



CONSULTATION

SCHOOL FUNDING ARRANGEMENTS 2019-20 - DE- DELEGATION (MAINTAINED SCHOOLS)

This consultation is the first consultation on School Funding Arrangements for 2019/20; it relates only to de-delegation and as such relates only to maintained schools.

It is very important to note that the final 2019-20 funding for de-delegated items will **differ** from illustrations within this document. This is because we are using October 2017 pupil data for the illustrations rather than the as yet unknown October 2018 data which next year's allocations will be based upon.

It is also important to note that if de-delegation ceases, that *if* there are redundancy costs for staff employed by schools, where employment rights have accrued against LA advice that such costs would be charged against the school's budget.

We welcome and seek the views of all schools and stakeholders and invite comments on the questions within this document.

The consultation period is to be agreed at the meeting.

Responses to the consultation will be analysed and used to inform discussions at Schools Forum with the final decisions reserved to Schools Forum and to the Local Authority in November 2018. School budgets for 2019/20 will be confirmed by the end of February 2019.

The currently de-delegated services are described below.

Schools in Financial Difficulty

A provision to provide additional short term resources to schools in financial difficulty. Allocations to schools will be based on schools making an application to the LA for additional funding which must cover the eligibility criteria agreed by Schools Forum. Applications by schools are considered by a panel comprising of the Director Learning Services, the Chair and Vice Chair of Schools Forum.

Only schools forecasting a deficit budget at the end of the financial year and have an agreed managed budget recovery plan may apply for this funding. Any school wishing to apply for this funding would need to demonstrate that it is facing unavoidable costs pressures and that it is taking all reasonable measures to recover the deficit position.

For further information please contact Simon Walton – 0116 454 4053

Schools facing Exceptional Cost Pressures

a) A provision to provide additional one off resources to schools experiencing an exceptional cost pressure. Allocations to schools will be based on schools making an application to the LA for funding which must cover the eligibility criteria agreed by Schools Forum. Applications by schools are considered by a panel comprising of the Director Learning Services, the Chair and Vice Chair of Schools Forum.

Applications are considered by the panel and should be on the basis of the following;

1. The school has a managed budget (i.e. an agreed deficit recovery plan) and cannot demonstrably make the provision required within the terms of the managed budget.
2. In order to meet the Key Stage 1 class size commitments and comply with regulations the school cannot meet the additional costs from its own resources without demonstrably compromising teaching and learning outcomes.
3. The provision for incoming pupil/student needs assessment is demonstrably beyond the ability of the school to meet from within its own school resources and where assistance is not available from other LA or third party provisions.

In any application made by the school the individual school headline and adjusted balances will be taken into account and that there will be a presumption that expenditure will be met from the individual school balances. Schools receiving funding from the Pupil Growth Fund will not be eligible for further funding for that year group of expansion.

b) An agreed streamlined process for schools taking on additional class(es) of pupils at the request of the Local Authority due to the rising pupil roll across the primary and secondary phases.

For further information please contact Simon Walton – 0116 454 4053

Social, Emotional and Mental Health Team (SEMH Team) for Leicester City Primary Schools (formerly Behaviour Support Services)

Overall Aim: Support Primary Schools to include and meet the needs of vulnerable pupils who have social, emotional and mental health needs, reduce exclusions and promote inclusion.

A major part of the SEMH's team work is to provide whole school work and CPD to support schools to develop further their knowledge, confidence and skills around meeting the needs of children with SEMH difficulties.

This team works with schools and other agencies to ensure all children with social, emotional and mental health needs access a full time education which improves their educational attainment as well as their personal development.

Each primary school in Leicester City has its own SEMH Team link teacher. There are also link SEMH Teachers for 4 of the city's special schools. Also there continues to be very close working with the Primary PRU.

The SEMH Team supports schools in a wide variety of ways to understand, support and manage the behaviour and meet the needs of those pupils that have SEMH difficulties in primary schools thereby promoting inclusion in Leicester City schools. The SEMH team also coordinates several initiatives across the city such as Nurture Groups, Team Teach and takes an active role in the city's Anti-Bullying work including recently taking over the management of Leicester City's anti-bullying award 'Positive and Peaceful Places'.

Work with Individuals

Pupils are referred by schools to SEMH Team following discussion of the individual pupil between the Head or SENCo and the school's link SEMH teacher usually at a joint planning meeting. Following this discussion the school completes a referral form. Part of the referral form includes a form for completion by parent/carer and a signature from parent/carer is required.

Initially the SEMH link teacher will consult with school staff, parents/carers and, as appropriate other agencies in the referred child's life. This will be followed by observation and assessment and possibly an interview with the child. Work with individuals might involve the following:

- focussed and direct work with the pupil which could include direct support of the pupil through use of a SEMH practitioner
- mentoring and coaching for school based staff working with the pupil
- focussed and direct work with the class teacher around the pupil incorporating such strategies as Circles of Adults to inform advice
- targeted group work with the pupil as part of the group
- Further assessment as appropriate for statutory assessment

This support would be monitored through either a Positive Behaviour Plan, a Pastoral Support Programme, Positive Handling Plan, a School Contract or the Annual Review.

For further information please contact Sophie Maltby, SEMH Team Leader– 0116 454 4650

Free School Meal Eligibility

This funding enables the Council to administer and authorise free school meals for eligible pupils in maintained schools following the submission of an application. Funding is used to support salary costs of Council employee undertaking this task.

For further information on this service please contact the FSM Service Team – 0116 454 1009 (Option 3)

Licence and Subscriptions

This funding covers licences and subscriptions for Evolve, Leicester Gateway and CLEAPSS that the LA manages and maintains on behalf of schools. If the funding is not de-delegated then these licences and subscriptions would be terminated and individual schools would become responsible for procuring these licences or charged directly where appropriate.

Staff costs including supply costs

To substantially cover the supply cover costs for trade union facilities time and for paternity leave.

The trade union facilities time will cover paid time off for;

- union representatives to carry out trade union duties, including accompanying a member to a hearing e.g. disciplinary, grievance.
- union representatives to attend union training.
- union health and safety representatives during working hours to carry out health and safety functions.

Teachers have a statutory right to be supported by their union both on contractual issues and in any procedures like capability or grievance. Funding for this is received by schools as part of the Dedicated Schools Grant. This is currently re-charged back via de-delegation at a per pupil rate. This is a fixed rate and covers the services of all unions. It will not vary during the financial year.

In the event of schools becoming academies, they will be charged in a similar way on the basis of a per teacher charge, contributing to the de-delegated budget held by the LA. This generally results in similar payments to those made by a similar size maintained school. Should any academy decline to adopt this method of payment they will be charged separately at a substantial hourly rate (this to include face to face time plus all travel and preparation time). There would be a separate charge from EACH individual union involved.

In this way any shortfall in the budget through the change of status of schools will be recouped thereby protecting the fixed rate for those schools that are part of the de-delegated scheme.

For further information please contact 'HR Policy and Projects'

Support for underperforming ethnic minority groups and bilingual learners

Closing the Gap

Since 1st April 2015 this money has been held by the Leicester Education Strategic Partnership Board (LESP) and has funded projects and initiatives against 8 strands of work.

The identification of projects, approval of funds, overall management, quality assurance and accountability for the resource lies with the LESP Operational Group. Key work and activities delivered so far includes a maths strategy, English strategy, support for Early Help, EAL support, development group support, additional school improvement resource, leadership development and support for recruitment.

For further information please contact Sandra Roberts, Learning and Inclusion – 0116 454 4308.

Traveller Education

This funding covers 1 FTE (term time only) post to support schools and teachers who have Traveller pupils in order to raise achievement of this traditionally underperforming cohort of young people. The responsibilities of the post include:

- To advise and assist receiver schools on appropriate procedures and methodology for successful take-up of provision by Traveller pupils
- To develop and promote appropriate materials, resources and teaching strategies to allow schools to better meet the needs of the Traveller Community.
- To observe, assess and report on individual children's achievement and progress, and make appropriate recommendations to schools/colleges.
- To act as a link between pupil, school, community and the overall local authority service in relation to the education of traveller children
- To work with other local authority staff to encourage Traveller Communities to take up mainstream provision
- To assist schools/colleges in explaining educational provision and objectives to the Traveller Community
- To ensure staff in schools and the local authority are aware of issues relating to travelling families and that there is high engagement between families and education

For further information please contact Sandra Roberts, Learning and Inclusion – 0116 454 4308

Whatever it Takes

In 2009, a pledge was made that the 'Whatever it Takes' (WiT) initiative would seek to ensure that every child in Leicester is reading. WiT is a 5-10 year strategy to improve reading levels across Early Years through to KS3.

Each year around 80% of WiT investment is distributed directly to schools for reading based projects to improve and promote reading within their school. These applications are focused on 5 key areas of development;

- Increasing reading miles and language
- Improve match of books to children
- Improve the expertise of adults
- Improve specific intervention
- Improve the reading culture

Schools are invited to bid for;

- a Core project looking at the most essential work the school requires to support reading outside of their established reading provision
- an Additional project that, should funding be available, is there to enhance and further support the core project.

The remaining 20% of the funding supports a bespoke Training and Development programme available free to Leicester schools and large-scale citywide events such as;

- Author Week, a week-long event which provides 5,000 pupils with the opportunity to attend an inspirational session with a well-established author
- Supported Summer Read, a transitional project that ensures 6 books arrive into the homes of over 200 vulnerable children over the summer prior to starting secondary school.

The funding also supports reading networks, school reading data analysis, and provides access to bulk purchasing discounts on intervention programmes and resources.

Academy schools can also access various aspects of the overall offer at a cost.

For further information please contact:

Liz Warren, Strategic Lead, Leicester Primary Partnership– 0116 299 5947

Kate Drurey – SDSA – 0116 299 5978

Academic Coaching

Academic Coaching is a local, Leicester developed programme that provides a small amount of regular, weekly 1 to 1 support for vulnerable Year 6 learners. The programme blends maths and English learning support, self-esteem coaching and help with learning to learn strategies.

The Academic Coaching programme provides pupils with a revised workbook and teachers/coaches with revised training sessions which are both in line with the new curriculum.

Schools are required to identify Y6 pupils who are assessed in October as potentially capable, but with a high risk of not achieving age related expectations. The numbers of pupils are required for workbooks and monitoring of the scheme. The criterion for inclusion in the scheme is solely pupil led.

For the 2018/19 academic year, schools will not receive funding for this programme. They are however, encouraged to continue their involvement as the improvements supported/created by the scheme in the last few years have undoubtedly made a major contribution to the overall gains made in KS2 SATS increases seen across the city. While it is too simplistic to attribute the overall city-wide improvements to Academic Coaching it is inevitably making a significant impact.

For further information please contact Pete Chilvers or Mark Lambell, SDSA – 0116 299 5945

Primary School Improvement

The Primary School Improvement funds are used to provide support to primary schools to raise achievement and increase standards. The work is steered by priorities arising from analysis of performance data and is linked to strategic City plans as well as targeting individual schools.

In 2016/17 there was a focus on writing at KS2, EAL and improving Ofsted outcomes for primary schools requiring improvement as identified through Performance Dialogues with schools and their Raising Achievement Partner.

The fund covers 4 part time consultants (2.2FTE) and a flexible pool of school based practitioners and associate consultants line managed by a Raising Achievement Partner. This provides a flexible workforce, better able to respond quickly and specifically to school and city needs.

The team provides advice, guidance and support for schools through:

- Providing a programme of training events (schools may be charged for venue and refreshment costs for these events)

- Providing targeted and bespoke support to schools identified as requiring support either due to performance measures or LA Performance Dialogues
- Providing network coordination for key practitioners such as English subject leaders, maths subject leaders, EAL leaders and assessment leaders
- Developing and delivering focused interventions - For example in 2016/17:
 - the Writing Project delivered focussed in school consultancy and specialist training to 15 targeted primary schools
 - 21 schools were identified and trained for EAL support and development
 - 21 lead moderators were trained to support validated assessment activities in Development Groups

Sandra Roberts, Learning and Inclusion – 0116 454 4308

DE-DELEGATION

De-delegation means that funds are passed back from the school budgets to the LA for it to be retained and managed centrally. De-delegation is an option for primary and/or secondary maintained schools only and the decision to de-delegate is reserved to Schools Forum representatives of each sector.

The services listed in the tables below are suggested to be de-delegated in 2019/20. The figures shown are based on the 2018/19 pupil numbers. The final total de-delegated sums will change according to the October 2018 pupil census which will be used for the 2019/20 budgets.

De-Delegation Service	Primary 2018/19		Secondary 2018/19		Total 2018/19
	Amount £000	Per Pupil £	Amount £000	Per Pupil £	Amount £000
Schools in Financial Difficulty	220	8.61	190	14.42	410
Schools facing Exceptional Cost Pressures	272	10.65	235	17.84	507
Behaviour Support Services	779	30.46	88	6.68	867
Support for underperforming ethnic minority groups & bilingual learners*	996	38.94	194	14.71	1,190
Free School Meal Eligibility	22	0.85	11	0.87	33
Licences/subscriptions	7	0.29	4	0.29	11
Staff costs including supply costs (Union Duties)	101	3.96	79	6.00	180
	2,398	93.76	800	60.81	3,198

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

Description	Primary 2018/19		Secondary 2018/19		Total 2018/19
	Amount £000	Per Pupil £	Amount £000	Per Pupil £	Amount £000
Closing the Gap	317	12.38	167	12.66	483
Traveller Education	52	2.04	27	2.05	79
Whatever it Takes	179	7.00			179
Academic Coaching	30	1.19			30
Primary School Improvement	418	16.33			418
	996	38.94	194	14.71	1,190

For your information the questions are set out below. However please complete the separate response form if you would like to respond to this consultation.

Question

1. Do you wish to continue to support de-delegation at the indicative amounts? Please tick all applicable making comments in the boxes provided.

Schools in Financial Difficulty (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Schools Facing Exceptional Cost Pressures (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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**Social, Emotional and Mental Health Team (SEMH Team) for Leicester City Primary Schools
[formerly Behaviour Support Services] (tick one)**

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Free School Meal Eligibility (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Licences and Subscriptions (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Staff Costs including supply costs [Union Duties] (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Support for underperforming ethnic minority groups and bilingual learners

Closing the Gap (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Traveller Education (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Whatever it Takes (core programme only) (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Academic Coaching (costs of training and printing of workbooks only) (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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Primary School Improvement (tick one)

Yes – continue to de-delegate*	
Yes – continue to de-delegate only for one more year (to the end of March 2020)*	
No – end de-delegation at the end of March 2019	

*If answered Yes above, please also select one of the following options:

Yes – continue to de-delegate at the same level	
Yes – continue to de-delegate but at a higher level	
Yes – continue to de-delegate but at a reduced level	

Comments:

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If you have any general comments please complete the box below

Comments:

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