG through the ISB to its use by individual schools, and changes in balances held by schools are not to be recorded in this note.																																																						
	<table> <tr> <th></th><th>Central expenditure £000</th><th>Individual schools budget £000</th><th>Total £000</th></tr> <tr> <td>DSG for 18-19 before Academy recoupment</td><td></td><td></td><td>450,582</td></tr> <tr> <td>Academy figure recouped for 2018-19</td><td></td><td></td><td>225,993</td></tr> <tr> <td>Total DSG after Recoupment for 2018-19</td><td></td><td></td><td>226,589</td></tr> <tr> <td>Brought forward from 2017-18</td><td></td><td></td><td>-720</td></tr> <tr> <td>Less: Carry forward to 2019-20 agreed</td><td></td><td></td><td>0</td></tr> <tr> <td>Agreed initial budgeted distribution in 2018-19</td><td>43,919</td><td>181,950</td><td>225,869</td></tr> <tr> <td>In year adjustments</td><td>78</td><td>784</td><td>862</td></tr> <tr> <td>Final budget distribution for 2018-19</td><td>43,997</td><td>182,733,936</td><td>226,731</td></tr> <tr> <td>Less: Actual central expenditure</td><td>50,644</td><td></td><td></td></tr> <tr> <td>Less: Actual ISB deployed to schools</td><td></td><td>183,258</td><td></td></tr> <tr> <td>Plus: Local authority contribution for 2018-19</td><td></td><td></td><td>0</td></tr> <tr> <td>Carryforward to 2019-20</td><td>-6,647</td><td>-524</td><td>-7,171</td></tr> </table>				Central expenditure £000	Individual schools budget £000	Total £000	DSG for 18-19 before Academy recoupment			450,582	Academy figure recouped for 2018-19			225,993	Total DSG after Recoupment for 2018-19			226,589	Brought forward from 2017-18			-720	Less: Carry forward to 2019-20 agreed			0	Agreed initial budgeted distribution in 2018-19	43,919	181,950	225,869	In year adjustments	78	784	862	Final budget distribution for 2018-19	43,997	182,733,936	226,731	Less: Actual central expenditure	50,644			Less: Actual ISB deployed to schools		183,258		Plus: Local authority contribution for 2018-19			0	Carryforward to 2019-20	-6,647	-524	-7,171
	Central expenditure £000	Individual schools budget £000	Total £000																																																				
DSG for 18-19 before Academy recoupment			450,582																																																				
Academy figure recouped for 2018-19			225,993																																																				
Total DSG after Recoupment for 2018-19			226,589																																																				
Brought forward from 2017-18			-720																																																				
Less: Carry forward to 2019-20 agreed			0																																																				
Agreed initial budgeted distribution in 2018-19	43,919	181,950	225,869																																																				
In year adjustments	78	784	862																																																				
Final budget distribution for 2018-19	43,997	182,733,936	226,731																																																				
Less: Actual central expenditure	50,644																																																						
Less: Actual ISB deployed to schools		183,258																																																					
Plus: Local authority contribution for 2018-19			0																																																				
Carryforward to 2019-20	-6,647	-524	-7,171																																																				
	Please note: Early Years Expenditure for 2, 3 and 4 year olds is included under the ISB heading. The in-year adjustments relates to prior year adjustments of Early Years funding and estimates of Early Years funding adjustments for the period September 18 to March 19.																																																						
2.47	The final DSG balance to carry forward to 2019-20 is a deficit of £7,171k and includes assumptions around the additional level of Early Years funding to be received for the period September 2018 to March 2019 which will be confirmed by the ESFA in July. This overall net deficit position includes the additional £1.4m of High Needs funding received by the LA in December.																																																						
2.48	In-year overspends on High Needs Block budgets totalled approximately £8.9m, but were offset by one-off funding such as upsides from recoupment, estimates of additional early years funding, S106 revenue contributions and vacancy savings.																																																						
2.49	A summary table of the key overspends and offsetting underspends/contributions can be seen below:																																																						

				£'000	
				£720	
				(£78)	
				£642	
				£4,877	
				£181	
				(£86)	
				£1,026	
				£2,677	
				£154	
				£43	
				(£1,206)	
				(£1,136)	
				£6,530	
				£7,171*	
2.50	Recently published guidance from the Educations Skills and Funding Agency (ESFA) will require all local authorities with a cumulative overspend greater than 1% of their DSG to complete a recovery plan and submit it to the department by 30th June 2019. The plan should detail the planned steps to bring the DSG deficit back into balance within a three-year timeframe. The position in Cambridgeshire has triggered this response and a response is currently being formulated. The final version will require sign off by the Chief Finance Officer prior to submission.				
	<u>Maintained Schools Balances</u>				
2.51	Schools are allowed to carryforward any underspend into the following financial year. The table below shows rounded revenue balances for each sector. The prior year is adjusted for academy conversions during 2018/19 to enable a like-for-like comparison to the year-end position.				
		31st March 2018 £m (original published balances)	31st March 2018 £m (amended for in-year academy conversions)	31st March 2019 £m	Change £m
	Nursery Schools	0.6	0.6	0.9	+0.3
	Primary Schools	9.9	9.7	11.1	+1.4
	Secondary Schools	0.0	0.0	0.0	0.0
	Special Schools	0.6	0.6	0.5	-0.1

	Pupil Referral Units (PRUs)	0.1	0.1	0.1	0.0																																																																		
	Sub Total	11.2	11.0	12.6	+1.6																																																																		
	Other Revenue Balances (e.g. Community Focused)	1.1	1.1	1.1	0.0																																																																		
	TOTAL	12.3	12.1	13.7	1.6																																																																		
2.52	Appendix 4 provides separately for each maintained school the revenue balances, community focussed balances (for example those held in respect of children’s centres) and capital funding (predominantly devolved formula capital) balances as at 31st March 2019. It must be noted that further to the DSG, schools budgets include funding from the Education and Skills Funding Agency (ESFA) for Post 16 funding, in year funding for items such as pupils with Statements and additional grants such as the Pupil Premium Grant. Schools that converted to Academy status prior to 31 March are no longer reported by the Local Authority and therefore are not included within the figures.																																																																						
2.53	<p>The change in individual schools balances will be specific to each school’s circumstances with some of the main reasons being:</p> <ul style="list-style-type: none">• Some schools will have delayed or cancelled spending decisions due to the uncertainty around future years’ funding amounts.• Some schools have chosen to apply balances in 2017/18 to maintain current staffing levels and class structures.• Pressures on capital funding have led some schools to reconsider and reprioritise revenue resources to allow for the possibility of capitalisation in future years.• A number of ESFA (Education Skills Funding Agency) additional funding allocations were made to schools in the final quarter of 2018/19 (including Devolved Formula Capital & Free School Meals)																																																																						
2.54	<p>The table below provides a summary of the value of surplus balances held by maintained schools as at 31st March 2019 (excluding academy convertors).</p> <p>Revenue balances</p> <table><tr><td>Surplus</td><td>Nursery</td><td>Primary</td><td>Pupil Referral Units</td><td>Special</td><td>Total</td></tr><tr><td>£0k - £10k</td><td>0</td><td>7</td><td>0</td><td>0</td><td>7</td></tr><tr><td>£10k - £20k</td><td>0</td><td>6</td><td>0</td><td>0</td><td>6</td></tr><tr><td>£20k - £60k</td><td>0</td><td>35</td><td>0</td><td>0</td><td>35</td></tr><tr><td>£60k - £100k</td><td>2</td><td>36</td><td>1</td><td>1</td><td>40</td></tr><tr><td>£100k - £150k</td><td>2</td><td>20</td><td>0</td><td>0</td><td>22</td></tr><tr><td>£150k - £200k</td><td>2</td><td>12</td><td>0</td><td>1</td><td>15</td></tr><tr><td>£200k - £300k</td><td>1</td><td>8</td><td>0</td><td>0</td><td>9</td></tr><tr><td>£300k - £400k</td><td>0</td><td>1</td><td>0</td><td>1</td><td>1</td></tr><tr><td>£400k+</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Total</td><td>7</td><td>125</td><td>1</td><td>3</td><td>136</td></tr></table>					Surplus	Nursery	Primary	Pupil Referral Units	Special	Total	£0k - £10k	0	7	0	0	7	£10k - £20k	0	6	0	0	6	£20k - £60k	0	35	0	0	35	£60k - £100k	2	36	1	1	40	£100k - £150k	2	20	0	0	22	£150k - £200k	2	12	0	1	15	£200k - £300k	1	8	0	0	9	£300k - £400k	0	1	0	1	1	£400k+	0	0	0	0	0	Total	7	125	1	3	136
Surplus	Nursery	Primary	Pupil Referral Units	Special	Total																																																																		
£0k - £10k	0	7	0	0	7																																																																		
£10k - £20k	0	6	0	0	6																																																																		
£20k - £60k	0	35	0	0	35																																																																		
£60k - £100k	2	36	1	1	40																																																																		
£100k - £150k	2	20	0	0	22																																																																		
£150k - £200k	2	12	0	1	15																																																																		
£200k - £300k	1	8	0	0	9																																																																		
£300k - £400k	0	1	0	1	1																																																																		
£400k+	0	0	0	0	0																																																																		
Total	7	125	1	3	136																																																																		
	Community focussed balances																																																																						

Surplus	Nursery	Primary	Pupil Referral Units	Special	Total
£0k - £10k	0	6	0	0	6
£10k - £20k	0	3	0	0	3
£20k - £60k	1	7	0	0	8
£60k - £100k	2	2	0	0	4
£100k - £150k	1	0	0	0	1
£150k - £200k	0	0	0	0	0
£200k - £300k	0	0	0	0	0
£300k - £400k	1	0	0	0	1
£400k+	0	0	0	0	0
Total	5	18	0	0	23

Devolved formula and other capital balances

Surplus	Nursery	Primary	Pupil Referral Units	Special	Total
£0k - £10k	6	30	0	1	37
£10k - £20k	0	55	0	3	58
£20k - £60k	1	22	0	0	23
£60k - £100k	0	3	0	0	3
£100k - £150k	0	0	0	0	0
£150k - £200k	0	0	0	0	0
£200k - £300k	0	0	0	0	0
£300k - £400k	0	0	0	0	0
£400k+	0	0	0	0	0
Total	7	110	0	4	121

2.56 The following table shows the number of maintained schools that have an 'excessive' balance, using the revised criteria agreed by Schools Forum in April 2011 (as set out in Section 3).

Sector	Schools with an excess > 8% ISB or £40k 2017/18	Schools with an excess > 8% ISB or £40k 2018/19	Schools with an excess > 16% ISB or £80k 2017/18	Schools with an excess > 16% ISB or £80k 2018/19
Nursery	0	3	5	4
Special	0	1	0	0
Primary	49	35	52	10
Total	49	39	57	14

2.57 The table below shows the number of maintained schools that ended 2018/19 with a deficit revenue balance (of which there were 4) and the value of the deficit balances:

	<table><tr><th>Deficit</th><th>Nursery</th><th>Primary</th><th>Secondary</th><th>Special</th><th>Total</th></tr><tr><td>£100k+</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£60k - £100k</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£20k - £60k</td><td>-</td><td>1</td><td>-</td><td>1-</td><td>2</td></tr><tr><td>£10k - £20k</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>£1k - £10k</td><td>-</td><td>2</td><td>-</td><td>-</td><td>2</td></tr><tr><td>Total</td><td>-</td><td>3</td><td>-</td><td>1</td><td>4</td></tr></table>	Deficit	Nursery	Primary	Secondary	Special	Total	£100k+	-	-	-	-	-	£60k - £100k	-	-	-	-	-	£20k - £60k	-	1	-	1-	2	£10k - £20k	-	-	-	-	-	£1k - £10k	-	2	-	-	2	Total	-	3	-	1	4
Deficit	Nursery	Primary	Secondary	Special	Total																																						
£100k+	-	-	-	-	-																																						
£60k - £100k	-	-	-	-	-																																						
£20k - £60k	-	1	-	1-	2																																						
£10k - £20k	-	-	-	-	-																																						
£1k - £10k	-	2	-	-	2																																						
Total	-	3	-	1	4																																						
2.58	<p>Schools Forum previously agreed to a relaxation of the balance control mechanism. An excessive balance is classed as:</p> <ul style="list-style-type: none">• over 16% of ISB or £80,000 for nursery, primary and special schools• over 10% of ISB for secondary schools <p>Or, where a school is <u>below</u> the national educational floor targets:</p> <ul style="list-style-type: none">• over 8% of ISB or £40,000 for nursery, primary and special schools• over 5% of ISB for secondary schools																																										
2.59	<p>Whilst there are less schools at the end of 2018/19 with what are considered to be excessive balances there are still 53 schools that are considered to have excess balances based on the criteria at 3.1. This information will be shared with the School Intervention Service (SIS) who will continue to discuss the use of balances to raise attainment levels as they visit and support schools.</p>																																										
2.60	<p>Many other authorities enforce a strict removal of surplus balance mechanism and Schools Forum were asked to consider whether this current approach was appropriate. The Forum felt that the uncertainty around school funding was behind the increase and it was also not a consistent issue across all schools. However, it must be remembered that the money generated in a school is by the children who are in that school at this time, not in many years into the future.</p>																																										
2.61	<p>The number of schools with a deficit had substantially reduced over the last 3 years and no schools were required to apply for a deficit licence for 2018/19. Where a school does apply for a deficit licence, the application must include a multi-year recovery plan, detailing actions the school will be taking to repay the accumulated deficit.</p>																																										
2.63	<p>Whilst the overall position presents an increase in the value of school balances there are a number of schools where the balance has decreased from the prior year indicating that they are potentially having to use brought forward balances to meet the costs of running their schools. The budgets that these schools set will need to be assessed and ongoing monitoring of the schools in such circumstances to support them to avoid getting in to deficit.</p>																																										
2.64	<p>Following a discussion at the General Purposes Committee, the Leader of the Council and the Chief Executive wrote to the Chair of the Schools Forum to reiterate the need for schools and the LA to work closely together to resolve these overspends on the high needs block. To ensure there is a full view of balances in schools in Cambridgeshire, it was agreed that a request would be made to Academy Trusts in the County so this can help support our case</p>																																										

	for further funding for Cambridgeshire.
2.65	Recommendation – The Committee is asked to consider its response to the position of maintained schools balances and whether it wishes to make representation to Schools Forum on the balance control mechanism in maintained schools.
2.66	<u>Financial Pressures in Schools</u>
2.67	<p>Despite the increase in surplus balances in some schools, there remains significant pressure on Cambridgeshire schools in relation to their funding and long term viability. Key pressures include –</p> <ul style="list-style-type: none"> • Both pension and pay awards have not been fully funded and schools have had uncertainty over what funding they receive. • Impact of austerity - the reduction in support services across local authority services, health and the voluntary sector have meant schools are providing more support than ever especially around pastoral areas. • No allowance has been made for inflation in schools funding since the introduction of the DSG. • Incremental drift as we face a teacher shortage • Accountability framework demands more support and a constantly rising bar. • Single year settlements have led to short term decision making.
2.68	<p>In order to develop a Cambridgeshire narrative, officers have undertaken a survey of schools to understand the financial position under three key questions. These have been asked to gain an understanding of how schools are being more efficient and how the current budget position is putting strain on schools, pupils and children with SEND. We have received over 140 responses and a sample are included in the sections below. We intend sharing the overall responses with MPs in the coming weeks.</p>
2.69	‘Can you give an example of how you have delivered an efficiency in your school that has led to a financial saving?’
2.70	<ul style="list-style-type: none"> • <i>Almost eradicating lunchtime duties through shortening lunchtimes and introducing split lunch arrangements.</i> • <i>Reduction in the numbers of SLT members whilst decreasing their teaching load - SLT has been reduced from 11 to 7</i> • <i>As lights fail, we replace with LED - short term investment hoping for long term savings.</i> • <i>Gained grants to replace boiler and roof</i> • <i>We have used the Education Endowment Fund to review the support in place and identify low cost high impact strategies. The majority of the support we now have in place for children is based on this methodology reducing the number of 1-1 interventions and replacing them with group focussed support.</i> • <i>We are training members of staff to take some services in-house rather than outsourcing to third parties (eg. property management).</i> • <i>There isn't anything left to cut!</i>
2.71	‘Can you give an example where as a result of the financial position of your school, you have had to make a cut or a saving which has significantly impacted upon children or staff?’

2.72	<ul style="list-style-type: none"> • We no longer fund our school swimming pool and this cost is being funded by our parents. • I have had to cut specialist PE coaching. These coaches also provided after school clubs. This has had a negative impact on the quality sports provision we are able to give and the clubs we can offer. • Reduction in teaching staff which has led to a narrowing of the curriculum offer at KS 4 and 5. • Teachers are expected to manage children with complex mental health problems (and associated behaviour) or medical conditions eg diabetes without any additional TA support, so they are stressed... • More experienced teachers are unable to be recruited. • After School clubs - which are subsidised have had to be cancelled. Broad curriculum impacted. • I had to cut a specialist French and music teacher who did my PPA for my school. This is now covered by TAs (Teaching Assistants). The quality of this is obviously not as good. Next financial year I will need to reduce either my Sendco (Special Education Needs Co-ordinator) from two days to one day a week and lose some TA hours. • Cuts to curriculum resource and professional development.
2.73	‘What impact does funding the first £6k of each EHCP have on your overall budget and the decisions you make about support for all children (including SEND) in your school?’
2.74	<ul style="list-style-type: none"> • We do not currently have any children with EHCP. If we did have, our budget would be in deficit. • In mixed age classes, funding the first £6K for SEND can mean that other children in the class are left without essential adult support at times. • The idea of a notional SEND budget in today's funding climate is laughable. This money ends up being spent just keeping teachers in classrooms to teach everyone. • There is not enough money to support all the children who need SEN support. The children who have an EHCP are a tiny percentage of the children who need support. • There is little money left for important boosting interventions for other pupils with & without SEND • Each application we make has to be carefully considered as we know that there may be an impact on the budget. New children arriving with an EHCP also creates extra pressure as we are expected to support using existing funds. • It also means that in times of crisis there are no spare bodies which has resulted in the Headteacher, DHT or teaching SENDCo being called upon on an almost daily basis to deal with a crisis, taking them away from their role
2.75	Recommendation – Members are asked to note the approach to gathering information on the budget pressures in schools and support officers in making the case for further funding for Cambridgeshire to Ministers and MPs.
3.	ALIGNMENT WITH CORPORATE PRIORITIES

3.1	A good quality of life for everyone
3.1.1	Providing high quality education should enhance the skills of the local workforce and provide essential childcare services for working parents or those seeking to return to work. Schools and early years and childcare services are providers of local employment.
3.2	Thriving places for people to live
3.2.1	There are no significant implications
3.3	The best start for Cambridgeshire's Children
3.3.1	There are no significant implications
4.	SIGNIFICANT IMPLICATIONS
4.1	Resource Implications
	<p>The delivery of the capital schemes at Spring Common and Eastfield Infants and Westfield Juniors require capital funding. Both will be funded by prudential borrowing as no alternative source of funding is available. There is currently £7m allocated in the capital programme for the amalgamation but any investment at Spring Common will increase the Councils capital programme.</p> <p>The deficit on the DSG will need to be considered closely by Schools Forum.</p> <p>Based on the Dedicated Schools Grant (DSG) conditions of grant there are three options when there is a deficit carried forward:</p> <ul style="list-style-type: none"> • The local authority (LA) may decide to fund all the overspend from its general resources in the year in question. • The LA may decide to fund part of the overspend from its general resources in the year in question and carry forward part to the schools budget in the next year or the year after that. • The LA may decide not to fund any of the overspend from its general resources in the year in question and to carry forward all the overspend to the schools budget in the next year or the year after that. <p>The Local Authority will need to obtain the consent of the Schools Forum, or failing that the Secretary of State, to fund this deficit from the schools budget. The proposed return on the DSG overspend will be shared with Committee when drafted.</p>
4.2	Procurement/Contractual/Council Contract Procedure Rules Implications
	CCC frameworks will be used for the delivery of the capital programme.
4.3	Statutory, Legal and Risk Implications
	Any changes to services will fully consider statutory and legal issues. Risks will be fully considered as part of the shared services approach.

4.4	Equality and Diversity Implications
	Not applicable.
4.5	Engagement and Communications Implications
	The development of the strategy will be developed with key stakeholders in education.
4.6	Localism and Local Member Involvement
	Where there are place based decisions on the education strategy, these will be fully shared with local members.
4.7	Public Health Implications
	Not applicable.

Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Martin Wade
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by Finance?	Yes Name of Financial Officer: Paul White
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	No Name of Legal Officer:
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Jonathan Lewis
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Matthew Hall
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Jonathan Lewis
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Tess Campbell

Source Documents	Location
None	None