

# - AGENDA



## SCHOOLS FORUM

Date: Thursday 04<sup>th</sup> July 2024  
Time: 4.30pm  
Place: Microsoft Teams

### Distribution

#### Members of the Committee

Pippa Osborne (Chair)	Dave Baker (Vice Chair)
Julia Anwar	Ross Newman
Debbie Beazer	Diane Owen
Nicola Bailey	Will Roberts
Nicky Edwards	Fr. Malcolm Strange
Stuart Evans	Andy Watson
Paul Evry	Susie Weaver
Kim Garland	Bernice Webber
Clare Haughton	David Williams
Aaron Jefferies	Sue Wright
David Jenkins	Ruth Laing
Nicola Jones	
Louise Leader	

#### **Appropriate Officers attending:**

Mustafa Salih  
Hilary Smith  
Caroline Warren

#### **Councillors attending:**

Ian Boulton

Executive Director for the Department for People, Badminton Road  
Offices, Yate, South Gloucestershire, BS37 5AF  
Telephone: (01454) 863253

Enquiries to: Mustafa Salih, Service Director, Resources and  
Business; Telephone (01454) 862548 or E-mail  
[mustafa.salih@southglos.gov.uk](mailto:mustafa.salih@southglos.gov.uk)

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# AGENDA

1. WELCOME AND INTRODUCTIONS
2. APOLOGIES FOR ABSENCE (Pippa Osborne)
3. DECLARATIONS OF INTEREST (Pippa Osborne)
4. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT (Pippa Osborne)
5. MINUTES FROM 09<sup>TH</sup> MAY 2024 MEETING (Pippa Osborne)
6. UPDATE ON DSG RECOVERY PROGRAMME INVESTMENT INTO EARLY YEARS (THEME 3) (Jo Briscoombe)
7. SCHOOLS IN FINANCIAL DIFFICULTY (SCRUTINY COMMISSION REPORT – SCHOOL BUDGETS) (Mustafa Salih)
8. FUNDING UPDATE (Including overview of key school funding streams – Verbal Update (Caroline Warren) – *Report to follow*)
9. OUTTURN REPORT (Caroline Warren)
10. SCHEME FOR FINANCING SCHOOLS (*Please note this report is not a decision-making document and intended for information only*) (Caroline Warren)
11. HNWG UPDATE (Susie Weaver)
12. MAINSTREAM PLACE NUMBERS – *Report to follow* (Hilary Smith)
13. SCHOOLS FORUM FORWARD PLAN
14. ANY OTHER BUSINESS

**South Gloucestershire Schools Forum  
Minutes of Meeting held on  
Thursday 09<sup>th</sup> May 2024  
Microsoft Teams**

**PRESENT:****Forum Members:**

Pippa Osborne (Chair)	Headteacher Christ Church Junior School
Dave Baker	CEO, Olympus Academy Trust
Kathryn Absalom	Primary Headteacher, Park and Parkwall Primary Federation
Stuart Evans	South Gloucestershire and Stroud College
Tracy Graham	Chair of Provider Working Group (Wildhearts Early Education & Childcare)
David Jenkins	Governor, Crossways Schools
Ruth Laing	Leaf Trust (King's Forest Primary)
Ross Newman	Academy Sector Representative
Diane Owen	Chair to Academy Council at King's Oak Academy
Lisa Parker	Primary Headteacher, Park and Parkwall Primary Federation
Will Roberts	CEO CSET
Andrew Watson	Governor, Hanham Primary Federation
Sue Wright	Finance Director CSET

**Executive Councillors:**

Ian Boulton, Cabinet Member - Schools, Skills, Employment and Business

**Officers:**

Mustafa Salih, Service Director Resources and Business  
Hilary Smith, Service Director, Education, Learning and Skills  
Caroline Warren, Finance Business Partner

**Others:**

Tamsin Moreton, Director of Finance & Operations, Enable Trust (representing Nicola Jones)

**WELCOME AND INTRODUCTIONS**

Attendees were welcomed by the Chair.

**APOLOGIES FOR ABSENCE**

Chris Sivers, Susie Weaver, Nicola Bailey, Nicola Jones, Nicky Edwards, David Williams, Bernice Webber, Fr. Malcolm Strange, Kim Garland, Louise Leader

**1. DECLARATIONS OF INTEREST – None**

**2. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT None**

### 3. MINUTES FROM LAST MEETING – 07 March 2024

Minutes recorded as accurate.

### 4. Forum Membership – Academisation Update (Michelle Trigg)

Michelle gave apologies that the first report submitted was incorrect due a mix up with pupil numbers and the academisation position.

The purpose of this report is to provide Schools Forum with an update on Membership from June 2024 and request approval of key recommendations.

From June 2024 10 Maintained Primary Schools will become Academies

- Redfield Edge
- The Park
- Parkwall
- The Ridge
- Broadway
- Gillingstool
- Barrs Court
- St Stephens Juniors
- St Michaels Winterbourne
- Raysfield

Pathways Learning Centre (PLC) has applied to convert to Academy and join Enable Trust. This has not yet been considered by the DfE but is unlikely to be before end of the year.

Holding 1 vacancy for a Secondary Headteacher and holding 2 vacancies for substitute members for Maintained Primary Governor and Secondary Academy.

Resignations – Lisa Parker, Warmley Park School has stood down and suggested that New Horizons Learning Centre could represent in the interim.

Tracy Graham – Wildhearts Early Years Education & Childcare – proposed that Ruth Laing from the Leaf Trust attend as a second representative along with Nicky Edwards.

Recommendations:

- a) Note the potential new membership structure and officers and the Chair and Deputy Chair prepare to implement this potential new structure from 1 September 2024, subject to the assumed academisations being implemented.
- b) note and agree to the proposed changes regarding resignations of Lisa Parker and Tracey Graham.
- c) ensure any changes to the membership list be highlighted to MT so updates can be made accordingly.

- d) request the Chair and Deputy Chair ensure all vacancies are filled to ensure that the Schools Forum is representative and quorate.

**PO** – As part of the planning group we will review the position of representation every 6 months of any changes in a timely manner to keep the balance right.

## 5. Safety Valve Update (Mustafa Salih)

Mustafa produced slides and gave an update on a piece of work to produce a report to the Scrutiny Commission and Schools on schools funding within South Glos.

**Action: MS to share the slides after the meeting.**

An initial report on the schools funding position in South Glos will go to Scrutiny Commission on 3rd July. We are currently pulling together all the data we have for our Maintained schools as the finance team have been working closely with those schools and understanding what their pressures are. We would like to do something similar for Academies so we can assess their deficit levels, what their spending pressures are, which are likely to be similar pressures etc. and tell us some of the measures they are taking to balance the budget, e.g. staffing reduction, savings.

**WR** – We can give you the academy positions with a narrative. The more substantive points – although there is unanimous support for the transfer to the high needs block – we should not lose sight that it was a temporary measure trying to support the system and it does mean that schools have less budget share funding to balance their budgets. SEND legislation is a national problem and there isn't money to support the system.

**MS** – On the £2.2m transfer, in our Safety Valve plan we have built in that this stops and I would like that to end that transfer as soon as possible so we are definitely not taking it for granted that it will always be there.

**IB** - My concern about the Safety Valve is that we all know the funding is the problem. I am really encouraged we do have this scrutiny group looking at schools finances and helping the members engage in that process and the issues you are facing. It might be helpful to have a public statement of the issues and almost use it as your own manifesto given that we are going into an election period.

**HS (Chat)**- It is also the case that if the proposed closure of Sheilings is implemented this will also contribute to the pressure on places as this will result in the loss of significant number of places that we are currently meeting our local need for ASD/SEMH. We have highlighted to DfE and requested a response on the request for additional capital.

**DB (Chat)** - Interesting articles on the Schools Week website yesterday about a) councils that have apparently got rid of their high needs deficits via the safety valve process; and b) Bury receiving a damning inspection outcome for its SEND provision despite being one of the original safety valve councils in 2020-21.

**PO (Chat)** - I think we need to also ask schools if any carry forwards are ear marked e.g. not real carry forwards.

**SW** - GAG pooling. Academies will want to support some sort of data collection and we need to make sure you are asking the right questions so it can be used alongside the Maintained data.

**WR (Chat)** - Absolutely agree Pippa - our budget will be balanced by reducing non-statutory pastoral support – e.g. internal & alternative provision, interventions.

**DB** – Suggest sending it to the Trusts rather than schools. Share the data and give the data and make sure the information is available.

**Action: MS to contact Sue Wright to make sure we ask the right sensible questions.**

**Action: Could MS and HS and a couple of Forum reps work with us on a letter being drafted from the Forum to the Scrutiny task force about school budgets. Timescale within the next 2 weeks.**

## 6. HNWG Update (Pippa Osborne on behalf of Susie Weaver)

Pippa went through Susie's report.

### **"HNWG Updates 9<sup>th</sup> May 2024**

*Last meeting 17<sup>th</sup> April to fit with Schools Forum cycle. This is the final HNWG meeting this year and there is one final SF meeting in July.*

Key areas discussed:

**Arrangements for ASD – including PINS** – which builds on a pre-launch discussion around PINS in the previous meeting.

Pilot cohort identified and some strong partnership work with health as part of the project.

**Arrangements for SEMH** – current position on AP and use of places at PLC – papers attached.

Hilary shared developments from the range of partnership working groups that have been exploring the inclusion approaches.

HNWG explored the arrangements and reinforced this is something we need to do as a system – in partnership - not the LAs imposing this.

### **Theme 2 Closure Report**

The summary report was shared by Mustafa. The HNWG were able to talk through the developments and consider next steps. The group were keen to acknowledge the ongoing collaborative partnership approach adopted by leaders and in particular the work of the Special school heads.

The expected outputs below were delivered to plan;

- New top-up funding model defined in Operational Guidance documents and agreed by Cabinet.
- New bandings implemented for Mainstream Schools from April 2022.
- Special School banding funding approved by Exec Member.
- Phase 2 of top-up banding reduction to be implemented in September 2023 and agreed by Schools Forum.

Mustafa will be able to share further details within Schools Forum as part of the agenda as required.

#### **Actions and developments:**

Communication piece to be drafted for Governors – Hilary and David to collaborate on this piece and share end of T5/early T6.

Ongoing communications via the Heads networks and Schools Forum  
Follow-up HNWG schedule for 2024-25

**PO** – The HNWG was initially set up as a sub group but we need to continue with that group and we thank Susie for her leadership.

### **7. Mainstream Place Numbers (Hilary Smith)**

A more detailed report will be produced later in the year when there is a place planning review and that information gets fed back to the DfE in June/July time and then an autumn report.

Currently for September in most planning areas overall there is a decline in birth rate and falling numbers and some schools with a reduction in numbers. Unusually this year there is an increase in North Yate. In relation to place availability and in order to meet the demand in Primary places in September we have agreed with Manorbrook, Thornbury to breach a class of 30 places for September in Reception and also quite significant in-year trend especially around Patchway/Stoke Lodge areas. Also with Dave at Olympus we will breach 30 places at Stoke Lodge in Yrs 3 and 4 but we have only agreed where it makes sense.

Secondary – Because of the situation with Lyde Green which is now under construction and opening in September 2026, we are grateful that schools have been responding positively so from this September we have agreed the following:

**SBL** – Breach of 60 children – 270 intake.

**Abbeywood** – Breach of 60 children - 240 intake. There is a permanent expansion planned at Abbeywood.

**Downend** – Breach of 30 children – 240 intake.

**King's Oak** – Full for quite some time but taking an extra 30 children – 180 intake and Mangotsfield 230.

There will be a similar position in September 2025 with continuing challenges to accommodate those breaches and we may be in a situation where we will have to find



some temporary accommodation in the shorter term but have a contingency for September 2026. We are providing transport to Marlwood.

**WR** - Breaches have been going on for so long and some of those schools are going to have a significant reduction which means staffing becomes a semi-permanent arrangement and needs to be managed very carefully.

**HS** – Lyde Green will open in September 2026 for Yr7s only.

**IB** – Press release following the launch of building work and contract at Lyde Green if we can help to manage expectations with a good comms strategy.

**AW** - Is the Forum concerned about retention of staff and wellbeing going forward as I am aware that some Secondaries have high sickness rates.

**PO** – It is more at a school by school level and it is a problem for some of our schools but not directly a decision we can change within the role of the Forum but could be raised through the ELS team or directly to the schools.

**HS** – We are seeing school leader wellbeing is a real focus and during the COVID period significant focus on supporting mental health and priority within the team and happy to look how we might take that forward.

**PO** – We will consider the question of whether this discussion sits with the Forum.

## 8. Schools Forum Forward Plan 2023/24

Jan 2024	18 <sup>th</sup>			
			Early Years Funding 2024-2025	Jo Briscoombe
			Special Schools Funding Arrangements	Mustafa Salih
			Proposed Financial Amendments: Breach Funding	Caroline Warren
			Growth Funding Policy update	Caroline Warren
			Falling Rolls Policy 2024 – 2025 (report)	Caroline Warren
			Q2 Financial Monitoring report 2023 - 2024	Mustafa Salih
			School Budget Announcement	Mustafa Salih

<b>March 2024</b>	<b>07<sup>th</sup></b>			
			F40 update	Mustafa Salih
			EHC Breakdown	Hilary Smith
			High Needs Working Group	Hilary Smith
			Place Pressures	Hilary Smith
			Q3 DSG Report 2023-2024	Mustafa Salih
			Safety Valve update	Mustafa Salih

<b>May 2024</b>	<b>09<sup>th</sup></b>			
			Forum Membership - Academisation update	Michelle Trigg
			Safety Valve Update (verbal)	Mustafa Salih
			Schools in Financial Difficulty (verbal)	Mustafa Salih
			HNWG Update (Verbal)	Susie Weaver
			Mainstream Place Numbers	Hilary Smith
			AOB – In person meetings	Pippa Osborne

<b>July 2024</b>	<b>4<sup>th</sup></b>			
			Membership of the Forum	Michelle Trigg
			Schools in Financial Difficulty Update (Report) (Maintained Schools & Academies update)	Mustafa Salih
			Funding Update (including School's supplementary grant)	Mustafa Salih
			Outturn Report 2023-2024 verbal update outturn report)	Mustafa Salih
			Financial Regulations for Schools	Justine Poulton
			Scheme for Financing Schools – DfE Directed Changes	Caroline Warren

Sept 2024	26th		Proposed in person meeting – venue to be confirmed.	
			Year 3 of New Banding and Top- Up Arrangements Review and Update	Mustafa Salih

Nov 2024	7th			
			Current Position on school places across schools system in South Gloucestershire Update	Hilary Smith

Dec 2024	5th			

## 9. Any Other Business

**PO** - One of the things that has been missing is where we used to meet in person and see colleagues and have that networking but also recognise that this format works well. However, we would like to propose that the November meeting is held in person at either the Council offices or a Secondary School.

**IB** – Requested Hybrid.

**WR** - Offering to host.

**Action: In person meeting on the 7<sup>th</sup> November 2024 at a venue to be agreed.**

Meeting closed

## UPDATE ON DSG RECOVERY PROGRAMME INVESTMENT INTO EARLY YEARS (THEME 3)



# Project Brief

**Title: DSG Theme 3b – Early and Accurate Identification and Meeting of Need in the Early Years**

### Document Control

Status	Version	Author	Reviewed by
draft	0.1	Jo Briscoombe	Jo Briscoombe

### Authorisation Process

Reviewed by	Date Approved
Service Lead	
Project Team	
Programme Board (if applicable)	N/A
T&E Business Partner	
DMT	N/A
OCPB	N/A

## 1 Background

- 1.1 The desired outcome for this theme is to reduce the reliance on EHCPs issued in Early Years. This was to be achieved by improving identification of need and access to support in early years.
- 1.2 The context for the project has changed. There is now an increased entitlement to funded childcare which is going to mean that more children can access places and from a younger age. From April 2024, all working parents of 2-year-olds can access 15 hours per week, from September 2024, all working parents of children aged 9 months up to 3-years-old can access 15 hours per week and this goes up to 30 hours per week in September 2025. An increase in numbers of attending pupils is likely to result in an increase in those with SEND who need supporting by the sector.
- 1.3 The increase in entitlements means that there is an increase in funding in the early years block. This means that some additional activity can be funded through that funding stream to support meeting this increased need.
- 1.4 The childcare and early years provider survey for 2023 showed that in 2023, 85 per cent of school-based providers cared for at least one child with SEND (in line with 83 per cent in 2022). Group-based providers have seen a 5% increase to 88% since 2022 of providers caring for at least one child with SEND. Childminders had the lowest proportion but have seen an increase to 25% from 19% in 2022. The lower figures for childminders reflect that many more children attend other types of provision. In addition, practitioners are reporting that they are having to meet more complex SEND needs.
- 1.5 Schools Forum allocated £200,000 during 2021-22 to support the development of initiatives within this theme. Research into the issues being faced by settings and families in the early years indicates that for many children, they can only access support once they have a diagnosis or an EHCP.
- 1.6 There were several workstreams within this original theme, all of which were delivered to plan as per Theme 3 evaluation and closure report [Closure Report T3 v0.1.docx](#) .

<b>Aim</b>	<b>Workstream</b>
Resource to support providers in meeting need of SEND children	Early Years Inclusion Support Fund Transition Support Fund
Training and support to upskill providers and support them to identify and meet SEND needs	Autism Education Trust (AET) SEND training for Childminders Speech and Language Therapy (SALT) for practitioners SALT support for Childminders SALT consultations for EY settings
Support for parents to help them to meet the SEND needs of their child	SALT support for parents Little Treasures Stay and Play sessions

	Virtual parent / care support sessions and Holiday activities and support
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1.7 Another £200K was allocated for an additional year (2023), to continue the above projects and in addition to increase staffing to support meeting additional requests for support. The following changes were made to the programme.

- Portage - an additional 0.5 limited term contract was established to try to reduce the 18-month wait for portage support.
- An additional Early Intervention Officer (EIO) was funded to help meet the increased requested for support to help meet the needs of children with SEND.
- SEND childminder training did not happen in 2023.

1.8 A further £200k has been allocated for 2024/25 to continue the SEND support for the Early Years sector. The previous workstreams have been evaluated and some projects have been adjusted to increase their impact. Several new projects are also being implemented.

## 2. Strategic Objectives

2.1 N/A as this theme is part of the overall DSG Programme to meet the conditions of the Safety Valve.

## 3. Outcome

2.1 The required outcome continues to focus on reduction on reliance of EHCPs issued in early years through improving identification of need and access to support in early years.

2.2 As in previous years, this outcome has been broken down into key aims to support this. The table below shows which workstreams contribute to the different aims. Many of these are continued from the previous year. Where a workstream is new this is indicated.

Aim	Target	Identified Workstreams
To provide resources to support early years providers to identify and meet need	<ul style="list-style-type: none"> <li>• To provide access to inclusion support funding to help providers meet the needs of pupils with SEND.</li> <li>• To provide access to transition support fund to support smooth transition and facilitate placements in reception.</li> <li>• To monitor and track the number of children who go onto have an EHCP following early intervention.</li> <li>• To provide access to equipment to help providers identify and meet need.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion support fund</li> <li>• Transition support fund</li> <li>• Exceptional circumstances fund</li> <li>• SEND loan resource bank (new)</li> </ul>
To improve the identification of SEND need and support practitioners to meet this need	<ul style="list-style-type: none"> <li>• To build the skills and confidence of Early Years providers to accurately identify SEND and meet need.</li> <li>• To increase the strategies and support available to practitioners to support them to identify and meet need.</li> <li>• To support practitioners to meet more complex</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Education Trust training</li> <li>• 5 to Thrive (new)</li> <li>• New Siblends Outreach (new)</li> <li>• SEND training for</li> </ul>

	<p>SEND needs.</p> <ul style="list-style-type: none"> <li>To develop resources to support the sector to meet need.</li> </ul>	<p>childminders (new)</p> <ul style="list-style-type: none"> <li>New SEND childminder group (new)</li> <li>Develop a graduated approach toolkit. (new)</li> </ul>
To improve access to professional specialist support to Early Years settings	<ul style="list-style-type: none"> <li>Continue to facilitate access to EP support.</li> <li>Provide access to Speech and Language Therapist support and training.</li> <li>Provide access to support from portage.</li> <li>Provide support to share practice and disseminate information.</li> <li>Revise the website guidance on the Local Offer and Early Help so that settings know what is available to them and when.</li> <li>To continue to provide Speech and Language hubs</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion hubs</li> <li>Portage Stamp of Approval</li> <li>Additional portage</li> <li>Speech and language parent hub, consultations for settings and childminders, cluster childminder groups</li> <li>Increased EIO capacity</li> </ul>
To provide support to help families understand how they can support their SEN child without the need of an EHCP	<ul style="list-style-type: none"> <li>To continue and extend parents support through Stay and Play sessions for parents and children with SEND.</li> <li>To provide speech and language support for parents through visits and an advice line.</li> <li>To provide an additional portage support to reduce the waiting list.</li> </ul>	<ul style="list-style-type: none"> <li>Continue sessions in Kingswood and Warmley and begin sessions in Patchway.</li> <li>Additional portage 0.5 fte.</li> </ul>

### 3. Scope

#### 3.1 Workstream overview for 2024 to 2025

Following a review of projects, it was identified that adjustments could be made to improve their effectiveness. A number of the projects are new initiatives.

#### Workstreams moving to business as usual

**3.2 Educational Psychology (EP) Outreach** - an inclusive practice audit was developed between EIOs (Early Intervention Officers) and EPs and used in identified settings where there were many children with complex needs. This proved successful in improving practitioner confidence in meeting need. This audit has now been offered to all settings via Setting Support Officers and has become part of routine practice. There is still identified funding within the early years block for EPs to provide support to settings.

**3.3 Additional 0.5 fte Education Inclusion Officer** will now be funded from the early years block.

#### Continued and adapted workstreams for 2024

**3.4 Inclusion Support Funding (EYISF) and Transition Support Funding (TSF)** is continuing. Evaluation showed that some of the 16% of applications for funding are being declined because they not meeting the criteria, not following 'assess, plan, do, review' or there is insufficient evidence. 54 reapplications were successful on second application. This means that funding may be delayed to children who need support, and

that additional panel time is required at high officer cost to the council. The funds will both continue using the same panel structure. However, to improve the quality of applications so that, where children require funding, this is more likely to be awarded first time, we are including briefings on this to all settings. The aim is to fund providers to attend so that we can ensure that the application process is followed correctly, and children get the support they need as early as possible. This will be included as part of the revised provider agreement. We are also producing a graduated approach toolkit to support providers to meet need and gather the appropriate evidence for applications.

- 3.5 AET licence and training** costs will continue to be funded. Members of the team are continually being kept up-to-date with the training programmes to enable them to deliver these. The training programmes are 'Making Sense of Autism' and 'Good Autism Practice'. This training is being adapted to have a wider, more neurodiverse focus. It needs to continue year-on-year to support staff turn-over in the sector. The training is free to EY providers through this workstream. As part of the licence with Autism Education Trust the team will this year also be implementing the new module of 'Developing Play in Early Years'. Ensuring we are delivering all of the possible training options helps us to get best value for the investment in the licence.
- 3.6 A speech therapist secondment** will continue to provide consultations, parent hubs and cluster input. Last year not all opportunities were taken up by childminders and parents. Feedback from parents identified a need for more individual support and sessions that are not one-off. Childminders found attendance difficult. Where they had more than one child, they were not able to access the groups with the children in their care.
- 3.6.1 SALT training** will continue to be provided for EY practitioners to upskill staff on aspects such as 'Language Champions' and training on 'Under 2s Communication Skills and Knowledge'. Sessions are also planned for the Early Years Team staff so that they can support staff in all settings during visits.
- 3.6.2 Speech and language therapist consultations** continue to be available to EY practitioners to discuss concerns and strategies for a child in their setting. Settings can now access this support for generic purposes to improve their practice and knowledge and not just to discuss individual children. This has been in response to their requests for this change.
- 3.6.3 Parent hubs** have been replaced by parent groups and individual slots for parents to speak to a therapist. Parent groups now take place in 3 session blocks. The groups, facilitated by a Speech and Language therapist, will continue in four locations - Yate, Patchway, Staple Hill and Filton. These give direct speech and language support and help parents to meet their child's speech and language needs. Group sessions are supported by a Setting Support Officer and individual sessions by an Early Intervention Officer.
- 3.6.4 Helpline** There has also been an increase in capacity of the weekly helpline where parents can now directly ring a therapist during two sessions across the week.
- 3.6.5 Childminders** now have access to therapist support as part of their childminder group. We have also introduced consultation slots so that they can speak to a therapist.
- 3.7 Additional portage support** will continue as a limited term contract to provide additional capacity. The number of referrals continues to increase and there is still a



large waiting list. The previous employee to this post has been made permanent using the increase in Early Years Block funding. Additional portage capacity will continue to be funded through the theme 3 fund so that parents can get timely support for their children before they start school. These children may not benefit from attending settings and this support will help parents to support their child and access other professional help as required. Portage staff also signpost parents to other specialist advice and support to meet their child's needs.

**3.8 Parent carer forum support** is to continue at Yate and Warmley. Another parent group is to begin focused in the Patchway area to give a wider reach to support more parents with meeting the needs of their children. The additional group is being focused in an area where there are an increased number of children who are eligible for early years pupil premium. This work will have an increased emphasis on signposting parents to professional support so that their needs can be effectively met without an EHC plan if this is appropriate for the SEND needs of their child. The parent groups support parents to meet their child's needs at home and understand the processes for support for children with SEND in mainstream settings. The additional group is being funded through reducing time the Parent Carer Forum were spending in other areas such as holiday support. Measurable outcomes are also being reviewed to include signposting parents to other support services and destination data to establish that parents can transition their child into other settings.

### **New Projects for 2024**

**3.9 New Siblands Outreach Pilot.** This workstream will support practitioners to develop confidence and skills to meet the needs of children with more complex SEND needs in their settings. This utilises the specialist skills of staff from New Siblands to support other early years practitioners. This begins with New Siblands staff demonstrating effective practice in their own setting. They then work alongside workstream participants in their own setting to help them to increase their range of strategies to meet need effectively in their early years provision. Settings will complete action plans and implement these within their settings, monitoring the impact on a child's or group of children's progress. Case studies will be created and shared across the authority, with the intention of supporting other practitioners and children through planned targeted work and a sharing of experiences. Participants are being selected for this workstream who have a number of children needing support. Participant criteria include having one or more children in receipt of EYISF at Bands B or C, involvement with the Early Intervention Team to support a child with complex needs and child/ren on reduced hours due to complex SEND needs. Measurable outcomes for this workstream are:

- Improved practitioner confidence in supporting children with complex SEND through pre and post questionnaire.
- Children's attending hours increased and / or progress against their targets.
- Evidence of completion against action plans.

**3.10 Five to Thrive Programme.** This aims to support practitioners to use an attachment-based model to identify children's individual needs and meet them effectively. It focuses on developing the building blocks of 'talk, play, relax, cuddle and respond'. Setting staff will be trained on these approaches and the aim is that these will

be embedded throughout the setting. This will support increasing confidence with the 0-2 age group as we know this will be an expanding provision in our sufficiency duty. This workstream will train key setting leaders and then all staff. Settings will produce an action plan to outline how they intend to impact on staff skills, parental skills, child development and embedding this work across their setting. This will be implemented on a staggered cohort model with 30 settings participating who are each paired up with one other setting to support sharing practice and peer review. Participation criteria include settings who have a number of disadvantaged pupils, children with EHAP, children in care, children with PEP or who have high levels of SEMH need as identified by behaviour triggers. Partnership working between settings and parents will improve so that children receive consistent support and approaches at home and in setting. This will enable children to make progress and thrive and they will have a more secure attachment with care-givers both in setting and at home. The workstream will support emotional regulation and develop resilience skills which will particularly benefit those children who have experienced trauma or have identified SEMH needs. It will also support more precise identification of these types of need. A peer review model will be used to monitor impact. Measurable outcomes for this workstream are:

- Number of participating settings and parents.
- Improved staff and parent confidence as evidenced through confidence questionnaire
- Practitioner peer review learning walks indicating that strategies are embedded across the setting.
- Impact on children's needs-led targets that they will meet within their support plan.

**3.11 SEND resources support.** This workstream aims to set up loan SEND resources that can support childminders and settings in identifying how best to meet the needs of a child. Early Intervention Officers will use the resources to model support strategies to meet need. This will support settings who need to meet the needs of a child to begin to address them early through their 'assess, plan, do, review' practice before they have any additional funding to support them. It will particularly support settings and childminders with meeting sensory needs as we know from practitioner feedback that this is something they find difficult. They will be able to trial resources to check which works best to meet the child's needs. We expect this to also support more effective use of inclusion support fund as it will help settings to buy targeted resources to meet need. Measurable outcomes for this workstream are:

- Number of settings accessing resources
- Evaluation reports of use by settings including evidence of contribution to 'assess, plan, do, review'.

**3.12 Childminder Training and SEND group.** The childminder training previously offered proved effective. The training covered a wide range of themes including role of SENCO, graduated response, assessments, working with parents, child's voice, speech & language, referrals / permissions, funding and strategies to support children with SEND. Feedback was positive and there was an increase in requests for EIO support from childminders who attended the training. There are increasing reports relating to

parents of children with SEND not being able to find childcare for their children. For children with some SEND needs a large provider may not be the best option to meet their needs. To address this, we will establish a SEND childminder group and provide training to them and to current childminders to help them to support those children who would be best supported in smaller groups and may not be able to access to a place in a setting. Measurable outcomes for this workstream are:

- Number of childminders trained.
- Number of new childminders recruited to support the local authority to fulfil their sufficiency duty
- Confidence of childminders through confidence surveys

#### 4. Deliverables

4.1 The following table summarises deliverables and milestones of the new workstreams.

	July 2024	September 2024	December 2024	March 2025
New Siblands Outreach	Setting action plans completed. New Siblands visit and input. Outreach visits to settings.	End of project meeting. Strategies and changes in practice collated.	Case study reports shared.	
Five to Thrive	Team to receive training. Training plan created for dissemination.	Briefing to all practitioners. Application process and cohort identified.	Phase 1 delivery of training to 30 providers.	Phase 2 delivery of training to be completed to another 30 providers.
SEND loan resource	Resources purchased and set up	Fully booked for use EIOs modelling practice with resources.	Evidence that those using resources incorporate this in support plans	
Childminder training and SEND childminder group		Childminder training planned. Childminder SEND group recruited.	Training delivered to childminders and group. SEND childminder group register.	SEND childminder group to take on children.

#### 5. Constraints

- 5.1 Timescales require capacity and time to implement the project plan.
- 5.2 Capacity of staff internally and externally.
- 5.3 Competing work pressures such as the need to increase early years places and deliver wraparound care targets.

#### 6. Assumptions

The following assumptions have been made:

- 6.1 The number of children with SEND who require support will increase in direct proportion to the increased entitlements.

- 6.2 Providers will access the opportunities being offered.
- 6.3 Staff will implement the advice and strategies provided through the support and feel more confident to support complex children in their provision.
- 6.4 Parents will access the support on offer and follow the advice at home.
- 6.5 There will be no new early years national initiatives that draw on staff capacity.
- 6.6 Sirona will be able to provide the Speech and Language capacity required.
- 6.7 Parent Carer Forum will be able to deliver on the agreed the support agreed in the Service Level Agreement.

## 7. Dependencies

There are a number of dependencies around this work.

- 7.1.1 Ability to report effectively on inclusion and transition fund is dependent on the Mosaic development work being completed and on the backlog of panel outcomes being entered into Mosaic. The development work is currently under way.
- 7.1.2 Reducing portage waiting list is dependent on timely recruitment of additional staff capacity with the relevant expertise.

## 8. Stakeholder Engagement/Communication

- Jo Briscoombe – Strategic Lead School Support & Early Years
- Lucy Williamson – Education Adviser Early Years Team Mgr
- Early years working group - Termly engagement meetings
- Working group link representatives for workstreams
- Parents Carer Forum
- All early years providers to receive project updates and access to opportunities and advice through the bulletin

## 9. Workforce change procedure

N/A

## 10. Risks and Issues

The following risks and mitigations are in place.

- 10.1 Risk of providers not accessing the opportunities available is being mitigated through providing key support at no / low cost and paying to cover for staff to attend an overview workshop of SEND processes, finance and support available.
- 10.2 Should the number of children with SEND who require support increase more than anticipated, officer time will be reprioritised to focus on supporting those providers who have children with the highest level of need.
- 10.3 Risk of staffing not implementing advice and strategies provided through projects is being mitigated by including follow up and reviews to check on progress.
- 10.4 Risk of parents not accessing support is being mitigated by increasing the capacity to attend parent groups to promote the support available.
- 10.5 Should there be new early years national initiatives that draw on staff capacity then a reprioritisation exercise will need to be undertaken.

- 10.6 Risk that Sirona will not be able to provide the Speech and Language capacity required to be mitigated by contracting an alternative Speech and Language provider in that eventuality.
- 10.7 Parent Carer Forum will be able to deliver on the agreed on Service Level Agreement. No mitigation in place.
- 10.8 Risk of lack of staff capacity and high staff turnover in providers due to staffing issues.

## 11. Equalities Impact Assessment

- 11.1 An EQIAA is currently being completed.

## 12. Data Privacy Impact Assessment

- 12.1 A DPIA is currently being reviewed to determine if needed.

## 13. Governance

- 13.1 Project Sponsor: Hilary Smith (Head of Education, Learning & Skills)
- 13.2 The programme sponsors will formally sign off any documents or presentations prior to them being shared with or sent to focus groups or the HT HNWG/School Forum (i.e any external group or group that has external stakeholders on it).

## 14. Project team

Name	Job Title
Jo Briscoombe	Strategic Lead for Early Years and School Support
Lucy Williamson	Education Adviser Early Years Team Manager
Laura Gallop	Education Adviser Early Years Team Manager
Claire Perry	Education Adviser Early Years Team Manager
Rachel Clews	Project Manager

## 15. Resource requirements

- 15.1 The following table summarises the requirements.

Item	Cost
Speech Therapist Secondment 0.6	£42,900.00
Parent Carer Forum support	£49,000.00
Portage 0.5 LTC (to be appointed to)	£45,000.00
AET Licence and training	£5,252.40
New Siblands Project	£3,646.70
5 to Thrive	£9,132.60
Funding to pay for settings to attend key SEND training about process and payments	£6,419.50
Funding to pay for childminders to attend	£5,501.80
Set up / resource a SEND childminder group - SEND training for all current childminders	£16,000.00
SEND loan resources to support assessment to meet need	£16,500.00
<b>Total</b>	<b>£199,353.00</b>

## 16 Reporting

- 16.1 Reporting to take place in line with identified milestones.
- 16.2 Key outcomes share with Cluster group networks.
- 16.3 Impact reports from Speech and Language Specialist and Parent Carer Forum.
- 16.4 Information to be shared with the early years working group including outcomes of practitioner confidence questionnaires for projects and data on uptake of initiatives
- 16.5 Information for settings on successful strategies to meet different needs shared on the VLE and in Cluster meetings.
- 16.6 Monthly Reporting: Monthly updates will be given at the monthly sponsors meeting and given by the service lead.
- 16.7 Impact reports will be shared with the project sponsors for review and sign off to present at the HNWG and Schools Forum.

## 17 Outline plan

### 17.1

	Activity	Target Date
1.	Approval of project at sponsor level	May 2024
2.	Draft PID/Initial scoping paper now	May 2024
3.	<b>Gateway 1 – Approval of PID</b>	June 2024
4.	Draft Project Plan	July 2024
5.	Draft EQIA	August 2024
6.	Draft PIA	August 2024
7.	<b>Gateway 3 – Review of draft consultation report by DMT/OCPB (if applicable)</b>	n/a
8.	<b>Interim report</b>	January 2025
9.	<b>Gateway 4 – Formal approval by appropriate sponsors/closure report</b>	March 2025
10.	<b>Gateway 5 – Project Closure</b>	March 2025

## 18 Background Document

- 18.1 [Closure Report T3 v0.1.docx](#)

# South Gloucestershire Council

**REPORT TO: Scrutiny Commission**

**DATE: 11<sup>th</sup> July 2024**

**REPORT TITLE: Overview of School Budget Positions as at June 2024/25**

**All Wards**

## **Purpose of Report**

1. To provide an overview of the general position regarding South Gloucestershire Schools' current financial positions including information on the number of schools with budget challenges and the causes of school budget pressures.

## **Recommendation**

2. The Commission is asked to consider the report and give a steer on any further areas of investigation to help promote an improvement in the funding position of South Gloucestershire Schools.

## **Purpose of Report**

1. To provide a high-level overview on South Gloucestershire Schools current budget positions and the funding challenges they are facing.

## **Policy**

2. The School and Early Years Finance (England) Regulations 2023 (the school finance regulations) requires local authorities (LAs) to set the Schools Budget each year. The Schools Budget is defined in regulations and broadly represents all the expenditure incurred by local authorities that relate to schools. The source of funding to support the Schools Budget is a ring-fenced grant received by local authorities known as the Dedicated Schools Grant (DSG). Local Authorities must distribute a specified element of the Schools Budget to their mainstream schools using a formula (known as the National Funding Formula (NFF)) which accords with the regulations made by the Secretary of State for Education and enables the calculation of a budget share for each mainstream school. The financial controls within which delegation works are set out in the Scheme for the Financing of Schools.
3. The DSG is allocated to local authorities in 4 blocks as follows:
  - Schools Block: relates mainly to funding for mainstream school budget shares

- High Needs Block: relates to funding to support children and young people with SEND
  - Early Years Block: relates to funding for supporting nursery education providers and other general early years education responsibilities
  - Central Services Block: relates to funding to support LA statutory responsibilities relating to schools
4. Requirements relating to each of the blocks and the DSG in totality are covered in the regulations previously mentioned.
  5. The Schools Forum (a defined representative group of all schools) has a key responsibility to act as a consultative body with the local authority on the strategic financial management of the Schools Budget and the DSG. A key priority in this area is to take decisions that ensure sound financial management of the Schools Budget.
  6. The main source of funding for mainstream primary and secondary schools is the NFF, which is used for both maintained schools and academies, albeit the formula applies to maintained schools from April, (the start of the local authority financial year) but to academies from the following September (the start of the academy financial year).
  7. Most funding in the formula is allocated through pupil-led factors, including a basic amount per pupil and additional pupil needs. Additional pupil needs factors are based on measures such as deprivation which are linked to lower educational attainment. Other funding is provided through school and premises-led factors to ensure that schools with fewer pupils (and hence less pupil-led funding) have a minimum amount of funding to cover fixed costs.
  8. A further allocation is made through Minimum Per Pupil Funding, which provides additional funding for schools that have relatively low levels of funding for additional pupil needs and larger schools whose school and pupil-led funding per pupil is smaller than other schools.
  9. The formula also provides protection for schools in respect of changes in funding per pupil from year-to-year. This protection can stop funding reducing too quickly, or can provide a minimum increase, depending on the funding regulations for that year. This protection takes the form of the Minimum Funding Guarantee and Funding Floor.
  10. The protection through the Minimum Funding Guarantee and Funding Floor does not apply to schools whose funding is reducing because of falling pupil numbers, but these schools do receive a degree of protection through the formula, because it uses lagged pupil numbers, which means that there is a delay between numbers falling and funding reducing. The lag is because pupil numbers are taken from the October School Census but do not apply until the formula that applies from the following April (for maintained schools) or September (for academies).



## National Background

11. The funding pressures facing many schools has gained prominence in the national media in recent months and there is some evidence that supports why this is a growing area of concern. [Latest figures from the Department for Education](#) show 8.4 per cent of local authority-maintained schools nationally were in deficit last year.
12. Academies were not as affected, with only 2.6 per cent of trusts reporting they were in deficit in 2021.
13. Nationally, this represents a significant rise in the number of schools running a deficit budget. Some 13.1% of local authority-run schools in England had a deficit in 2022-23; an almost 50% rise on the year before.
14. Based on more up to date anecdotal evidence from school leaders this position is very likely to have worsened in 2024/25.
15. For many areas of the Country the distribution of funding tends to exacerbate any general pressures. This is something South Gloucestershire schools are aware of as schools in South Gloucestershire receive the second lowest level of per pupil funding in the Country. The following table shows the relevant context regarding this point:

	Funding per pupil	Extra Funding for South Gloucestershire if funded at the median	Extra funding for South Gloucestershire if funded at the highest
South Gloucestershire	£5,524	£16.6m	£99.8m
Median LA	£5,957		
Highest funded LA	£8,133		

Source: DfE DSG Tables for Schools Block funding 2024/25

16. In terms of some of the main pressures being felt by schools the F40 campaign group (40 lowest funded LAs of which South Gloucestershire Council is a member) has recently published a briefing paper (attached as Appendix A) that sets out the main national challenges which include:
  - a) A need to invest heavily to improve attendance, resolve deficit budgets, and tackle the recruitment and retention crisis. Since 2010, education budgets have not matched school-specific expenditure and inflation, while the number of children requiring SEND intervention has grown exponentially.
  - b) Support services, such as speech therapy and mental health care, have declined. Schools are doing far more without sufficient funding, and without the vital training and resources required.
  - c) The cost-of-living crisis and Covid pandemic have created even greater challenges.

- d) Budgets have become so stretched, teaching assistants are often now only available to support pupils with the greatest SEND requirements, while pastoral support and early intervention have reduced. The lack of funding is impacting on every pupil and every school.
- e) While supporting greater inclusion, schools must be provided with the right funding, training and resources to enable them to better support SEND. They must also be incentivised through greater accountability and inspection processes, which look more at their SEND support, as well as academic attainment.

17. Similarly, the Association of School and College Leaders (ASCL) has set out the main national challenges for schools (Appendix B), which are creating significant budget pressures, as follows:

**a) A recruitment and retention crisis**

The number of people wanting to become teachers is falling at an alarming rate. The government has missed its target for people undertaking Initial Teacher Training (ITT) in every year but one over the last decade. In 2022/23 only 71% of the overall target was met. For the first time in recent years the target for primary teachers was missed, and at secondary the picture is much worse. Just 59% of the secondary ITT places were filled this year, with five subjects recruiting less than 40% of their target (business studies, computing, design and technology, modern foreign languages and physics).

**b) A widening disadvantage gap**

Analysis by the Education Policy Institute (EPI) released in December 2022 showed that the attainment gap at age 16 between poor children and their wealthier peers had increased by the largest annual amount since comparable statistics have been available. Much of the reduction in the disadvantage gap over the last decade has now been reversed. Based on GCSE results from 2021, disadvantaged students, on average, achieved 1.34 grades lower than their peers. Children living in persistent poverty (defined by EPI as those who have been eligible for free school meals for 80% or more of their school lives) fare even worse. They achieve, on average 1.7 grades lower than their peers. This gap is now at its highest level since reformed GCSEs were introduced in 2017. And the number of children in this group – living in persistent poverty – has also grown significantly, from 22.1% of disadvantaged pupils in 2019 to 27.6% in 2021 – a rise of over 9,000 pupils in Year 11 alone.

**c) Ever-expanding expectations on schools and colleges**

ASCL recently published the bleak results of a survey showing the state of under-resourced children's support services. This survey of 1,120 headteachers in state-funded schools and colleges in England, Wales and Northern Ireland found that:

- 99% said children's mental health services were inadequate
- 96% said children's social care services were inadequate
- 93% said local authority educational psychology services were inadequate

- 81% said local authority attendance support services were inadequate
- 64% said police support services were inadequate
- 53% said external support for careers advice and guidance was inadequate

Schools and colleges are having to provide additional mental health and counselling support, employing more pastoral and attendance support staff, employing their own educational psychologists, and providing support such as food banks and uniforms for children living in poverty. And they are doing so with no additional resources. The ever-expanding expectations on schools and colleges are having a profound impact on their ability to focus on their core purpose – education.

### The South Gloucestershire Context

18. With the support of the Schools Forum Council officers have undertaken an exercise to assess the financial picture for South Gloucestershire schools. The Council is the accountable body for maintained schools but has no mandate for obtaining financial information from its academies. It is true to say that in South Gloucestershire maintained schools the Council and Academies work very closely together and so all Academies have agreed to provide information regarding their financial positions and financial challenges, which is a very positive reflection of successful partnership working with the Council.

19. The following table sets out key information for maintained schools:

#### Maintained Schools

	21/22 outturn	22/23 outturn	23/24 outturn	24/25 <i>in-year</i> <i>figure</i>	24/25 anticipated outturn	25/26 anticipated outturn	26/27 anticipated outturn
No. of South Gloucestershire Schools with Deficit budgets (out of 68 schools)	7	9	12	53	27	38	43
Highest Individual Deficit	£203k	£261k	£411k	-	TBC	TBC	TBC
Aggregate reduction in reserves	-	£1.186m	£1.620m	-	£2.879m	-	-
Cumulative aggregate balances	£8.717m	£7.530m	£5.909m	<i>-£2.879m</i>	£2.398m	<i>-£1.713m</i>	<i>-£6.167m</i>

20. The table above highlights a number of important developments as follows:

- a) Prior to 23/24 the number of schools with deficit budgets was low compared to benchmarking tables with other LAs
- b) The number of schools with deficit budgets is set to rapidly increase from 2023/24 onwards
- c) Since 2022/23 schools have been utilising their reserves to balance their budgets to an ever-increasing extent. The run down of reserves by £2.879m in 24/25 will drastically reduce schools' abilities to use balances for this purpose in future years.

21. While similar data for South Gloucestershire academies is being provided by academy schools, at the time of writing this report only 44% of academies had provided this data covering 2023/24 and future years and so this information will be updated once all the data has been provided. Disaggregating Trust data to individual school level is an involved task which explains why it is an ongoing task for the remaining academies.

### Academies

	21/22 outturn	22/23 outturn	23/24 outturn	24/25 in year figure	24/25 anticipated outturn	25/26 anticipated outturn	26/27 anticipated outturn
No. of South Gloucestershire Schools with Deficit budgets (out of 68 schools)	4	2	TBC	TBC	TBC	TBC	TBC
Highest Individual Deficit	£187k	£261k	TBC	TBC	TBC	TBC	TBC
Aggregate reduction in reserves	-	£1.194m	TBC	TBC	TBC	TBC	TBC
Cumulative aggregate balances	£14.491m	£15.686m	TBC	TBC	TBC	TBC	TBC

### Audit Findings

22. Another aspect regarding financial management in South Gloucestershire schools is to look at the work done by the Council's Internal Audit services who undertake audits for all maintained schools and many Academies. The following table provides some key insights in this area:

	2021/22	2022/23	2023/24
Total No. of completed audits	12	14	10
Of the above audits, how many resulted in the following overall audit opinions:			
• High Standard	1		
• Reliable Standard	9	9	6
• Improvement Required	2	4	3

• Significant Improvements required	0	1	1
• Fundamental weaknesses Identified	0	0	0

23. The above table shows a positive picture regarding the level of financial management and control being exercised by South Gloucestershire schools, with the vast majority of audits finding a reliable standard or better for financial management.

### Local Pressures

24. Joint working with South Gloucestershire schools has highlighted the following pressures being experienced by South Gloucestershire schools:

- a) South Gloucestershire schools are the second Lowest funded in the country,
- b) Schools are unable to fully meet SEND needs due to low funding,
- c) Schools are having to accommodate unfunded costs e.g. pay awards
- d) Teacher and support staff recruitment and retention crisis is also increasing mental health and other concerns with staff and challenges with sufficient leadership capacity/structure leads to less effective engagement and communication with parents,
- e) A widening disadvantage gap, increases in EAL, increases in SEMH/anxiety post covid, cost of living factor/child poverty increases is putting pressure on staff and budgets,
- f) Ever-expanding expectations on schools and school staff: reduced capacity in other services (cuts in LA and Health services) and rise in thresholds for e.g. CAMHS putting pressure on schools,
- g) Poor maintenance funding and poor state of buildings, especially for maintained schools (highest proportion of maintained primary schools in SW).
- h) Lack of specialist places is creating greater pressures on schools.

### Conclusions

25. Audit findings and the low level of deficit budget schools in previous years does give comfort that financial management and financial practices by South Gloucestershire schools is strong. The recent funding challenges are, however, starting to show significant impact on South Gloucestershire schools and the challenge this highlights will have an ongoing impact on schools, pupils, parents and the Council over the coming years. It is important that the Council's lobbying for greater and fairer funding continues through the F40.

#### Author:

Mustafa Salih, Service Director Resources and Business. The Dept. for People - Tel: 01454 865140.

**Appendix A** – F40 Briefing Note (attached separately as a PDF document)

**Appendix B** – ASCL Report (attached separately as a PDF document)

# OUTTURN REPORT – VERBAL UPDATE

**SCHEME FOR FINANCING SCHOOLS – REPORT TO FOLLOW**

(Please note this report is not a decision-making document and intended for information only).

**HNWG UPDATE – VERBAL**



**MAINSTREAM PLACE NUMBERS – REPORT TO FOLLOW**

## Schools Forum Forward Plan 2024

<b>Jan 2024</b>	<b>18<sup>th</sup></b>			
			Early Years Funding 2024-2025	Jo Briscombe
			Special Schools Funding Arrangements	Mustafa Salih
			Proposed Financial Amendments: Breach Funding	Caroline Warren
			Growth Funding Policy update	Caroline Warren
			Falling Rolls Policy 2024 – 2025 (report)	Caroline Warren
			Q2 Financial Monitoring report 2023 - 2024	Mustafa Salih
			School Budget Announcement	Mustafa Salih

<b>March 2024</b>	<b>07<sup>th</sup></b>			
			F40 update	Mustafa Salih
			EHC Breakdown	Hilary Smith
			High Needs Working Group	Hilary Smith
			Place Pressures	Hilary Smith
			Q3 DSG Report 2023-2024	Mustafa Salih
			Safety Valve update	Mustafa Salih

<b>May 2024</b>	<b>09<sup>th</sup></b>			
			Forum Membership - Academisation update	Michelle Trigg
			Safety Valve Update (verbal)	Mustafa Salih
			Schools in Financial Difficulty (verbal)	Mustafa Salih
			HNWG Update (Verbal)	Susie Weaver
			Mainstream Place Numbers	Hilary Smith
			AOB – In person meetings	Pippa Osborne

<b>July 2024</b>	<b>4th</b>			
			Update on DSG Recovery Programme Investment into Early Years (Theme 3)	Jo Briscombe
			Schools in Financial Difficulty (Scrutiny Commission Report – School Budgets)	Mustafa Salih
			Funding Update (including overview of key School funding streams) – verbal update + slides	Caroline Warren
			Outturn Report verbal update	Caroline Warren
			Scheme for Financing Schools (this report is not a decision-making document and for information only)	Caroline Warren
			HNWG Update - verbal	Susie Weaver
			Mainstream Place Numbers	Hilary Smith

<b>Sept 2024</b>	<b>26th</b>			
			Year 3 of New Banding and Top-Up Arrangements Review and Update	Mustafa Salih

<b>Nov 2024</b>	<b>14th</b>		<b>Proposed in person meeting – venue to be confirmed.</b>	
			Current Position on school places across schools system in South Gloucestershire Update	Hilary Smith

<b>Dec 2024</b>	<b>5th</b>			

## ANY OTHER BUSINESS

1. Change of November 2024 date and venue.
2. Proposed Schools Forum dates for 2025. Thursdays at 4.30pm.

16<sup>th</sup> January

13<sup>th</sup> March

08<sup>th</sup> May

03<sup>rd</sup> July

25<sup>th</sup> September

06<sup>th</sup> November

04<sup>th</sup> December