

Leicester
City Council

WARDS AFFECTED
All

Schools Forum

School Funding De-delegation Arrangements 2018-19 Consultation Analysis

Report of the Head of Finance, Education & Children's Service

1. Summary of the Report

- 1.1 This report analyses the responses to the consultation exercise carried out by Leicester City Council on the de-delegated aspect of School Funding Arrangements 2018/19. The consultation ran from Monday 30th October until Friday 10th November.

2. Recommendations

- 2.1. That Schools Forum determines the de-delegated items for 2018/19.

3. Report

Summary

- 3.1. The overall response rate to the consultation was 63%, with a 62% response rate from maintained primary schools and 69% from maintained secondary schools.
- 3.2. De-delegation is generally supported as can be seen from the data below.

Bar Chart 1a: Overall Summary – All Responses (part 1 answers)

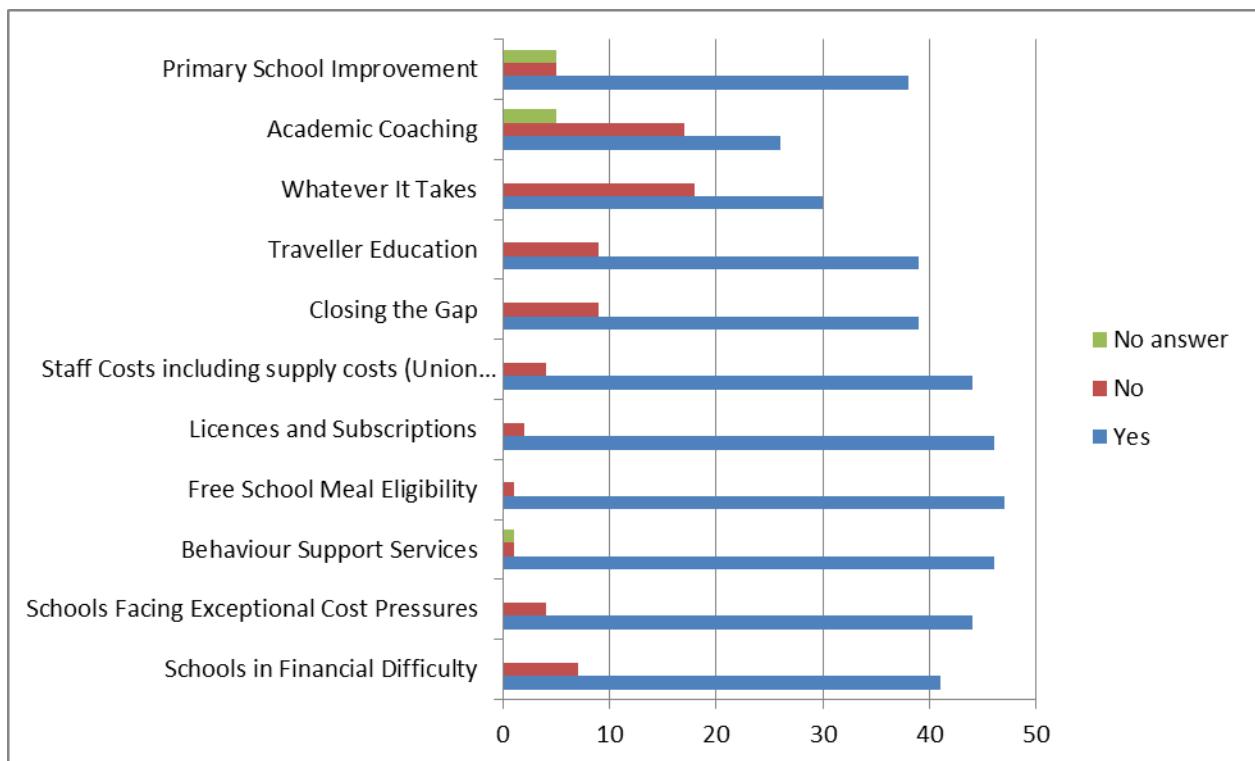


Table 1a: Overall Summary - Breakdown of Responses (part 1 answers).

	Yes Continue	Yes 1 more year	No	No answer	Total
Schools in Financial Difficulty	30	11	7	0	48
Schools Facing Exceptional Cost Pressures	31	13	4	0	48
Behaviour Support Services	42	4	1	1	48
Free School Meal Eligibility	40	7	1	0	48
Licences and Subscriptions	43	3	2	0	48
Staff Costs including supply costs (Union Duties)	38	6	4	0	48
Closing the Gap	35	4	9	0	48
Traveller Education	13	26	9	0	48
Whatever It Takes	24	6	18	0	48
Academic Coaching	24	2	17	5	48
Primary School Improvement	34	4	5	5	48

Table 1b: Overall Summary – All Responses (part 2 answers)

	Continue at Higher Level	Continue at Same Level	Continue at Lower Level/ only WIT core	Don't Continue	No answer	Total
Schools in Financial Difficulty	0	38	3	6	1	48
Schools Facing Exceptional Cost Pressures	2	37	4	4	1	48
Behaviour Support Services	2	42	0	2	2	48
Free School Meal Eligibility	0	45	1	1	1	48
Licences and Subscriptions	19	25	1	2	1	48
Staff Costs including supply costs (Union Duties)	0	41	2	4	1	48
Closing the Gap	0	37	1	8	2	48
Traveller Education	0	39	0	9	0	48
Whatever It Takes	0	6	25	16	1	48
Academic Coaching	1	5	20	16	6	48
Primary School Improvement	0	35	2	5	6	48

Bar Chart 2a: Summary – Primary Schools (part 1 answers)

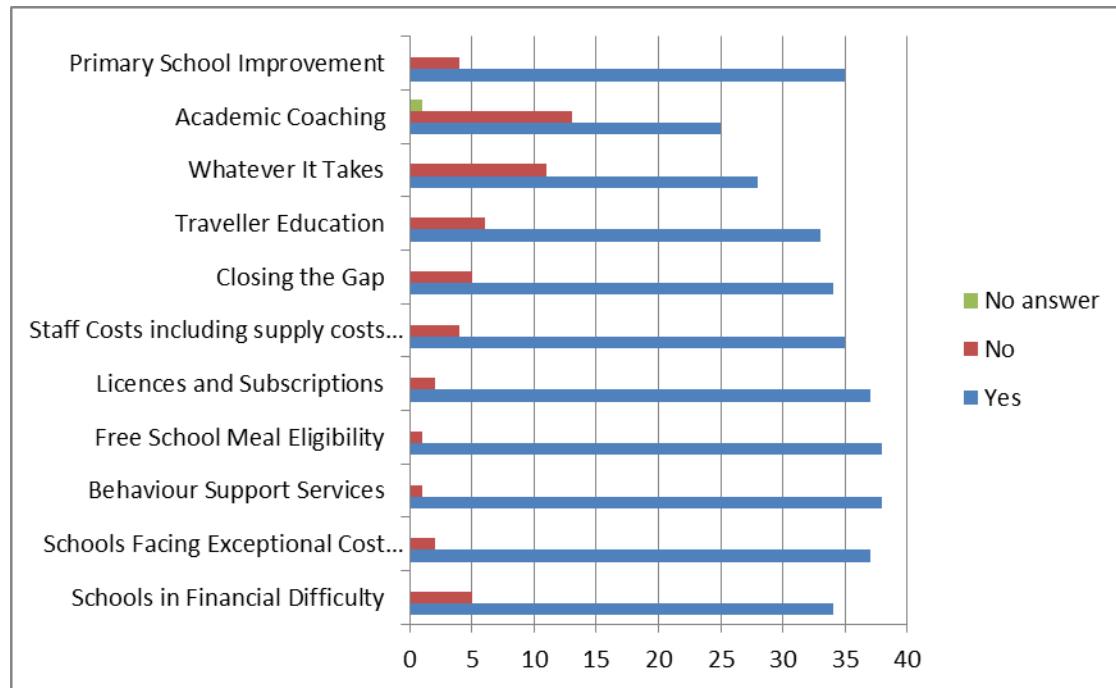


Table 2a: Summary – Breakdown of Primary Schools Responses (part 1 answers)

	Yes Continue	Yes 1 more year	No	No answer	Total
Schools in Financial Difficulty	28	6	5	0	39
Schools Facing Exceptional Cost Pressures	29	8	2	0	39
Behaviour Support Services	37	1	1	0	39
Free School Meal Eligibility	36	2	1	0	39
Licences and Subscriptions	37	0	2	0	39
Staff Costs including supply costs (Union Duties)	34	1	4	0	39
Closing the Gap	33	1	5	0	39
Traveller Education	10	23	6	0	39
Whatever It Takes	23	5	11	0	39
Academic Coaching	23	2	13	1	39
Primary School Improvement	32	3	4	0	39

Table 2b: Summary – Primary Schools (part 2 answers)

	Continue at Higher Level	Continue at Same Level	Continue at Lower Level/ Continue Only Core WiT	Don't Continue	No answer	Total
Schools in Financial Difficulty	0	32	2	4	1	39
Schools Facing Exceptional Cost Pressures	2	31	3	2	1	39
Behaviour Support Services	2	34	0	2	1	39
Free School Meal Eligibility	0	36	1	1	1	39
Licences and Subscriptions	19	16	1	2	1	39
Staff Costs including supply costs (Union Duties)	0	32	2	4	1	39
Closing the Gap	0	33	0	4	2	39
Traveller Education	0	33	0	6	0	39
Whatever It Takes	0	5	24	10	0	39
Academic Coaching	1	4	20	12	2	39
Primary School Improvement	0	33	1	4	1	39

Bar Chart 3a: Summary – Secondary Schools (part 1 answers)

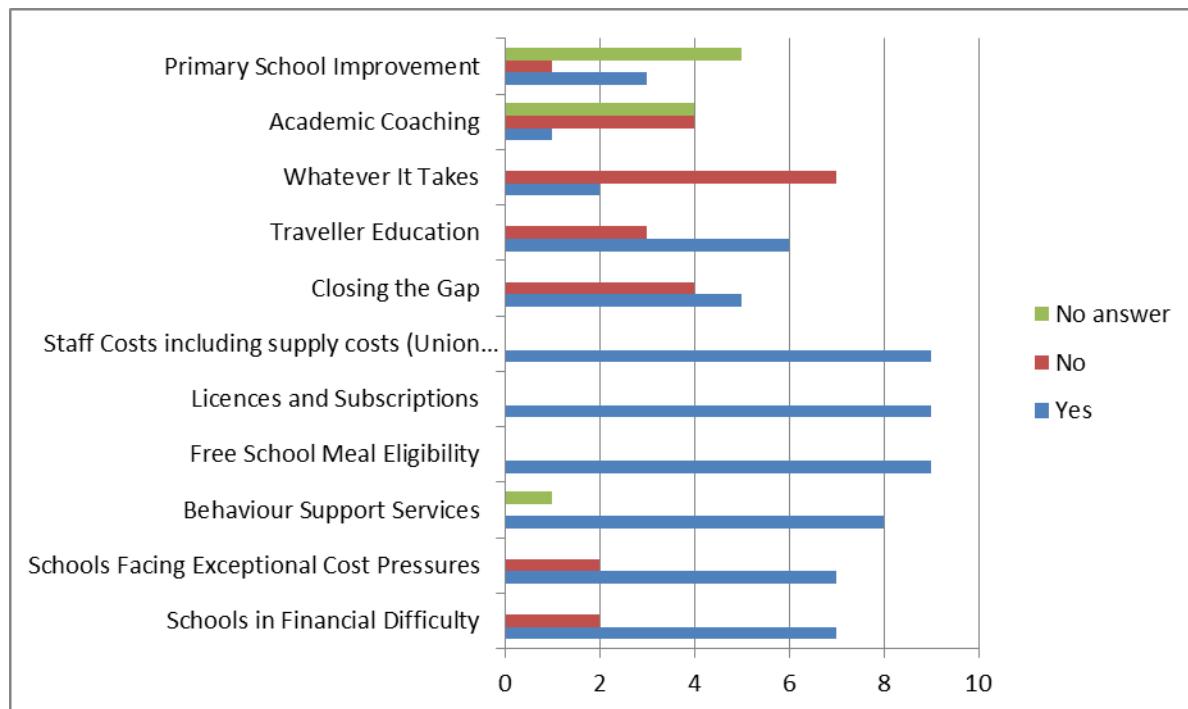


Table 3a: Summary – Breakdown of Secondary Schools Responses (part 1 answers).

	Yes Continue	Yes 1 more year	No	No answer	Total
Schools in Financial Difficulty	2	5	2	0	9
Schools Facing Exceptional Cost Pressures	2	5	2	0	9
Behaviour Support Services	5	3	0	1	9
Free School Meal Eligibility	4	5	0	0	9
Licences and Subscriptions	6	3	0	0	9
Staff Costs including supply costs (Union Duties)	4	5	0	0	9
Closing the Gap	2	3	4	0	9
Traveller Education	3	3	3	0	9
Whatever It Takes	1	1	7	0	9
Academic Coaching	1	0	4	4	9
Primary School Improvement	2	1	1	5	9

Table 3b: Summary – Secondary Schools (part 2 answers)

	Continue at Higher Level	Continue at Same Level	Continue at Lower Level/ Continue Only Core WIT	Don't Continue	No answer	Total
Schools in Financial Difficulty	0	6	1	2	0	9
Schools Facing Exceptional Cost Pressures	0	6	1	2	0	9
Behaviour Support Services	0	8	0	0	1	9
Free School Meal Eligibility	0	9	0	0	0	9
Licences and Subscriptions	0	9	0	0	0	9
Staff Costs including supply costs (Union Duties)	0	9	0	0	0	9
Closing the Gap	0	4	1	4	0	9
Traveller Education	0	6	0	3	0	9
Whatever It Takes	0	1	1	6	1	9
Academic Coaching	0	1	0	4	4	9
Primary School Improvement	0	2	1	1	5	9

3.3. Specific comments relating to the responses can be seen listed in Appendix 1.

3.4. As a guide for 2018/19 the table below shows the amounts de-delegated for 2017/18. These figures would change for 2018/19 due to the change in the pupil numbers between October 2016 and October 2017.

Table 4: 2017/18 De-delegated Services

De-Delegation Service	Primary 2017/18		Secondary 2017/18		Total 2017/18	
	Amount £000	Per Pupil £	Amount £000	Per Pupil £	Amount £000	Per Pupil £
Schools in Financial Difficulty	220	8.61	199	14.42	419	23.03
Schools facing Exceptional Cost Pressures	272	10.65	247	17.84	518	28.49
Behaviour Support Services	776	30.46	92	6.68	868	37.14
Support for underperforming ethnic minority groups & bilingual learners*	1,982	77.76	418	30.22	2,400	107.98
Free School Meal Eligibility	22	0.85	12	0.87	34	1.72
Licences/subscriptions	7	0.29	4	0.29	11	0.58
Staff costs including supply costs (Union Duties)	101	3.96	83	6.00	184	9.96
	3,380	132.58	1,055	76.32	4,434	208.90

***Breakdown of Support for underperforming ethnic minority groups & bilingual learners Funding**

Description	Primary 2017/18		Secondary 2017/18		Total 2017/18	
	Amount £000	Per Pupil £	Amount £000	Per Pupil £	Amount £000	Per Pupil £
Closing the Gap	316	12.38	175	12.66	491	25.04
Traveller Education	52	2.04	28	2.05	80	4.09
Whatever it Takes	875	34.34	214	15.51	1,090	49.85
Academic Coaching	323	12.67			323	12.67
Primary School Improvement	416	16.33			416	16.33
	1,982	77.76	418	30.22	2,400	107.98

4. FINANCIAL IMPLICATIONS

4.1. Financial Implications

Specific implications will vary according to decisions made on this report.

5. Report Author

5.1. Simon Walton, Accountant, Education & Children's Services

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List of response comments to the de-delegation consultation

Primary responses	Secondary responses
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- **School in Financial Difficulty**

We acknowledge the usefulness of this fund but have concerns regarding those schools who rely too heavily on this as a fall-back. In de-delegation we would want more of the fund spent on proactive work to train and monitor schools in early stages of difficulty, both as a sector and specific individual schools. (made by 21 schools)	
There has to be greater transparency around appropriate use, and an acknowledgement that 'some' difficulties MAY have not been as a result of negligence on the part of the school/governance.	
We believe this is an important pot for schools that needs to continue. We have in the past been supported with funds from here and without it we would have been in even more financial difficulty.	
Schools should manage their budgets.	
Useful fund but – as discussed at LPP – it needs to be used more proactively to train and monitor schools in the early stages of difficulty to head off the increasing proportion of schools going into deficit.	
We need to tighten the management of this fund. Where schools fail to alert the finance department, ahead of going into difficulties, they really shouldn't have the support of this money. Open and transparent management, where headteacher reps are included in the process.	
Would like more help for schools in the early stages of difficulty - this should not be seen as an easy fall back.	
I feel concerned that financial issues are not being identified at an early stage and schools are unprepared when budgets become constricted.	
We have concern from the discussions raised in the briefing that any school in the future who did not de-delegate could still have access to this pot of money under current procedures. Does this need reviewing?	
Yes – Continue to de-delegate if revised annually.	
Given the levels of de-delegation for Schools Facing Financial Difficulty which [our school] has contributed over a number of years, we can no longer justify paying sums at this level for an item which we have never made a call on ourselves. In the context of increasing pressure on our own budget, this is now no longer viable, or justifiable.	

- Schools Facing Exceptional Cost Pressures

We see the importance of this fund in meeting costs for redundancy and for growth beyond that which the Local Authority could reasonably provide. However the document outlining application and other criteria is opaque or, possibly, out of date, making it appear that successful bids are inconsistent. We would want LA officers to work with a group of serving Headteachers and Business Managers to clarify the documentation (made by 21 schools)
There has to be greater transparency around appropriate use, and an acknowledgement that 'some' difficulties MAY have not been as a result of negligence on the part of the school/governance.
We agreed with the LA to expand a number of our year groups and so again applied for funds from this pot, without this we would not have been able to offer places to children who needed school places.
We see the importance of this fund in meeting costs for redundancy and for growth beyond that which the Local Authority could reasonably provide. This is a priority to us as we agreed to support the LA in moving to a 90 PAN in all year groups and we currently still have three years to run with this. Removal now would put the school into significant financial difficulty.
Clear amounts for additional bulge classes need to be set, provided there is an actual need for the extra places; we have been in situations where there has been an increase in capacity in one school resulting in falling rolls in another. The place management department needs to have a better handle on the situation. When pressed it appears that the statistical data has not always been consulted, data from play-groups and pre-school providers has not been considered. This then needs to be considered in conjunction with new births information. I suggest you talk to schools, we often have far more local information than the LA.
Clarify documents and make bids clear.
Redundancy costs, in particular need clarifying in relation to a school's surplus or deficit budget position.
Currently, for taking an additional class the amounts offered do not anywhere near cover the extra costs to the school. I am also concerned about the second year after taking an additional class, if 30 additional children have not yet been placed – how do schools manage the cost of the extra class in the second year without any further financial support? This is exacerbated if a school has taken two additional classes (like mine has).
Money has been allocated for bulge classes without proper investigation into whether the need is there. There is a feeling within headteachers that bids are not dealt with consistently.
We have concern that it is often said that nothing really these days is exceptional. If this is the case then how does a school reliably access this fund?
Yes – Continue to de-delegate if revised annually.
Given the levels of de-delegation for Schools Facing Financial Difficulty which [our school] has contributed over a number of years, we can no longer justify paying sums at this level for an item which we have never made a call on ourselves. In the context of increasing pressure on our own budget, this is now no longer viable, or justifiable.
How much have schools contributed to the fund? It is incredibly hard to draw down the funding.

- **Behaviour Support Services**

This is a valuable tool for the City, which we see as a “common good” project. The work undertaken also makes a big impact on reducing permanent exclusions and the resulting costs to the LA for Pupil Referral Units. It would be good to understand how the LA also contributes to help reduce permanent exclusions.

We understand that there are elements of spending not itemised in the information provided and would welcome a small group of serving Heads and Sencos meeting with an appropriate officer two or three times a year to understand this more. (**made by 21 schools**).

The amount we are paying into this pot is around £27,000 and we believe for a lower amount we could outsource this provision and make it much more specific to our school and community.

We all need this service at some point.

This department/service is key to the management of increasing numbers of children presenting with extreme needs across the LA. While CAMHs appointments continue to be so few and far between, even when cases are accepted the children wait over 12 months for an appointment. The SEMH team fill this gap where Health are not able to meet the demand. The SEMH team do a magnificent job and funding needs to be increased.

We need to keep this service.

We could not cope without this department. The SEMH team should receive more funding and better support from the city.

This department/service is key to the management of increasing numbers of children presenting with extreme needs across the LA.

This is an excellent service and we provide positive feedback annually to them.

Presume there is a mechanism for academies to pay in also, at the same level.

We feel this is a concern for those schools that are LA maintained who are supporting Academies to access the service at no cost.

- **Free School Meal Eligibility**

We would welcome more information on what alternatives to this service are and what the impact of auto-enrolment will be, when it is implemented (**made by 22 schools**).

For the amount we pay in we believe it to be a worthwhile service.

Helpful cost effective service. I do wonder why City Catering keeps the underspend when children choose not to take up the Universal School meals for F2 and KS1 children. Then charge schools for additional costs such as energy. I do suggest the underspend should remain with schools.

More information in the future - i.e. re auto-enrolment.

I do have some concerns over the school having to cover all energy costs.

Helpful cost effective service. The underspend should remain with schools.

This should be a viable traded service.

Are Academy schools getting this support and are they contributing towards these costs?

- **Licences and Subscriptions**

We believe that this is an area where more economies of scale are possible. There are some Licences such as CPOMS, Target Tracker and ARBOR where we believe that the City could get good discounts for schools. In these circumstances we would be comfortable with increasing de-delegation to pay for more group licences.

There appears to be some discrepancy about how Evolve is paid for as it appears in both this document, as de-delegated, and in the Health and Safety Service Agreement where it seems to be part of the paid package (**made by 22 schools**).

As a large school we believe it would be more beneficial for us to continue to de-delegate to this pot.

Possible bulk buying - i.e. CPOMS.

We need to investigate getting better deals by combining with other local authorities.

The school currently pays for the licences for Target Tracker and Arbor. We have undertaken research into CPOMS and do not want to use it.

This should be a viable traded service.

We support this service but it should be noted that we pay a separate SLA towards the costs of these licences. So are we paying twice for them?

A must, but if the number of state schools decreases what buying power will we have left. Would it then be timely to let schools arrange themselves?

- **Staff Costs including supply costs [Union Duties]**

We support the process of negotiating with Unions collaboratively and also of meeting the Employer's duty to provide representation. Some colleagues talk of long waits for Union representation which holds up processes and of reps that attend Union courses but then their release costs are not accepted. We would want these addressed before continuing with de-delegation.

We believe that the other parts of this funding, made available for paternity cover and jury service is not clearly visible so schools know they can apply. We would like a small group of serving Headteachers or Business Managers to meet with an officer to look at the guidance around how to access this funding (**made by 20 schools**).

Costs would be significantly higher particularly based on pupil numbers.

We support the process of negotiating with Unions collaboratively and also of meeting the Employer's duty to provide representation. Some colleagues talk of long waits for Union representation which holds up processes and of reps that attend Union courses but then their release costs are not accepted however we do not find that to be the case here. When we support union involvement we never ask for any contributions to fees as we feel that this should be standard support from the school to its employees.

This is a very important area where our work force should be properly supported. However, the unions do need to recognise that schools contribute to this fund and every effort should be made to provide representation at HR meetings where union representation is required

We are concerned that we were unable to claim for time off for training of a Unison Steward, and that it seemed that this money only covers teachers even though the LA agreement covers other unions.

We have had great support from unions and would want to continue to support this. Unsure of jury duty and paternity cover obligations.

This is a very important area where our work force should be properly supported. However, the unions do need to recognise that schools contribute to this fund and every effort should

be made to provide representation at HR meetings where union representation is required.
If schools do not buy into LA HR services, they do not receive any information on how to claim.
Very confusing as it appears we can bid for the cost of cover if a union rep needs to be off timetable?
What do Union subs pay for?

Support for underperforming ethnic minority groups and bilingual learners

- **Closing the Gap**

With greater exploration we have been able to find the impact of this spending on our pupils and schools, however this needs to be more visible if de-delegation is to continue in future years (made by 19 schools).
Again at just over £11,000 we believe we could buy in specific support that would match our needs.
With greater exploration we have been able to find the impact of this spending on our pupils and schools, however this needs to be more visible if de-delegation is to continue in future years
We have some very challenging under performing groups in Leicester. Groups who benefit enormously from this fund.
NB in my school, EAL children do much better than non-EAL (white) children. Does this 'Closing the Gap' fund include financing support for underperforming white children (a vulnerable group, especially from city council housing estates)?
Would like to see more evidence of the impact of funding in this area
We have some very challenging under performing groups in Leicester. Groups who benefit enormously from this fund.
This is a significant area of need for [our] School, therefore we feel we would get more impact from this money if we spent it directly.
A request for an action plan to clear show how LESP are supporting schools.

- **Traveller Education**

It appears that colleagues that do not use this service have voted for it to continue in the past as a "greater good". Those who use the Service voted against it as not being fit for purpose. We understand that there are changes being undertaken so are currently inclined to de-delegate for one more year to enable an improvement (made by 16 schools)
We understand that there are changes being undertaken so are currently inclined to de-delegate for one more year to enable an improvement, particularly given that this is an aspect of increasing importance to our particular school and community.
After the next financial year we would prefer not to support this de-delegated budget.
Although we do not access this fund we strongly believe it is very important that there is a specialist provision to support colleagues regarding traveller education.
Given that we receive support from the Traveller Education as we have a close link with a number of families we would continue to support this.
Yes, but the effectiveness of the service needs to be performance managed by heads using the service.

We need to have greater control over this service. There are low expectations from the service with regards to attendance and home education.

Information on numbers and trends would be useful in order to determine amount and continuation.

Presume there is a mechanism for academies to pay in also, at the same level.

- **Whatever It Takes**

We recognise the strength of the Core offer of WIT and would not want it to be depleted. We understand this cost to be about £7 per pupil.

However we believe the time for schools to bid for money for projects is past, as the disciplines involved in the process are now embedded in our school's improvement culture.

(made by 19 schools)

We recognise the strength of the Core offer of WIT and would not want it to be depleted.

Again as a very large primary school we pay in around £30.000 to this fund. We believe that we could use this money in a much more focussed and school specific way.

We believe the time for schools to bid for money for projects is past, as the disciplines involved in the process are now embedded in our school's improvement culture.

WIT has been an exceptional project challenging schools to improve reading standards across the LA. We have tested many strategies to raise these standards; I feel the monies would be better placed in schools to maintain the projects that were most effective.
Keep the Core Service and delegate the remaining £27 PP to schools.

We have used WiT money to increase staffing to support targeted reading, we need the money in the budget to continue this. We are not aware of very much impact in the school or other parts of WiT.

WIT has proved to be successful in supporting many projects, especially with KTC Phonics

In the past we have benefited from this funding and agree that it should support WIT Core Programme.

- Academic Coaching

We would like the costs of training and the printing of workbooks to be retained centrally but not to de-delegate the release costs for schools. We understand that training and materials would amount to about £1.19 per pupil (made by 13 schools)
We would like the costs of training to be retained centrally but not to de-delegate the release costs for schools, or for books to be printed.
It is with true regret that our school has chosen to end de-delegation for academic coaching. With such a tight budget and small carry forward this is an area where our school cannot support an initiative that our infant children cannot access. Last year our carry forward was so small that the money we spent on academic coaching could have very easily taken us into a deficit budget.
This has been an excellent strategy but most schools have embedded the principles of Academic Coaching – we prefer to utilize the money from our own budget.
Although the provision is good we do not feel the amount warrants the intervention and feel that we could run our own version for a lesser amount.
We don't access the training and the books are irrelevant. We arrange our own after school provision for booster groups and interventions and pay staff accordingly to do this. Although we apply for the money it is never budgeted as this is already accounted for as year on year needs.
This is again an excellent strategy but many schools are using the principles of Academic Coaching tweaking the process to best meet the needs of the children. Let the schools get on with it, delegate the money.
I believe we have the skills and resources in school to use this money effectively without the need for training and workbooks.
We would like the costs of training to be retained centrally but not to de-delegate the release costs for schools. We are not sure that most schools use the workbooks anymore and perhaps these could be available to schools for a charge if they need them.
We understand that this is important for other schools, but is it fair to ask an infant school to contribute when there don't seem to be other areas of 'greater good' that balance it out? Money is very tight and money in our budget means we can take action early.
This is a good use of money. Schools can focus on ensuring that children operating below standard are given extra support to be ready for secondary school. I would like this to be increased.
Reduced cost to cover training and workbooks.
Primary only – we are a secondary school

- Primary School Improvement

<p>With the additional information provided by the LA, we believe that this now represents good value for money across Maintained Primary schools. (made by 19 schools)</p> <p>Into this pot we pay over £14,500 and with the introduction of school to school support and the triad work currently being explored we feel if it was needed we could buy in RAP time/Consultant time.</p>
<p>I am hoping that someone is working out the impact of these funds but my “view” is that they are still worthwhile.</p>
<p>Considering this with a City Wide hat we do need to help schools to move to Good and Outstanding. The quality of the support must be fit for purpose and carefully managed. We do now have the Triad SISS system which is there to provide additional support to this process, and also offering independent scrutiny as to the quality of support for Red and Amber schools from this service.</p>
<p>Increasingly it seems that as more schools convert to academies the economies of scale that can be achieved through this budget reduce. I think there is already some move towards using some of this money to broker work and support the school led system. Once we know what will happen with core LA budgets it might be clearer as to the best course of action here, beyond next year.</p>
<p>We need to support schools with challenging cohorts of pupils. This can mean the difference between Good and Requires Improvement during OFSTED Primary only – we are a secondary school</p>

Overall

- General Comments

<p>Thank you for the consultation and the recognition that we all need to understand each other's position even more closely due to reducing school budgets.</p>
<p>We are going to have to learn to live without these services and so they should all be working out how to make themselves a traded service so that if schools want to keep buying them in the long term they can still do so and benefit from cost savings.</p>
<p>Schools are under very serious cost pressures, there does need to be very careful consideration of the responses to this consultation. There are some Education Colleagues who think this consultation will actually have little bearing on the decision making process, suggesting that the decisions have already been made. I do hope this is not the case.</p>
<p>If this were the case I think it will send a very strong message to schools that the LA does not listen to the responses they receive from schools and therefore it will push schools more quickly into forming academies, leaving the LA behind.</p>
<p>I do strongly request that very careful consideration is made to the responses this consultation as generated.</p>
<p>Show us that you listen.</p>
<p>[Our school] has benefitted in a number of areas for the de-delegation fund. It would also cost a great deal more to invite private consultants in to school so I am in favour of maintaining the level of de-delegation for most areas.</p>
<p>Maintaining present staffing levels, particularly in an infant school where there is great need</p>

but less pupil premium money and class size flexibility than equivalent junior schools, is very difficult. So we can really only support money going out which will clearly have greater impact than it being kept

We need a strong LA to lead improvements across schools. The Academy agenda has forced us to make decisions that we don't all agree with

For the areas we have selected "no – end de delegation" this is based on the view that these services can become 'traded' and that schools can then buy in to the aspects they require.

This service is excellent. I have received positive feedback from Year 2 and Year 6 staff re the training, guidance and support delivered through the Assessment and Moderation training events. This training ensures that we are updated about changes to procedures and expectations. The training is also valuable because it offers guidance to teachers when preparing for external moderation, both for the Triad sessions and for the LA moderation process.

The process of external moderation is both useful and valuable for quality assurance and enhances staff CPD.

Excellent support from RAP.

Have indicated one year as applied for academy status which will impact on this.

What will happen to this funding when more schools become Academies?

The services being offered through this funding is it available to all academy schools at a cost or are the maintained schools funding all the provisions?

Presume there is a mechanism for academies to pay in also, at the same level.

There needs to be greater clarity on how the money already delegated has been spent or has plans to be spent. I'm very concerned that the cost will increase as the number of secondary schools become academy.