

# AGENDA

## Herefordshire Schools Forum

Date: **Friday 25 October 2013**

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Time: **9.30 am**

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Place: **Council Chamber - Brockington**

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Notes: Please note the **time, date** and **venue** of the meeting.

For any further information please contact:

**Tim Brown, Governance Services**

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If you would like help to understand this document, or would like it in another format or language, please call Tim Brown, Governance Services on 01432 260239 or e-mail [tbrown@herefordshire.gov.uk](mailto:tbrown@herefordshire.gov.uk) in advance of the meeting.

# Agenda for the Meeting of the Herefordshire Schools Forum

## Membership

**Chairman** Mrs D Strutt  
**Vice-Chairman** Mr NPJ Griffiths

**Mrs S Bailey**  
**Mr P Barns**  
**Mr P Box**  
**Mrs L Brazewell**

**Mr P Burbidge**  
**Mrs S Catlow-Hawkins**  
**Mrs J Cecil**  
**Mr J A Chapman**  
**Mr K Crawford**  
**Mr J Docherty**  
**Mr T Edwards**

**Ms A Jackson**  
**Ms T Kneale**  
**Mr R Leece**  
**Mr C Lewandowski**  
**Mrs R Lloyd**  
**Mr S Pugh**  
**Mrs J Rees**  
**Mr S Robertson**  
**Mr A Shaw**  
**Mrs L Townsend**  
**Mrs S Woodrow**  
**Mrs C Woods**  
**Mr K Wright**  
**1 vacancy**

Special Schools  
Pupil Referral Unit  
Academies  
Local Authority Maintained Primary School Governor  
Roman Catholic Church  
14-19 Partnership  
Academies  
Church of England  
Academies  
Academies  
Local Authority Maintained Secondary School Governor  
Early Years Representative  
Locally Maintained Primary School (Nursery)  
Trade Union Representative  
Trade Union Representative  
Early Years Representative  
Local Authority Maintained Primary Schools  
Local Authority Maintained Primary School  
14-19 Partnership  
Academies  
Local Authority Maintained Primary School  
Locally Maintained Secondary Schools  
Local Authority Maintained Primary School  
Local Authority Maintained Primary School  
Special Schools Governor

## AGENDA

		Pages
1.	<b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
2.	<b>NAMED SUBSTITUTES (IF ANY)</b> To receive any details of Members nominated to attend the meeting in place of a Member of the Forum.	
3.	<b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest by Members in respect of items on the Agenda.	
4.	<b>MINUTES</b> To approve and sign the minutes of the meeting held on 12 July 2013.	9 - 14
5.	<b>ELECTION OF CHAIRMAN</b> To elect a Chairman for the ensuing year.	
6.	<b>ELECTION OF VICE-CHAIRMAN</b> To elect a Vice-Chairman for the ensuing year.	
7.	<b>ELECTION OF CHAIRMAN OF THE BUDGET WORKING GROUP</b> To elect a Chairman of the Budget Working Group for the ensuing year.	
8.	<b>REPORT OF THE BUDGET WORKING GROUP</b> To consider the report of the Budget Working Group on the following matters: response to consultation paper on introduction of high needs multi-tariffs and proposed national funding formula changes 2014/15, final Dedicated Schools Grant Allocation 2013/14; High Needs spending forecast, SEN Support Services and School Transport.	15 - 64
9.	<b>HOME TO SCHOOL TRANSPORT (REPORT TO FOLLOW)</b> To consider possible responses to the proposed changes to Herefordshire Council's School Transport policy.	
10.	<b>REVIEW OF PROVISIONS FOR SUBSTITUTION AT SCHOOLS FORUM</b> To review the provisions in the Forum's Constitution on substitute membership.	65 - 68
11.	<b>WORK PROGRAMME</b> To consider the Forum's work programme.	69 - 70
12.	<b>MEETING DATES</b> The following meeting dates have been scheduled:  Friday 29 November 2013 9.30 am Friday 17 January 2014 2.00 pm Monday 17 March 2014 9.30 am Friday 16 May 2014 9.30 am	



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# COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

BROCKINGTON, 35 HAFOD ROAD, HEREFORD.

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HEREFORDSHIRE COUNCIL

**MINUTES of the meeting of Herefordshire Schools Forum held at Council Chamber, Brockington, 35 Hafod Road, Hereford HR1 1SH on Friday 12 July 2013 at 9.30 am**

**Present:** Mrs D Strutt (Chairman)  
Mr NPJ Griffiths (Vice Chairman)

Mrs S Bailey, Mr P Barns, Mrs S Catlow-Hawkins, Mrs J Cecil, Ms L Cochrane, Mr J Docherty, Mrs A Jackson, Mr R Leece, Mr C Lewandowski, Mrs R Lloyd, Mrs K. Rooke, Mr A Shaw and Mrs L Townsend

**In attendance:** Councillor JW Millar (Cabinet Member – Children’s Services)

**Officers:** Mr C Baird, Assistant Director People’s Services Commissioning, Mr M Green, Senior Finance Manager, Mr A Hough, Interim Head of Sufficiency and Capital Commissioning and Mr T Brown – Governance Services

**125. APOLOGIES FOR ABSENCE**

Apologies were received from Mrs L Brazewell, Mr P Burbidge, Mr JA Chapman, Mr K Crawford, Mr T Edwards, Ms T Kneale, Mrs J Rees, Mr S Robertson, Mrs S Woodrow, Mrs C Woods and Mr K Wright.

**126. NAMED SUBSTITUTES**

Ms L Cochrane substituted for Mrs J Rees.

**127. DECLARATIONS OF INTEREST**

Mrs S Catlow-Hawkins declared an interest in relation to agenda item 6: Schools Capital Investment Programme as Head Teacher of Bishop of Hereford’s Bluecoat School, Hereford.

**128. MINUTES**

**RESOLVED:** That the Minutes of the meeting held on 3 May 2013 be confirmed as a correct record and signed by the Chairman.

**129. REPORT OF BUDGET WORKING GROUP**

The Forum considered the report of the Budget Working Group (BWG) on the following matters: changes to the National Funding Formula, Dedicated Schools Grant Underspend 2012/13, Special Educational Needs Support Services, provision for sponsored academies deficits and the use of school balances.

Since the publication of the agenda a further meeting of the BWG had been held on 8 July, principally to give further consideration to changes to the National Funding Formula. The notes of that meeting and updated recommendations had been circulated to Forum Members.

**National Funding Formula**

The report noted that In March the Forum had submitted a response to the Department for Education (DfE) review of 2013/14 School Funding Arrangements. The DfE had now

published their findings from the review and announced the details of the changes that would be made in 2014/15.

The main issues that the Forum was invited to consider were the introduction of a sparsity factor to support rural schools, changes to the lump sum to permit differing amounts for primary and secondary schools and proposals locally to move incrementally towards the national average ratio of funding for primary to secondary school funding per pupil.

Initial views of the Forum were sought on the recommendations of the BWG to inform the preparation of a consultation paper. The consultation paper was to be issued to all schools in September and the findings reported to the Forum on 25 October prior to the submission of draft school budget proposals to the Education Funding Agency (EFA) at the end of October.

The Senior Finance Manager (SFM) gave a presentation. A copy of the presentation has been placed with the agenda papers on the Minute Book.

The first part of the presentation set out edited highlights of a presentation given by the EFA on changes to the National Funding Formula for 2014/15. In summary the 2013/14 reforms mainly stayed in place. Changes for 2014-15 were a development of 2013-14 and continued the journey towards a national funding formula for pre-16 pupils.

The presentation then highlighted principal changes for 2014-2015 and then focused on consequences for Herefordshire. The SFM outlined choices for the lump sum, the sparsity factor and the primary/secondary ratio. He noted that the consultation paper would also include proposals for high needs tariffs to replace banded funding.

The SFM commented that given the representations the Authority had made seeking recognition of the rural nature of Herefordshire it seemed correct for the Authority to make use of the sparsity factor. The implication of a national funding formula was that the current wide variation in primary/secondary ratios would not be permitted to continue. It had therefore been proposed to the BWG that there should be a managed move towards the average ratio for the Authority's comparator family group of similar authorities, reviewing the position annually. A variation in the lump sum would be one of the means of achieving this shift in resources from the primary to the secondary sector.

The Chairman of the BWG then commented on the BWG's recommendations that it was proposed should form the preferred option for consultation. He emphasised that the BWG had concluded that changes needed to be made locally in response to the move to a national funding formula. The BWG's proposals sought to make change incrementally in a planned strategic way. It was recognised, however, that this would mean difficult considerations for some schools.

In discussion the following principal points were made:

- It was emphasised that the options given in the presentation would be reflected in the consultation paper. The BWG's proposals were preferred options for the Forum to consider for inclusion in the consultation paper.
- The proposed reduction in the Primary School lump sum of £30k over 5 years to £75k, as proposed by the f40 group of authorities, was not manageable and would make a number of good schools unviable. The report quoted the DfE research suggesting a national average value for the primary school lump sum of £95k. There was no requirement to make the significant change being proposed.

The SFM commented that the BWG had supported the view that incremental change to move towards the average primary/secondary ratio of the family group of authorities of 1:1.23 would be a prudent, strategic decision. The reduction in the lump sum was a means of achieving this aim. It also reflected the DfE wish that more money should be put “through the pupil led factors so that funding genuinely follows pupils”.

## **Other Matters**

It was suggested that papers submitted to the Budget Working Group needed to be made available in full to other Forum Members both as background and to assist them in considering the Group’s report to the Forum.

The Forum discussed the Education Funding Agency’s comments on the scope for improving communication within the groups represented on the Forum. It was observed that the timescale within which Forum Members received papers and the presentation of updates at meetings had a bearing on Members’ opportunity to communicate beforehand with those they represented on the Forum.

## **RESOLVED:**

**That (a) consultation should take place on the basis that the following are the preferred options, but with a range of options to be presented in the consultation paper:**

### **1 LUMP SUM**

- a) Herefordshire should adopt the lump sum values (proposed by the f40) of £75,000 for primary and £150,000 for secondary schools**
- b) The transition to these new values should be phased in over the same period that sparsity funding is implemented – options for 3 or 5 years were suggested, the Budget Working Group favouring five years.**

### **2 SPARSITY**

**A sparsity factor should be applied as follows:**

#### **Primary Sparsity Model**

- a) That the sparsity subsidy should be set at £51,000 for a 28 pupil primary school and that funding should decrease on a tapered basis.**
- b) Primary Model A, a sparsity lump sum of £70,000 and the 105 pupil model, should be the preferred sparsity model as this does not reduce expenditure from 2012/13, however, views on the alternative Model C should also be sought.**

#### **Secondary Sparsity Model**

**That the sparsity lump sum should be set at £70,000 to maintain consistency with the primary sparsity model and the pupil threshold of 450 pupils be adopted.**

## **Sparsity Generally**

**That the cost of sparsity payments in high schools should be funded by high schools and those in primary schools should be funded by primary schools.**

### **3 PRIMARY/SECONDARY RATIO**

**That consultation be conducted on the basis of a £200,000 per year transfer from primary to secondary schools over a five year period moving the ratio from 1:18 to 1:23 at 1% per year, making provision for reviewing the position annually to permit adjustments to be made if appropriate, and ensuring that the actions of other authorities were monitored and in each annual review the family average was considered to see whether that had changed.**

### **4 MOBILITY FACTOR**

**That no change be made in relation to a mobility factor for the present and the position reviewed for 2015/16.**

### **5 LUMP SUM/SPARSITY/PRIMARY:SECONDARY RATIO PACKAGE**

**That the proposals for the lump sum, the application of a sparsity factor and a phased move towards the average funding ratios were interlinked and were best viewed as a single package.**

### **6 PRIOR ATTAINMENT – SEN PROXY PUPILS NOT ACHIEVING KS2 LEVEL 4 IN MATHS/ENGLISH**

**That the funding allocation for secondary prior attainment be amended to £147 per pupil not attaining Maths or English to maintain the current expenditure at the same level as 2013/14 i.e. £347,184.**

### **7 MISCELLANEOUS**

- That the DfE should be asked to confirm whether or not it had taken account of schools across the Welsh border in calculating the sparsity factor and requested to recalculate the sparsity factor if it had not done so.**
  - That the consultation paper should explain the redistribution of resources to more fairly reflect the deprivation factor following the cessation of the excellence cluster funding.**
  - That the consultation document should explicitly state that schools with fewer than 70 pupils could not afford their own head teacher and needed to federate if they were to be viable.**
- b it should be noted that proposals were being made on the basis that funding levels would remain the same, noting that if they were to decrease further work on the various models would be needed;**
- c in reviewing the financial risk assessment framework the Authority and schools should in particular consider what risk indicators it would be beneficial for Headteachers and governors to keep informed of, in order to**

**provide the best means of governors, and where necessary the local authority, taking early preventative action to avoid deficits arising;**

- d the Cabinet Member (Children’s Services) be recommended that the Dedicated Schools Grant underspend of £44k for 2012/13 be transferred to the High Needs Block.**
- e the Forum confirmed that it is satisfied that the requirement that Forum papers, minutes and decisions are being published promptly on the Authority’s website is being met; and**
- f the Education Funding Agency’s comments on improving communication within the groups represented on the Forum be noted.**

### **130. SCHOOLS CAPITAL INVESTMENT PROGRAMME**

*(Mrs S Catlow-Hawkins declared an interest and did not vote on this matter.)*

The Forum was invited to note and endorse the proposed approach to expenditure and accountability of the Locally Coordinated Voluntary Aided Programme (LCVAP), Basic Need Capital and Maintenance budgets.

The Interim Head of Sufficiency and Capital Commissioning presented the report.

In discussion the following principal points were made:

- It would be helpful when preparing reports on capital expenditure to include details of expenditure in previous years to allow the Forum to make comparisons.
- It was acknowledged that a number of condition surveys of schools were out of date. There was not the resource to carry out a full rolling programme of surveys and it did not in any event seem to be the best way to prioritise expenditure. The proposed development of an accountability framework for all schools would help determine priorities for maintenance expenditure.
- It was confirmed that schools withdrawing from the “Trend” heat maintenance system and other services such as health and safety assessments would be advised of the insurance and other implications.
- It was acknowledged that arrangements for ensuring works at a school had been completed to the school’s satisfaction before payment to the contractor was made needed to be strengthened.

#### **RESOLVED:**

- That**
- (a) the projected spending outlined in appendices 1, 2, 3 and 4 to the report be supported;**
  - (b) the annual “Trend” heat maintenance system costs, previously charged to the Capital Maintenance budget, be charged to individual schools on a full cost recovery basis with allowance in the 2013/14 budget for schools opting out to install their preferred system; and**
  - (c) the Local Authority’s approach to monitoring and quality-assuring the duties associated with running a building be supported.**

### 131. SCHOOL FUNDING SCHEME CHANGES

*(The Department for Education summary of the scheme changes noted that local authorities were required to consult all schools in their area on any changes to schemes for financing schools and receive the approval of the members of their schools forum representing maintained schools.)*

The Members of the Forum representing maintained schools were asked to approve the Department for Education directed changes to the Herefordshire Scheme for Financing Schools effective from 1 September 2013.

The Senior Finance Manager (SFM) presented the report, advising that no comments on the changes had been received from schools.

The SFM also sought the Forum's view on the need to retain all the detailed appendices to the Scheme. The consensus was that, whilst there may be scope for rationalisation, the information they contained needed to be retained and accessible for reference.

#### **RESOLVED:**

- That (a) the Department for Education directed changes to the Herefordshire Scheme for Financing Schools effective from 1 September 2013 be approved; and**
- (b) the detailed appendices to the report be rationalised to ensure they remained relevant and a timescale for updating them and making them available be developed.**

### 132. WORK PROGRAMME

The Forum requested that the following items be added to the Work Programme:

- Consultation on the provision of school transport
- Review of provisions on substitution in the Forum's Constitution

### 133. MEETING DATES

The Forum agreed to cancel the meeting scheduled for Friday 28 February 2014.

#### **Retirement of Mrs K Rooke**

The Forum noted that Mrs K Rooke was retiring as a Special School Governor and would therefore cease to be a member of the Forum

The Chairman thanked Mrs Rooke on the Forum's behalf for her contribution to the Forum's work.

The meeting ended at 11.12 am

**CHAIRMAN**



<b>MEETING:</b>	<b>SCHOOLS FORUM</b>
<b>MEETING DATE:</b>	<b>25 OCTOBER 2013</b>
<b>TITLE OF REPORT:</b>	<b>REPORT OF THE BUDGET WORKING GROUP</b>
<b>REPORT BY:</b>	<b>GOVERNANCE SERVICES</b>

### 1. Classification

Open

### 2. Key Decision

This is not an executive decision.

### 3. Wards Affected

County-wide

### 4. Purpose

To consider the report of the Budget Working Group (BWG) on the following matters: response to consultation paper on introduction of high needs multi-tariffs and proposed national funding formula changes 2014/15, final Dedicated Schools Grant Allocation 2013/14; High Needs spending forecast, SEN Support Services and Home to School Transport.

### 5. Recommendation(s)

**THAT:**

- (a) the Forum be recommended to approve the proposals for the local application of the funding Formula for 2014/15 as set out at Appendix 1 to the report for recommendation to the Cabinet Member – Children’s Wellbeing;
- (b) in the interim, the funding formula values, as set out in Appendix 1, be submitted to the Education Funding Agency by the deadline of 31<sup>st</sup> October marked “pending cabinet member approval” as necessary;
- (c) the Department for Education’s finalised Dedicated Schools Grant for 2013/14 and its allocation be noted.

## **6. Alternative Options**

- 6.1 There are a range of possible alternative options. The alternatives were considered in detail by the Budget Working Group and set out as appropriate in the consultation paper issued to schools in September 2013. The consultation results are described in the report.

## **7. Reasons for Recommendations**

- 7.1 Local authorities are required to submit the provisional 2014-15 school budget formula and funding values to the Education Funding Agency by 31 October 2013.

## **8. Key Considerations**

- 8.1 The BWG met on 9 September 2013 to consider the following: final DSG allocation 2013/14, and the draft consultation paper for Herefordshire schools about the national school funding formula 2014/15.

- 8.2 The BWG met again on 11 October to consider: the response to the consultation paper for Herefordshire schools about the national school funding formula 2014/15; the high needs spending forecast 2013/14, SEN support services and school transport. A copy of the notes of these meetings has been circulated separately to Members of the Forum.

### **National School Funding Formula 2014/15.**

- 8.3 On 12 July the Forum was informed that the Department for Education (DfE) had published: School Funding Reform: Findings from the Review of 2013/14 and Arrangements and Changes for 2014-15. The Education Funding Agency (EFA) had published 2014-15 Revenue Funding Arrangements: Operational Guidance for local authorities.
- 8.4 The EFA guidance introduced a number of changes to the National Funding Formula. The Forum's views were sought on the recommendations of the BWG to inform the preparation of a consultation paper. The Forum identified a number of preferred options as a basis for consultation, at the same time agreeing that a range of options should be presented in the consultation paper.
- 8.5 The main issues the Forum considered were the introduction of a sparsity factor to support rural schools, changes to the lump sum to permit differing amounts for primary and secondary schools (noting the requirement that the lump sum had to be the same for all schools within each phase) and proposals locally to move incrementally towards the "family average" of comparable counties for the primary/secondary per pupil funding ratio.
- 8.6 A draft consultation paper prepared in accordance with the decisions of the Schools Forum on 12 July was considered by the BWG on 11 September. The BWG made a number of detailed comments for consideration by the authority in producing the final consultation document.
- 8.7 Alongside the discussion of changes to the national funding formula a High Needs Group had been tasked to bring forward proposals for the introduction of high needs multi-tariffs. These proposals were incorporated into the consultation paper.



- 8.8 A consultation paper was issued on 12 September. The closing date for responses was 4 October 2013.
- 8.9 The BWG met on 11 October to consider the response to the consultation exercise. It's recommendations are at Appendix 1.
- 8.10 The final responses to the consultation exercise are set out at Appendix 2 showing the final responses received and Appendix 3 summarises all of the comments received. A summary of the presentation slides from the consultation meetings provides a useful summary and is set out in Appendix 4.
- 8.11 The principal issues that had been considered by the BWG in making its recommendations to the Forum in July had been a phased move towards the average funding ratios between primary and secondary schools of the Authority's family Group, the lump sum and the application of a sparsity factor.
- 8.12 In discussing the draft consultation paper in September the BWG remained firmly of the view that the following principles applied and should be emphasised:
- The proposals in the consultation paper for change locally had to be made in response to the implementation of national school funding proposals by the DfE. The DfE had indicated that over time it wished to move towards national consistency in the school funding framework and had highlighted the extent of the range of primary/secondary funding ratios and its desire to see this reduce. The BWG was convinced that to do nothing in the face of the DfE's position was not a realistic option.
  - Some steps were recommended to be taken to move part way towards the average primary/secondary funding ratio for the Authority's family group. Having accepted this point and that a sparsity factor should be applied, for which no additional funding was provided by the DfE, this meant that the consultation proposal was that lump sums for primary schools needed to be adjusted downwards to compensate and balance the budget.
  - The impact on some schools would be significant and would mean difficult considerations for some schools. It was noted that the primary driver was still changes in overall pupil numbers for a range of schools. There was a clear rationale for seeking to achieve managed incremental change and reduce that impact rather than respond in haste to a directive from the DfE imposing constraints on the primary/secondary ratio.
  - The Group continued to support an annual review of the effect of the planned move towards the average primary/secondary funding ratio for the Authority's family group to permit adjustments to be made if appropriate, depending on DfE guidance .
  - The decline in pupil numbers was key to the funding implications for individual schools.
- 8.13 In considering the response to the consultation exercise on 11 October the BWG noted that there had only been twenty-six responses from schools to the consultation out of a possible one hundred and three. This had a bearing on the

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Further information on the subject of this Report is available from  
Malcolm Green, Finance Manager, Hoople on Tel (01432) 260818

weight that could be given to the outcome of the consultation exercise. However, the BWG noted that at the consultation meetings there was overwhelming support for the course that the BWG had recommended in respect of every proposal, except the sparsity models where there was nonetheless still majority support. The BWG considered that no argument had been advanced for a different course of action to that which the BWG had proposed and no better proposals put forward.

- 8.14 The BWG discussed a letter from one school questioning the Authority's proposal to cap funding gains by schools made under the national funding formula to fund the statutory Minimum Funding Guarantee (MFG) protection to schools losing funding.
- 8.15 The BWG was advised that the DfE guidance both permitted and indeed encouraged the approach the Authority had adopted. The only alternative would be to reduce the amount of funding per pupil which in turn would further increase the cost of the MFG. which had been well set out in the consultation paper and commanded no support.
- 8.16 The BWG considered that the proposed approach of capping gains was in the interest of schools as a whole and consistent with the BWG's aim to achieve as smooth a transition as possible to the national funding formula.

### **High Needs Tariff Funding**

- 8.17 Past funding mechanisms for high needs pupils and students have varied considerably from area to area and the DfE has now standardised funding arrangements nationally. The new funding arrangements are intended to provide an approach that is responsive to the needs of individual pupils and students, supported by clear information about the local offer of high needs provision in Herefordshire.
- 8.18 Herefordshire is working to introduce a new High Needs Funding Tariff in 2014/15 which will provide consistency in meeting pupil and student needs across mainstream, special schools and FE providers. Detailed proposals, based on the Indicative Code of Practice on Special Educational Needs, were set out in the consultation paper regarding the assessment matrix, category weightings, the funding tariff and implementation schedule. The proposals have been widely welcomed and supported.
- 8.19 A number of suggestions for improvement and comments have been received from schools and these will be taken forward and reviewed by the High Needs Tariff Development Group. Some further work is necessary to ensure that draft budgets for 2014/15 are consistent with the indicative tariff funding. Finalised proposals will be available for consideration by Schools Forum in February.
- 8.20 The Budget Working Group recommends the approval in principle of the high needs tariff funding so that this further work can be completed
- 8.21 The BWG's recommendations are set out in Appendix 1
- 8.22 **Dedicated Schools Grant**

On 23 July 2013 the DfE finalised Dedicated Schools Grant allocations resulting in an increase for Herefordshire of £273,000 for 2013/14. This is to be allocated as

follows:

- £121,000 for early years, high needs
- £146,000 for high needs
- £6,000 for various additions

8.23 The BWG has also noted the High Needs Spending Forecast. There was a forecast underspend of £300k. A further forecast will be considered by the BWG later in the year when more certainty re PRU and post-16 pupil top-ups will be available.

8.24 Further to the report to the Forum in July 2013 the BWG has noted that the Local Authority no longer has a learning support team. Schools will need to source this support themselves. The BWG has suggested that as services increasingly ceased to be provided directly by the authority it was important to ensure that how to access services was clearly signposted.

8.25 The BWG also briefly discussed the home to school transport proposals which are the subject of a separate report on this agenda.

## **9. Community Impact**

9.1 There is no significant community impact.

## **10. Equality and Human Rights**

10.1 There are no implications for the public sector equality duty.

## **11. Financial Implications**

11.1 The recommendations, if agreed, will have no overall impact on the Dedicated Schools Grant as the proposed funding changes will pass directly between school budgets and be contained within the DSG funding available.

## **12. Legal Implications**

12.1 There are no legal implications.

## **13. Risk Management**

13.1 The BWG reviews proposals in detail prior to making recommendations to Schools Forum. This two stage process helps to ensure greater scrutiny of budget proposals.

## **14. Consultees**

14.1 All maintained schools, FE providers, academies and free schools in Herefordshire.

## **15. Appendices**

- 15.1 Appendix 1 – Recommendations from the Budget Working Group
- Appendix 2 – Summary of Responses to the Consultation Paper
- Appendix 3 - Comments Received in response to the consultation
- Appendix 4 – Summary of Consultation presentation slides

## **16. Background Papers**

- 16.1 Consultation Paper: National School Funding Formula 2014/15 -Consultation For Herefordshire Schools and Response Form

**BUDGET WORKING GROUP - 11 OCTOBER 2013****RECOMMENDATIONS re NATIONAL SCHOOL FUNDING FORMULA**

It is recommended that for financial year 2014/15

**CONSULTATION ON SCHOOL FUNDING**

- a) The strategy of moving the primary secondary funding ratio from 1:1.18 to 1:1.23 over a five year period and the associated funding transfer of an annual £200,000 from primary to secondary schools so that Herefordshire's funding ratio is consistent with the family average of comparable local authorities be approved;
- b) The strategy be reviewed annually to ensure that further movement towards the 1:1.23 "family average" funding ratio is appropriate depending on DfE guidance;
- c) The lump sum values (proposed by the f40 group) of £75,000 for primary schools and £150,000 for secondary schools be phased in over five years as part of the five year strategy;
- d) The lump sum allocation for primary schools be reduced by £6,000 to £99,000 in 2014/15 as the first year of the five year strategy;
- e) The lump sum allocation for secondary schools be increased by £13,750 to £118,750 in 2014/15 as the first year of the five year strategy
- f) Herefordshire, as one of the most rural counties in England, will include the DfE's sparsity factor in the school funding formula for 2014/15;
- g) The principle that sparsity funding should be phased in over the same five year period as the lump sums and the primary secondary funding ratio be approved;
- h)
  - i) Primary sparsity be determined by a pupil threshold of 105 pupils, a sparsity distance of 2 miles and a tapered lump sum of £14,000 as the first year of a five year strategy to increase to the tapered lump sum to £70,000 in equal instalments (model A);
  - ii) Secondary sparsity be determined by a pupil threshold of 450 pupils, a sparsity distance of 450 pupils and a tapered lump sum of £14,000 as the first year of a five year strategy to increase to the tapered lump sum to £70,000 in equal instalments (model A);
- i) The cost of sparsity should be phase specific so that the cost of primary sparsity is funded by the primary schools budget and the cost of secondary sparsity by the secondary schools budget;
- j) The Notional SEN budget remains unchanged for 2014/15 at 6% of the lump sum, 6% of basic pupil entitlement, 100% of low prior attainment (as a proxy for SEN) and 40% of deprivation funding;
- k) Schools gaining funding through the national funding formula have their gains capped in order to fund the statutory MFG protection to schools losing funding and the percentage used as the gains cap should as far as possible be the MFG percentage set by the DfE;

## l) The decision on the de-delegation of funding for

- a. Trade union facilities
- b. Ethnic minority support
- c. Free school meals administration

should be deferred until January 2014 pending the outcome of the current DfE consultation on funding of trade union facilities;

m) That the provisional national school funding values be submitted to the Education Funding Agency by the deadline of 31<sup>st</sup> October marked “ pending cabinet member approval” as follows;

i	Primary lump sum	£99,000	
ii	Secondary lump sum	£118,750	
iii	Basic entitlement per primary pupil		£2,765
iv	Basic entitlement per secondary (KS3) pupil		£3,589
v	Basic entitlement per secondary (KS4)pupil	£4,518	
vi	Deprivation per Ever-6 FSM pupil	£2,848	
vii	Looked After Children	£1,300	
viii	Prior Attainment –primary (EYFSP 78 points)	£228	
ix	Prior Attainment secondary		£148
x	English as Additional Language	£405	
xi	Mobililty	£0	
xii	Split site costs		£0
xiii	PFI contract costs	£190,000	
xi	Primary Sparsity – tapered lump sum	£14,000	
	Distance	2miles	
	Threshold	105 pupils	
Xii	Secondary sparsity tapered lump sum	£14,000	
	Distance	3 miles	
	Threshold	450 pupils	

## CONSULTATION ON HIGH NEEDS FUNDING

## n) The High Needs consultation proposals including

- a. The Assessment matrix
- b. The category weightings
- c. The funding tariff
- d. The implementation schedule

be approved in principle and that further work on the detailed consultation replies be considered by the High Needs working group and final proposals to be reviewed by Schools Forum at the meeting on 28<sup>th</sup> February 2014;

- o) PRU funding – proposals for any minor adjustments to the PRU charges will be brought to the next BWG prior to Schools Forum in February 2014; and
- p) SEN protection for small primary schools – that the existing scheme amended as per the original proposal so that additional school expenditure on Band 3 & 4 pupils is limited to 3.0% per pupil (was 1.5% per pupil in 2013/14) to be funded from the High Needs Block.

Note: Only School members of Forum can vote on the national school funding formula values and voting on de delegation is restricted to locally maintained schools only i.e. not academies.

**NATIONAL SCHOOL FUNDING FORMULA 2014/15 HEREFORDSHIRE CONSULTATION  
SUMMARY OF RESPONSES OCTOBER 2013**

<b>Q1: PRIMARY SECONDARY FUNDING RATIO</b>	<b>Yes</b>	<b>No</b>
Do you agree that Herefordshire should move to address the primary secondary funding ratio in 2014/15 given that the DfE have advised authorities to be aware of their position in the benchmarking data but not introduced any constraint for 2014/15?	24	2

<b>Q2: PRIMARY SECONDARY FUNDING RATIO</b>	<b>Yes</b>	<b>No</b>
If Herefordshire does agree to address the funding ratio in 2014/15, do you agree with the proposed strategy of moving from a primary secondary funding ratio of 1:1.18 to 1:1.23 over a five year period and the associated funding transfer of an annual £200,000 from primary schools to secondary schools so that Herefordshire's funding ratio moves to be consistent with our "family" authority average?	24	2

<b>Q3: SCHOOL LUMP SUM VALUES</b>	<b>Yes</b>	<b>No</b>
Do you agree that Herefordshire should adopt the lump sum values (proposed by the f40 group) of £75,000 for primary schools and £150,000 for secondary schools?	22	4

<b>Q4: PRIMARY LUMP SUM</b>	<b>Yes</b>	<b>No</b>
Do you agree that the lump sum allocation for primary schools should be reduced by £6,000 to £99,000 in 2014/15 as part of a planned move over 5 years so that the primary lump sum is eventually funded at £75,000?	23	3

<b>Q5: SECONDARY LUMP SUM</b>	<b>Yes</b>	<b>No</b>
Do you agree that the lump sum allocation for secondary schools should be increased by £13,750 to £118,750 as part of a planned move over 5 years to eventually be funded at £150,000?	23	2

<b>Q6: SPARSITY FUNDING</b>	<b>Yes</b>	<b>No</b>
Do you agree that Herefordshire, as one of the most rural counties in England, should include the DfE's sparsity factor in the school funding formula for 2014/15?	23	3

<b>Q7: SPARSITY FUNDING</b>	<b>Yes</b>	<b>No</b>
Do you agree that sparsity funding should be phased in over the same five year period as the lump sums are revised?	22	4

<b>Q8: PRIMARY SPARSITY FUNDING</b>	<b>Yes</b>	<b>No</b>
Do you agree that the subsidy required for small rural primary schools should be based on an additional £20,000 for expensive teacher costs and a “missing pupil” subsidy based on 50% of the basic pupil entitlement funding so that small qualifying schools are funded for the full cost of teachers in small classes?	19	7

<b>Q9: PRIMARY SPARSITY FUNDING</b>	<b>Yes</b>	<b>No</b>
Do you agree that the baseline sparsity subsidy for a qualifying small 28 pupil primary school should be set at £51,000 and that sparsity funding should decrease on a tapered basis?	16	6

<b>Q10(a): PRIMARY SPARSITY MODEL A</b>	<b>Yes</b>	<b>No</b>
Do you agree that the primary sparsity model (A) of a tapered lump sum of £70,000 and a maximum threshold of 105 pupils should be implemented over a five year period from 2014/15 at a total cost of £515k as it supports more small schools and is consistent with our approach in 2012/13?	14	11

<b>Q10(b): PRIMARY SPARSITY MODEL C</b>	<b>Yes</b>	<b>No</b>
Or do you agree that the alternative primary sparsity model (C) of a tapered lump sum of £70,000 and a maximum threshold of 70 pupils should be implemented over a five year period from 2014/15 at a total cost of £200k, which is reduced expenditure from arrangements in 2012/13?	8	14

<b>Q11: SECONDARY SPARSITY FUNDING</b>	<b>Yes</b>	<b>No</b>
(a) Do you agree that the preferred secondary sparsity model (model E) of a tapered lump sum of £70,000 and maximum threshold of 450 pupils should be implemented over a five year period from 2014/15 on the basis of consistency with primary schools at a total cost of £39k?	12	4
(b) Or do you prefer the alternative model (model D) of a tapered lump sum of £70,000 and a maximum threshold of 600 pupils, implemented over 5 years, at a total cost of £132k?	1	9

<b>Q12: FUNDING THE COST OF SPARSITY</b>	<b>Yes</b>	<b>No</b>
Do you agree that the cost of sparsity payments should be phase specific so that the cost of primary sparsity is funded by the primary schools budget and the cost of secondary sparsity is funded by the secondary schools budget?	22	3



<b>Q13: SECONDARY PRIOR ATTAINMENT FUNDING</b>	<b>Yes</b>	<b>No</b>
That the funding allocation for secondary prior attainment be amended from £355 per pupil not achieving level 4 in Maths AND English to £148 per pupil not attaining Maths OR English so that expenditure is maintained at the same level as 2013/14?	23	0

<b>Q14: NOTIONAL SEN BUDGET</b>	<b>Yes</b>	<b>No</b>
Do you agree that the Notional SEN budget is fairly calculated and no further changes are required?	21	4

<b>Q15: CAPPING GAINERS TO FUND LOSERS</b>	<b>Yes</b>	<b>No</b>
Do you agree that schools gaining funding through the national funding formula should be capped in order to fund the statutory Minimum Funding Guarantee protection provided to schools losing funding? Note: the alternative is to reduce the basic entitlement funding per pupil all schools (including those losing funding) – which will further increase the costs of the MFG?	25	1

<b>Q16: DE-DELEGATION</b>	<b>Yes</b>	<b>No</b>
Do you agree that the current de-delegation of funding should continue for		
(a) trade union facilities	20	7
(b) ethnic minority support	23	2
(c) free school meals administration	23	2
for local authority maintained schools?		

<b>Q17: HIGH NEEDS ASSESSMENT MATRIX</b>	<b>Yes</b>	<b>No</b>
Do you agree that the High Needs Assessment Matrix (as based on the new draft Code of Practice on Special Educational Needs) as set out in the Appendix provides a sound basis for the implementation of a new tariff funding model from April 2014?	23	2

<b>Q18: HIGH NEEDS ASSESSMENT CATEGORY WEIGHTINGS</b>	<b>Yes</b>	<b>No</b>								
(a) Do you agree with the principle of weightings?	20	0								
(b) If yes, do you agree that the High Needs Assessment Matrix should be weighted as follows;	12	4								
<table border="1"> <tbody> <tr> <td>Sensory and/or Physical</td> <td>4</td> </tr> <tr> <td>Communication and Interaction</td> <td>2</td> </tr> <tr> <td>Emotional, Social &amp; Behavioural Development</td> <td>3</td> </tr> <tr> <td>Cognition and Learning</td> <td>4</td> </tr> </tbody> </table>			Sensory and/or Physical	4	Communication and Interaction	2	Emotional, Social & Behavioural Development	3	Cognition and Learning	4
Sensory and/or Physical	4									
Communication and Interaction	2									
Emotional, Social & Behavioural Development	3									
Cognition and Learning	4									

<b>Q19: HIGH NEEDS FUNDING TARIFF</b>	<b>Yes</b>	<b>No</b>																								
Do you agree that the High Needs Funding Tariff for April 2014 should be grouped as follows?	22	1																								
<table border="1"> <thead> <tr> <th><b>Tariff Group</b></th> <th><b>Assessment Points</b></th> <th><b>Tariff Value (£)</b></th> </tr> </thead> <tbody> <tr> <td><b>Local Offer</b></td> <td><b>0-9</b></td> <td><b>0</b></td> </tr> <tr> <td><b>A</b></td> <td><b>10-19</b></td> <td><b>1,350</b></td> </tr> <tr> <td><b>B</b></td> <td><b>20-29</b></td> <td><b>3,500</b></td> </tr> <tr> <td><b>C</b></td> <td><b>30-49</b></td> <td><b>5,500</b></td> </tr> <tr> <td><b>D</b></td> <td><b>50-69</b></td> <td><b>8,500</b></td> </tr> <tr> <td><b>E</b></td> <td><b>70-89</b></td> <td><b>12,000</b></td> </tr> <tr> <td><b>F</b></td> <td><b>90+</b></td> <td><b>16,000</b></td> </tr> </tbody> </table>			<b>Tariff Group</b>	<b>Assessment Points</b>	<b>Tariff Value (£)</b>	<b>Local Offer</b>	<b>0-9</b>	<b>0</b>	<b>A</b>	<b>10-19</b>	<b>1,350</b>	<b>B</b>	<b>20-29</b>	<b>3,500</b>	<b>C</b>	<b>30-49</b>	<b>5,500</b>	<b>D</b>	<b>50-69</b>	<b>8,500</b>	<b>E</b>	<b>70-89</b>	<b>12,000</b>	<b>F</b>	<b>90+</b>	<b>16,000</b>
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<b>Q20: TARIFF FUNDING IMPLEMENTATION</b>	<b>Yes</b>	<b>No</b>
Do you agree that the timescale for High Needs Tariff Funding should be implemented in stages as set out above in paragraph 6.14?	21	2

Malcolm Green

7<sup>th</sup> October 2013

12.15pm

## NATIONAL SCHOOL FUNDING FORMULA 2014/15

### Comments from Schools Consultation

#### Q1: PRIMARY SECONDARY FUNDING RATIO

- 1.1 Primary school budgets are already constrained – particularly in small schools and this would have a seriously detrimental impact.
- 1.2 As long as we are only moving to an average ratio of the similar type of local authority in our family.

#### Q2: PRIMARY SECONDARY FUNDING RATIO

- 2.1 We do not accept the basic premise that Secondary Schools need higher funding per pupil than Primary Schools. Provision of well-funded quality education in early years is more cost effective than intervention in later years and more beneficial for the child.
- 2.2 However if this argument is not accepted we believe a phased introduction over 5 years is preferable to a condensed and less manageable loss of funding for primary schools.

#### Q3: SCHOOL LUMP SUM VALUES

- 3.1 Such formulas and values need to be applied across all school systems as special schools require core funding in order to successfully deliver an effective special school system. Currently the lump sums are not paid to special schools even though they have set maintenance costs and require bursars much as small schools do. This is an inequity and instability in the system.
- 3.2 I agree in principal with a lower lump sum but would like to see a higher lump sum for the larger Primary.
- 3.3 We strongly believe that it is more equitable, for the reasons outlined in q2, for the lump sum to be based on pupil numbers rather than whether the school is a Primary or a Secondary.
- 3.4 Primary school budgets are already constrained – particularly in small schools and this would have a seriously detrimental impact.
- 3.5 Please note that whilst national funding formula does not allow it, we feel that there should be differentiated amounts for very large primaries.
- 3.6 National average Lump Sum (Primary) is £95,000. It would be preferable to move to this value as this will have less of a lasting impact upon primary schools. Alternatively, could the LA pursue the DfE to devise a 'range' for the lump sum based upon a formula that reflects pupil's numbers and other factors (to account for larger primary schools).

**Q4: PRIMARY LUMP SUM**

- 4.1 I agree the changes should be phased over 5 years but disagree there should be a uniform lump sum of £75,000.
- 4.2 Definitely NOT less than 5 years.
- 4.3 We strongly believe that it is more equitable, for the reasons outlined in q2, for the lump sum to be based on pupil numbers rather than whether the school is a Primary or a Secondary.
- 4.4 Primary school budgets are already constrained – particularly in small schools and this would have a seriously detrimental impact.
- 4.5 Definitely NOT less than 5 years.
- 4.6 Definitely NOT less than 5 years.

**Q5: SECONDARY LUMP SUM**

- 5.1 We strongly believe that it is more equitable, for the reasons outlined in q2, for the lump sum to be based on pupil numbers rather than whether the school is a Primary or a Secondary.
- 5.2 Primary school budgets are already constrained – particularly in small schools and this would have a seriously detrimental impact.

**Q6: SPARSITY FUNDING**

- 6.1 The proposed sparsity factor does not properly assist rural schools. There are rural schools with greater than 105 pupils that are nevertheless disadvantaged.
- 6.2 The lack of external funding will result in negative impact and unfair distribution of the “one pot of money.”
- 6.3 A more equitable funding formula would be based solely on pupil numbers.
- 6.4 One cannot ignore the rural nature of our county. Rather than fund any small school irrespective of size and position it would be better and fairer to pupils of larger primaries to identify strategic schools (travel to next school more than 15 mins by car) and subsidise only those. The issues are not just fairness but quality of education, teacher movement (not much in small schools thus expensive teachers) and breadth of opportunity.

**Q7: SPARSITY FUNDING PHASING**

- 7.1 We disagree with the concept of sparsity funding since it is not effective in compensating all small rural schools. See answer to Q6.
- 7.2 As a small school taking away a phased introduction of sparsity funding does not compensate for the withdrawal of £6000 lump sum.

- 7.3 Not unless there is external dedicated extra funding from the government.
- 7.4 One cannot ignore the rural nature of our county. Rather than fund any small school irrespective of size and position it would be better and fairer to pupils of larger primaries to identify strategic schools (travel to next school more than 15 mins by car) and subsidise only those. The issues are not just fairness but quality of education, teacher movement (not much in small schools thus expensive teachers) and breadth of opportunity.

#### **Q8: PRIMARY SPARSITY FUNDING**

- 8.1 This demand diminishes the pot available for the remaining schools. Small schools should be evaluated and costs minimised through links with larger schools. A set figure should be established below which they are untenable.
- 8.2 Because of the negative financial impact on other more viable schools.
- 8.3 Expensive teacher costs also applies to many other schools especially where standards are high and social mobility is low. Many people move to Herefordshire and stay. Compare my secondary school's staffing profile.
- 8.4 The basis of the formula used is flawed. A small school of less than 105 children should not be unduly rewarded for having more experienced teachers when a small school of greater than this number is not.
- 8.5 An unviable school should not be propped up at the expense of other small schools.
- 8.6 This is completely unsustainable.
- 8.7 One cannot ignore the rural nature of our county. Rather than fund any small school irrespective of size and position it would be better and fairer to pupils of larger primaries to identify strategic schools (travel to next school more than 15 mins by car) and subsidise only those. The issues are not just fairness but quality of education, teacher movement (not much in small schools thus expensive teachers) and breadth of opportunity.
- 8.8 Yes for necessary schools as part of a strategy.

#### **Q9: PRIMARY SPARSITY FUNDING**

- 9.1 As above – but this is the best model of those proposed.
- 9.2 We do not believe that small 28 pupil primary schools should be funded at the detriment of more financially viable schools.
- 9.3 For the reasons given in answers to questions 6, 7 & 8.
- 9.4 There isn't sufficient funding – has a negative impact on every other school and their pupils. Cutting the lump sum down across all schools would be "robbing peter to pay back paul."

#### **Q10(a): PRIMARY SPARSITY MODEL A**

- 10.1 As above – inefficient allocation of funds.

- 10.2 We do not believe that small 28 pupil primary schools should be funded at the detriment of more financially viable schools.
- 10.3 We as a governing body prefer the financial reasoning of “Model C” below.
- 10.4 A Primary school of 105 pupils should not necessarily be classed as a small school, sustaining 4 classes.
- 10.5 This is the more expensive option and is to the detriment of all schools in Herefordshire. We feel that we should not be funding spare capacity in other schools and the money should go directly to the children who have taken school places.
- 10.6 No -Option C offers consistency with recent funding.
- 10.7 Schools should be able to see figures used to calculate the sparsity funding.
- 10.8 The same reason as above; until there is external national funding the negative impact on bigger schools who are already affected by the proposed funding will lose out even more. It would affect larger schools to a greater degree.
- 10.9 Prefer Option C below.

**Q10(b): PRIMARY SPARSITY MODEL C**

- 10.10 Need to know that untenable small schools will be addressed.
- 10.11 We do not believe that small 28 pupil primary schools should be funded at the detriment of more financially viable schools.
- 10.12 The sparsity factor might be relevant to schools that have a number on roll of greater than 70.
- 10.13 The same reason as above; until there is external national funding the negative impact on bigger schools who are already affected by the proposed funding will lose out even more. It would affect larger schools to a greater degree.
- 10.14 70 pupils is barely sustainable the small school subsidy should be set at 105 max.
- 10.15 Pupil numbers.

**Q11: SECONDARY SPARSITY FUNDING**

- 11.1 No comment.
- 11.2 Prefer A.
- 11.3 Same comments apply to ‘small’ secondary’s versus large perhaps even more so.

**Q12: FUNDING THE COST OF SPARSITY**

- 12.1 As explained in earlier answers, we do not agree in principle with the sparsity funding model but if it is implemented then phasing is preferable.
- 12.2 We agree that primary schools should fund primaries, and secondary schools should fund secondaries.
- 12.3 There is no additional external funding so all children and young People lose out.
- 12.4 I believe that it is a benefit to fund small schools as long as they have greater than 70 pupils but at the same time small secondary schools should not be subsidised. Therefore the subsidy should be taken from the whole education budget before splitting into phases.
- 12.5 Not sure – was not completely secure with either argument.
- 12.6 Where sparsity is to be funded it should be top sliced.

**Q13: SECONDARY PRIOR ATTAINMENT FUNDING**

- 13.1 NB: Having checked with the DfE, the wording of the above paragraph should read:

“That the funding allocation for secondary prior attainment be amended from £355 per pupil not achieving level 4 in Maths AND English to £148 per pupil not attaining Maths **AND/OR** English so that expenditure is maintained at the same level as 2013/14?”

**Q14: NOTIONAL SEN BUDGET**

- 14.1 Please see comments in later section on matrix.
- 14.2 Based on the fact that low attainment is not always an indicator of SEN.
- 14.3 We refer to the consultation document, firstly, section 2.2 Prior Attainment is referred to as a proxy measure for SEN. It seems to assume that if a student is working within a level 3 that they automatically have SEN. I can see some logic in this but there’s a big difference between a low 3c and a high 3a. Some students may not necessarily be SEN but simply under-achieved. Isn’t Ofsted’s message about over-identification of SEN being contradicted? This crops up again in 5.2 and 5.31 with the students referred to as “low attainment”. Will any additional funding for these students be taken from SEN funding to balance the books? This is also mentioned again and both SEN and prior attainment are linked together in the funding proposals (9.6).
- 14.4 As long as there is something in place for more than 1 statemented child arriving in your school, particularly mid year when you haven’t budgeted for the additional spend.
- 14.5 As long as there is something in place for more than 1 statemented child arriving in your school, particularly mid-year when you haven’t budgeted for the additional spend.
- 14.6 The previous system of SEN funding which was related to need and the number of pupils with needs seemed fairer.

- 14.7 The funding formulae is arbitrary and not based on need.
- 14.8 As long as there is something in place for more than 1 statemented child arriving in your school, particularly mid year when you haven't budgeted for the additional spend.

**Q15: CAPPING GAINERS TO FUND LOSERS**

- 15.1 This proposal seems to go against a national instruction. The national funding formula has been designed to ensure budgets are allocated consistently, national standards are met and funding is targeted to the appropriate areas. If the Local Authority decides to top slice schools who are entitled to specific funding, these schools will not see the benefit of their targeted funding. This is especially relevant to educational establishments in poorer areas who have been allocated specific monies to deal with deprivation.
- 15.2 I would expect the capping figure of -1.5% reduced over the 5 years.
- 15.3 This may delay the inevitable for very small schools (50 or less) and deprive funding for larger 'small' schools (70>)
- 15.4 Either scheme is a fudge!
- 15.5 Capping, if it takes place, should take an increase in pupil numbers into consideration.

**Q16: DE-DELEGATION**

- 16.1 We are aware of the amount that is retained to pay for these services; however, we do not know how this money is spent and therefore cannot make an informed response.
- 16.2 We would appreciate, however, the financial data for each of the above parameters.
- 16.3 In light of DfE consultation take this out of the equation.
- 16.4 Trade union facilities can be accessed independently. I cannot see the need for the county to retain facilities.
- 16.5 Cost of trade union facilities should be at the discretion of the school- not pupil focused.
- 16.6 Schools should decide themselves: LMS.



**Q17: HIGH NEEDS ASSESSMENT MATRIX**

- 17.1 This was really clear. Thank you  
Only one suggestion relating to 'reading ages' section of last column. For very young children who do not have physical/sensory impairments and other areas that would 'score' on this chart it would take until 7/8 years to be able to grade a reading age which is 4 years below just because of how/when children learn to read and how this can be assessed. Whereas for example, a 10 year old being 4 years below would be able to be assessed as such. I think this element could be considered in relation to younger children who may have specific difficulties in this area otherwise we could be waiting for children to be old enough to meet a criteria thereby losing out on precious early time to make improvements.
- 17.2 The high needs matrix is an excellent approach to funding of SEN which we welcome but in the current form there are many gaps. BCSS has now carried out a full exercise on matching pupils against the matrix and identified the following:
- **Weighting:** Communication and Interaction: these represent a vast spectrum of needs which at the highest level can be high need and complex requiring high staffing and professional expertise / specialist equipment etc. to address. This area is also one of the most common across all schools and the weighting should recognise this. The range needs to be further broken down so you can have low level weighted as 2 and high level as 4.
  - **Classifications and descriptors:** There are vast gaps within the Physical Disability / Medical conditions section. There is no reference to the management of complex medical needs – i.e. Epilepsy or syndromes which require complex medical support through medication and management. The descriptors provided focus on physical characteristics. There is also a huge gap in terms of mental health issues. Some of our most vulnerable and complex pupils have mental health issues which present in a range of ways and need high level support and intervention to support effectively.
  - **Physical and sensory areas** – severity is viewed very much in terms of whether or not the pupil uses a wheelchair/ hearing aids/ vision aids i.e. equipment. For pupils with SLD it is often very difficult to get an accurate diagnosis/ measure of their vision/ hearing. However their functional vision/ hearing may be extremely limited (i.e. how they actually use their distance senses to function effectively and learn from the environment.) Many pupils with PMLD will have cortical visual impairment and/ or sensori-neural hearing loss i.e. the physical structures for seeing and hearing are intact but the systems for processing visual and auditory information do not 'connect' so learning through these channels is severely limited. If you are looking at visual/ sensory impairment as a 'lone' indicator this may not be significant but when combined with a learning disability as well the impact on access to learning is massive. A child with impaired distance senses may be physically able to walk but may be terrified of doing so because they cannot make sense of the world around them. In order for that child to access the learning environment safely they may need an adult to help and encourage them to move from one place to another therefore independent mobility is virtually impossible.
  - **ASD** – Many children on the autistic spectrum do not have a diagnosis. This makes it very difficult to effectively assess their needs.

- **ESBD** - High anxiety levels have a severe impact on a child's ability to learn. There is not enough emphasis on behaviours and emotional / social disturbances and delayed development resulting from disability and mental health issues. Such children and young people demonstrate very challenging behaviours often harming self and others – but there is no intent to be 'disrespectful' in such. They require specialist support and management that will be high end cost but the factors contained in the current matrix do not reflect this cohort.
- **Social skills** – For many children with SLD this manifests itself in the child being very 'hard to reach.' It takes a massive amount of time/ effort input to break through into the child's world, form relationships and eventually encourage them to explore the world beyond themselves.
- **Learning behaviours** – Many pupils with learning behaviours have a very personalised learning style.
- **Cognition and Learning** - No levels or measurement scales identified. Gradation within the matrix – insufficient to meet range of needs but agree it should not be too complex.
- **Specific learning difficulties** - This section of the funding matrix form only refers to dyslexia. The descriptors do not refer to pupils with dyspraxia, dyscalculia, dysgraphia, attention deficit disorder or attention deficit hyperactivity disorder (ADD or ADHD) and Asperger's Syndrome. These are generally accepted now under the 'Specific learning difficulty' definition.

It is impossible to compartmentalise pupil needs i.e. sensory + physical + communication + ESB + Cognitive. As soon as you have one identified need then that will impact on all other areas e.g. a child with profound hearing loss with obviously impact heavily on communication/ emotional/ social and learning behaviours.

The process of testing this matrix out took 3 hours and we only managed 4 pupils in that time. We used their Statements of SEN as well as school based evidence for the process. This clearly indicates that the timescale set for implementation of the final agreed process is unachievable. You mention 'caution' in the approach to SEN funding throughout the paper – the process needs to be refined then introduced in a phased approach – much as for mainstream and the PRUs who will not have this in place for another year.

- 17.3 There must be fairness in the approach.
- 17.4 It is a reasonable basis but doesn't take account of the setting a student is in.
- 17.5 If a child is in a large mainstream class behaviours will be different to those displayed in small SEN focused class.
- 17.5 Weighting doesn't always correspond to level of need in school. Therefore, there needs to be a mechanism in place to discuss specific cases where it is felt that greater financial support is required.
- 17.6 Q (b) – it was thought the weighting of communication and interaction should be the same as emotional, social and behavioural development as quite often the second factor arises due to the first one.

- 17.7 A lot of work has gone into this matrix, looking at all levels of need. It a fair system however it will need close monitoring so all children with additional needs have a fair and accurate funding.
- 17.8 Weighting doesn't always correspond to level of need in school. Therefore, there needs to be a mechanism in place to discuss specific cases where it is felt that greater financial support is required.
- 17.9 Weighting doesn't always correspond to level of need in school. Therefore, there needs to be a mechanism in place to discuss specific cases where it is felt that greater financial support is required.

#### **Q18: HIGH NEEDS ASSESSMENT CATEGORY WEIGHTINGS**

- 18.1 Communication and Interaction – which includes ASD – is a very broad spectrum and most if not all schools will have pupils with such diagnoses or conditions. The matrix needs to reflect the different levels of need that are encompassed in this too broad a category. Perhaps split out for low level at 2 but high level at 4 – where needs can be complex and challenging requiring high levels of staffing / expertise / input from other agencies and often specialist equipment including ICT.
- 18.2 Emotional, Social and Behavioural Development needs should be weighted at 4 to reflect the growing challenges in this category.
- 18.3 I appreciate the need to differentiate but Communication and Interaction should be equated to ESBD.
- 18.4 Much time has been spent looking at the weightings so it is a fair analysis of need. It does however need monitoring so children of similar needs access the correct levels on the matrix across all settings.
- 18.5 Weighting doesn't always correspond to level of need in school. Therefore, there needs to be a mechanism in place to discuss specific cases where it is felt that greater financial support is required.
- 18.6 Weighting doesn't always correspond to level of need in school. Therefore, there needs to be a mechanism in place to discuss specific cases where it is felt that greater financial support is required.

#### **Q19: HIGH NEEDS FUNDING TARIFF**

- 19.1 Yes although ranges in other authorities are much wider.
- 19.2 These ranges will only ensure effective provision for the children and young people if there is an effective and robust system and process for the allocation. There is insufficient information on how this will be applied and not enough time between now and April 14 for this to be implemented.
- 19.3 There is also no detail on the process of appeal which will need to be independent and timely – the risk being that staff and expertise are lost due to inappropriate funding in place

- 19.4 Once the local offer is published we will be able to make an informed decision, therefore the answer is currently no. We do not know the tariffs, our SENCO has asked for clarification and we await a response.
- 19.5 If this still continues to be affordable following the whole moderation and assessment process as described. Final amounts might differ following inclusion of actual pupil numbers.
- 19.6 The enhanced funding system used in special schools has met the needs of complex and challenging children, this allow those children who fell below the enhanced funding level to have their needs met more appropriately. However this needs close monitoring across settings.

## **Q20: TARIFF FUNDING IMPLEMENTATION**

- 20.1 At this stage we do not know the practical implications of this change, i.e. currently we provide statement review paperwork, what impact will the change have on this procedure? Consequently we not know whether the time scale is appropriate.
- 20.2 The timing is too short for special schools. There is no effective plan for the assessment and agreement of funding levels in place – or any detail on the appeal process should there be disagreements.
- 20.3 The sooner the process is set in motion the better. The schedule allows schools the appropriate time scales to ensure all children are assessed and placed on the matrix.

## **21. ADDITIONAL COMMENTS**

- 21.1 Thank you to everyone who has contributed to this. What a huge amount of work in such a complicated scenario. Most importantly, it looks fair and that is not easy to achieve, so again, thank you.
- 21.2 Special Commissioned Places: We are concerned that there is no increased provision within the (Leominster) locality for female students at key stage 3 with emotional and behavioural high needs. It does not appear from the consultation paper that Brookfield is increasing places to take this into account.
- 21.3 We welcome a review of SEN funding and the matrix approach but there are weaknesses as highlighted in the current proposals.
- 21.4 There are risk factors that have not been addressed such as loss of expertise / potential redundancy costs should funding be reduced/ protection factors.
- 21.5 Special school funding is tied to pupils and needs so there is no room for error.
- 21.6 There needs to be confidence that when the LA commissions places the school is paid appropriately for the number and levels of need. This is not currently the case for BCSS with 109 pupils and only 103 being funded appropriately.
- 21.7 Assessment process - Our annual reviews have begun and we have not had any indication regarding the assessment process identified in the documentation. The annual reviews

provide a suitable opportunity for us to review pupil's statements and overall developments/ needs. If representatives for the funding matrix are not attending meetings how can they effectively assess the pupils? Also we have not been informed about when the process for assessment begins for our pupils and the deadline is December 2013.

- 21.8 When testing the funding matrix we identified that all of the statements we reviewed were out of date. This therefore provided an unreliable assessment of that individual. Also the format for all of the statements were different, this made it difficult for us to assess using the matrix.
- 21.9 Review of pupil statements - who is going to review all of the pupils statements? Already we have identified that many statements are out of date, this has huge implications on the assessment process and would take a considerable amount of time to do.
- 21.10 The assessment guidelines are open for interpretation and could lead to inaccurate assessments if not conducted by individuals who are familiar with the young person. Will our own observations of the pupils be taken in to consideration? When will parents/ other professionals be involved in the assessment process?
- 21.11 We are a growing school with a split site for which we receive no extra funding. This has huge implications on our financial budget.
- 21.12 In the documentation it talks about the local authority provisions. Last year we had no SALT provisions for a large percentage of our pupils and currently we cannot accurately say how this has impacted on our pupil's speech and language abilities. The new funding matrix does not take into account the impact of external provision to our pupil's development, especially when they are not consistently provided.
- 21.13 Low prior factor for EYFS – this still needs to be clarified ASAP as we are not now using the 78+ points. What will the proportion be, using the New EYFS Profile assessment. The current system of scoring (1, 2, 3) suggests that 34 points average. Will 34 points be the indicator for low prior attainment? (x3 for East Ross cluster)
- 21.14 The fixed lump sum should be based on the same formula for all schools – that of pupil numbers rather than the phase of school.
- 21.15 As always Mr Green has done a sterling job in producing this complex but well thought out consultation document. Thank you.
- 21.16 We feel that there should be a review of school provision across the whole of the Local Authority.
- 21.17 We feel that Jo Davidson should write to the government about the detrimental effects of the opening of free schools in Herefordshire. Central government should be supporting the actions of the LA in closing schools which are not viable.
- 21.18 Whilst the national funding formula is designed to make funding more equitable across all schools, large schools are still funded poorly compared to others.

**MALCOLM GREEN**  
**7<sup>th</sup> October 2013**



# Herefordshire National Funding Formula Consultation

Chris Baird/ Jo Davidson/ Malcolm  
Green/Les Knight

# National Funding Formula

- Introduction
- Detailed overview and points to consider – Malcolm Green
- High Needs Proposals – Les Knight
- Opportunity for questions
- Close
- Consultation responses by 4 October 2013



# National Funding Formula

- Part of shift to a national formula
- Underlying principles:
  - Simpler
  - Pupils receive the same funding wherever they are educated
  - Pupils with similar needs receive same funding wherever they are educated
- Chance to influence proposals that shape local implementation of the national formula
- Proposals developed by officers from the local authority, school staff, Budget Working Group. Significant amount of detailed work

# National Funding Formula

## DfE Background

“To reform the school funding system so that it is fairer, more consistent and transparent and so that funding intended for education reaches schools and the pupils that need it most”

“many schools and local authorities have welcomed these changes and look forward to the fairness and transparency a national funding formula will bring”

“In a move towards a pupil-led system, there will be changes to schools’ budgets and some degree of re-allocation of funds between schools”

“Under a national funding formula, it will not be possible to maintain the same level of local flexibility”

# National Funding Formula

## National Consistency

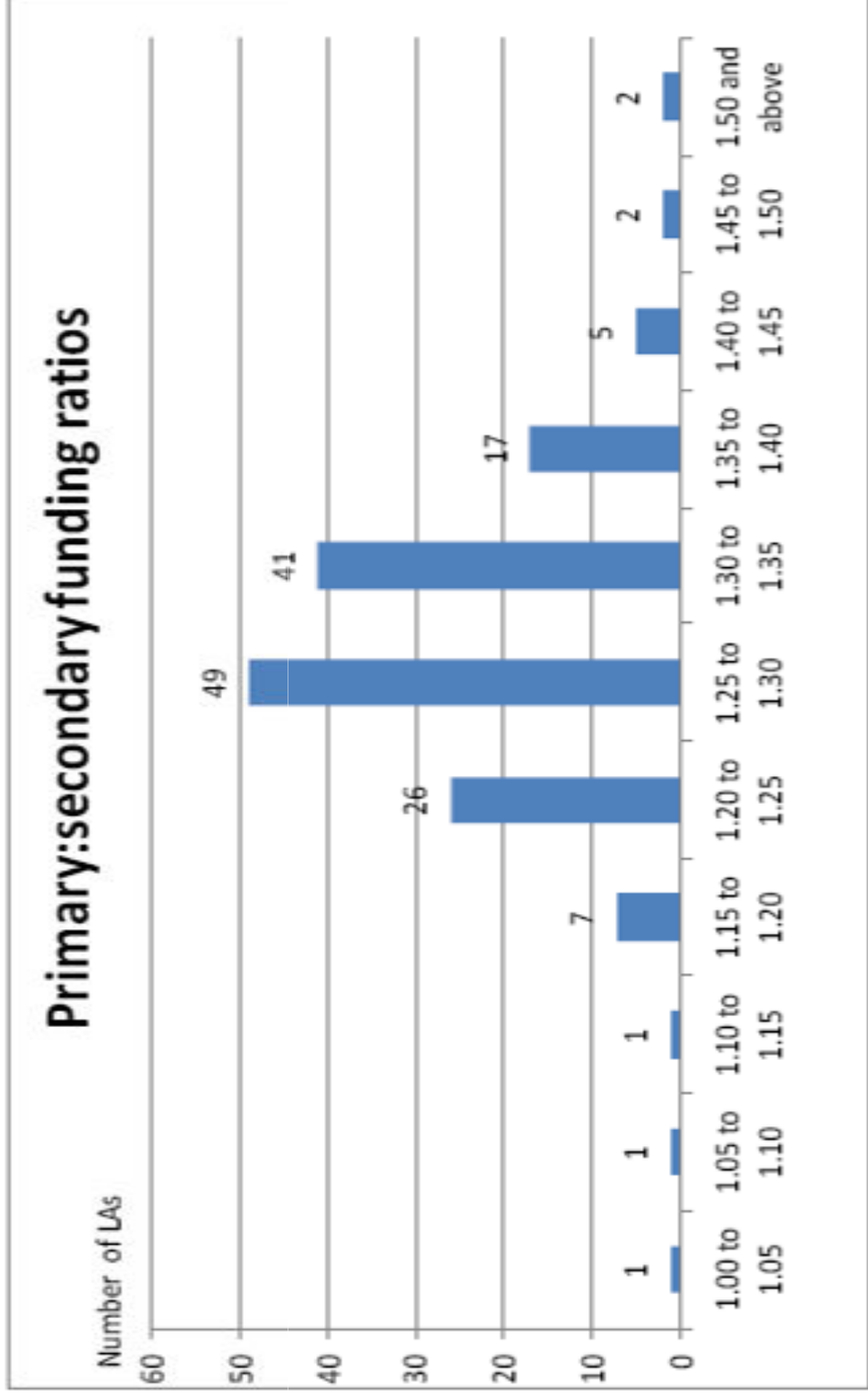
1. Maximum Lump Sum reduced from £200,000 to £175,000  
19 authorities must reduce their lump sum to comply
2. Minimum threshold for pupil-led factors set at 80%  
2 authorities below 80% in 13/14 – must comply
3. Minimum values for primary per pupil funding set at £2,000 and secondary (average) at £3,000  
No impact yet - lowest authorities at £2,122 and £3,178
4. Primary secondary ratio  
No constraints in 2014/5 but not ruled out in future

# Herefordshire Proposals

## Five year strategy

1. No new money - stand still DSG budget - £4,302 per pupil
2. Gradually move primary secondary ratio to 1:1.23 i.e. “family average” by £200k transfer annually
3. Reduce primary lump sum by £6,000 pa from £105,000 to £75,000
4. Increase secondary lump sum by £13,750` pa from £105,000 to £150,000
5. Introduce sparsity funding gradually for qualifying schools

# Primary secondary ratio DfE benchmarking



# Herefordshire Primary secondary ratio 1:1.18

## Our family

- East Sussex 1.31
- Suffolk 1.28
- Cornwall 1.27
- Devon 1.25
- Shropshire 1.24
- Wiltshire 1.24
- Gloucester 1.22
- Somerset 1.21
- Norfolk 1.16

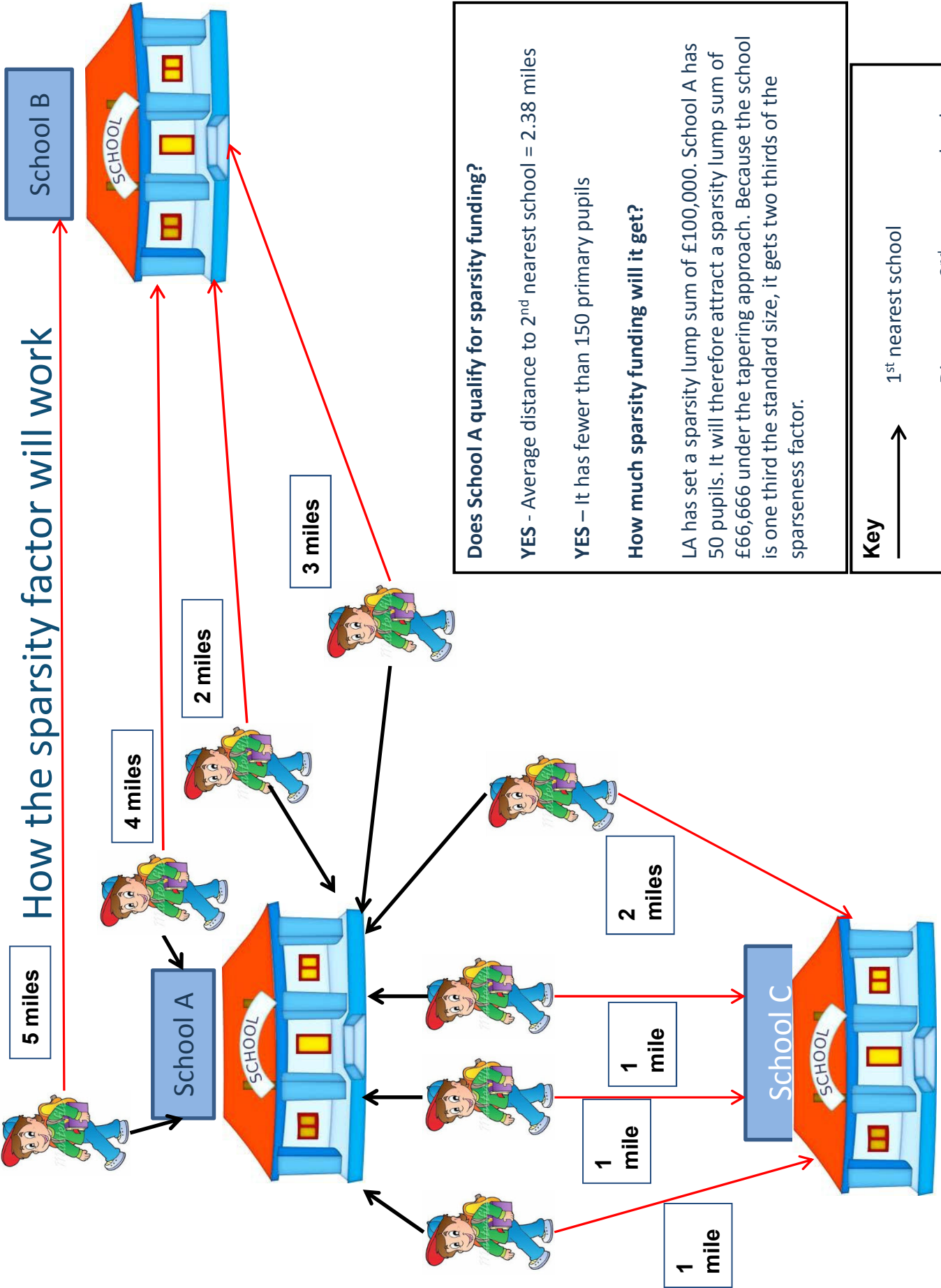
## Nationally lower than us

- Cheshire West 1.17
- Northumberland 1.16
- Norfolk 1.16
- Cumbria 1.12
- Brent 1.09
- North Yorkshire 1.21
- Worcestershire 1.25

# Herefordshire 2014/15 Proposals - Lump Sum

1. Reduce primary by £6,000 to £99,000
2. Increase secondary by £13,750 to £118,750
3. Reduction in primary lump sum reallocated
  - £2,500 to fund £200k transfer to high schools
  - £1,500 to fund primary sparsity payments
  - £2,000 to boost primary per pupil funding
4. Average per pupil funding
  - Primary £4,016 in 2013/14 and £4,015 in 2014/15
  - Secondary £4,774 in 2013/14 and £4,793 in 2014/15

# How the sparsity factor will work



**Does School A qualify for sparsity funding?**

**YES** - Average distance to 2<sup>nd</sup> nearest school = 2.38 miles

**YES** - It has fewer than 150 primary pupils

**How much sparsity funding will it get?**

LA has set a sparsity lump sum of £100,000. School A has 50 pupils. It will therefore attract a sparsity lump sum of £66,666 under the tapering approach. Because the school is one third the standard size, it gets two thirds of the sparseness factor.

**Key**

→ 1<sup>st</sup> nearest school

→ Distance to 2<sup>nd</sup> nearest school



# Herefordshire Proposals Sparsity - Primary

Costs of sparsity are

- Small classes in KS1 & KS2 and insufficient pupil funding
- Additional teaching costs for static workforce
- Assessed as £50,360 for typical 28 pupil school

Three options considered in detail

2 mile qualifying distance and £70,000 tapered lump sum

- **105 pupil threshold at total cost of £516k (A)**
- 150 pupil threshold at total cost of £917k (B)
- 70 pupil threshold at total cost of £201k (C)

# Herefordshire Proposals

## Sparsity - Secondary

- Small schools working group (2009) proposed high school subsidy as cost of Bursar (£40k)
- Now included in lump sum proposals for high schools but subject to DfE cap
- Hence propose consistency with primary schools at £70,000 tapered lump sum , 3 mile qualifying distance at a total cost (after 5 years) of £39k
- Lots of options re sparsity - Budget Working Group narrowed down to handful

# Proposed Formula 2014/15

	Primary	Secondary
Lump Sum – all schools	£99,000	£118,750
Sparsity for qualifying schools £14,000 taper & threshold 105/450 pupils	£133.33 per pupil subsidy up to threshold	£31.11 per pupil subsidy up to threshold
Basic entitlement per pupil	£2,765	£3,589 re KS3 £4,518 re KS4
Deprivation per Ever-6 FSM pupil	£2,848	£2,848
Looked After Children	£1,300	£1,300
Prior Attainment - EYFSP 78 points (or equiv') KS2 Maths OR English not achieving level 4	£228	£148
EAL - 1 <sup>st</sup> year only EAL pupil	£405	£405
Pupil Mobility – per mobile pupil	£0	£0
Split Site costs	£0	£0
PFI Contract	£0	£190,000
Business rates	At cost	At cost

# High Needs Funding

- National approach from April 2013 – in Herefordshire sought to limit change in first year but commitment to implement from April 2014
- Underpinning principle that pupils/students with the same type and level of need will receive the same level of funding irrespective of educational setting.
- Potentially leading to a single national funding formula for high needs.

# Current Position

- Mainstream Schools – Band 3 and Band 4 via a Statement of SEN or Banded Funding.
- Special Schools - Standard and Enhanced.
- Standard funding in a Special School is broadly similar to Band 4 in Mainstream.

# Mainstream Schools and FE Providers

- Settings are already funded for first £10,000 (notionally this is £4,000 paid for every pupil plus up to £6,000 delegated for SEN in base budget)
- Local Offer to define what setting would be expected to ordinarily provide up to £10,000
- For costs over £10,000 an individually assigned ‘top-up tariff’ will be awarded. Intention is to link this to EHC Plans from September 2014

# Special Schools including Post 16

- Local Authority Commissioned Special School  
Places at £10,000 per place plus individually  
allocated 'top-up tariff' as per mainstream

# Development of New Arrangements

- Working group with a wide range of representatives from Early Years, Mainstream and Special School and FE providers
- A new High Needs Matrix developed to support and inform decision making
- Matrix based on the areas of need in the indicative SEN Code of Practice
- Scoring and weighting system developed
- A sample of 40 Mainstream and 40 Special School students used to test model
- Tariff system to convert scores to actual amounts of funding proposed



# 2014/15 High Needs Top Up Tariffs

Tariff Group	Assessment Points	Tariff Value (£)
Local Offer	0-9	0
A	10-19	1,350
B	20-29	3,500
C	30-49	5,500
D	50-69	8,500
E	70-89	12,000
F	90+	16,000

- Subject to review in January 2014 when full details of the Special School pupil assessments are available.
- Any revisions to the tariff values will be considered by Schools Forum in February or March 2014 prior to implementation.

# Implementation of new High Needs Arrangements (1)

## Primary and secondary mainstream schools

- Pupils with a Statement of SEN: Band 4 (new Tariff C) – to be assessed using the high needs assessment matrix on a rolling basis from 1st January 2014 as part of the Annual Review process. All funding changes will be effective from the date of Annual Review or 1st April 2014 whichever is the later (approximately 180 pupils)
- Pupils with a Statement of SEN: Band 3 (new Tariff A) – to be re-assessed only on change of school or change of Statement (approximately 180 pupils)
- Banded Funding – funding will continue at current rate until the end of the allocation.

# Implementation of new High Needs Arrangements (2)

## **Special Schools and resourced provision**

- All Special School pupils/students to be re-assessed between 1st October 2013 and 16th December 2013 either via the Annual Review process or through a phased programme of planned re-assessments.
- All assessments will be moderated by the Local Authority. All funding revisions will be effective from the 1st April 2014.

# Implementation of new High Needs Arrangements (3)

## Post -16 students in FE providers (day placements only)

- Given the low numbers of Post-16 students in further education providers, students will be assessed against the assessment matrix and the results will be discussed individually with each provider prior to implementation from 1st August 2014.

# Implementation of new High Needs Arrangements (4)

## Early Years

- There will be no change for private, voluntary and independent settings in 2014/15 proposals will be brought forward in conjunction with Early Years representatives for a simplified assessment matrix in 2015/16 more applicable to the early years sector and which will take account of the different funding arrangements for early years providers and the expectations that will be described in the Local Offer.

# Implementation of new High Needs Arrangements (5)

## **Pupil Referral Units**

- During 2014/15 it is intended to assess all PRU pupils for high needs tariff funding so that all Herefordshire pupils are funded on a consistent basis.
- Detailed proposals will be included in the consultation proposals next year for the 2015/16 school funding arrangements.

# Appeal

- For all high needs pupils/students, there will be an appeal process which can be used by schools for those exceptional cases where the High Needs Funding Tariff is considered insufficient to meet any pupil's individual needs.

# Timelines

1. Consultation meetings 19<sup>th</sup> – 26<sup>th</sup> September
2. Consultation response by 4<sup>th</sup> October (\*earlier preferable)
3. Budget Working Group to review feedback on 11<sup>th</sup> October
4. Schools Forum to agree formula and values on 25<sup>th</sup> October
5. Provisional submission to EFA by 31<sup>st</sup> October
6. Adjust based on October pupil numbers and final DSG
7. Schools Forum to finalise 21<sup>st</sup> January
8. Final submission to Education Funding Agency 25<sup>th</sup> January
9. Issue of school budgets end of February

[school.funding@herefordshire.gov.uk](mailto:school.funding@herefordshire.gov.uk)





<b>MEETING:</b>	<b>HEREFORDSHIRE SCHOOLS FORUM</b>
<b>MEETING DATE:</b>	<b>25 OCTOBER 2013</b>
<b>TITLE OF REPORT:</b>	<b>REVIEW OF PROVISIONS FOR SUBSTITUTION AT SCHOOLS FORUM</b>
<b>REPORT BY:</b>	<b>GOVERNANCE SERVICES</b>

## 1. Classification

Open

## 2. Key Decision

This is not an executive decision

## 3. Wards Affected

County-wide

## 4. Purpose

To review the provisions in the Forum's Constitution on substitute membership.

## 5. Recommendation(s)

**THAT: the Forum considers whether it wishes to vary the provisions in the Constitution regarding substitution.**

## 6. Alternative Options

6.1 A number of options are set out at paragraph 8.5

## 7. Reasons for Recommendations

7.1 To provide an opportunity to review the provisions on substitution in the Forum's Constitution.

## 8. Key Considerations

8.1 The current provisions on substitute membership are set out in section 7 of the Forum's Constitution:

*“The Forum shall not be quorate if less than 40% of the total membership is present at the meeting. Members unable to attend should therefore arrange cover from nominated substitutes, appointed in compliance with the arrangements below.*

*Substitutes are to be nominated in the same way as members. Democratic Services should be notified of the names of all substitutes.*

*Head teachers can be represented by senior school staff including principals, deputy Head teachers, bursars or other persons responsible for financial management of the school.”*

8.2 The Department for Education publication: Schools Forums: operational and Good Practice Guide (September 2012) (paragraph 1.40 (d)), reflecting Regulation 8 (8) of The Schools Forum (England) Regulations 2012, states:

*“substitutes: the local authority must make arrangements to enable substitutes to attend and vote at Schools Forum meetings. This applies to schools members, Academies members and non-schools members. The arrangements must be decided in consultation with Schools Forum members.”*

8.3 The current provision in the Forum’s Constitution means that substitutes should be nominated by Herefordshire Association of Head Teachers, the Primary Heads Forum, Academy proprietors etc

8.4 However, in addition to this provision Head Teachers have the discretion to nominate a representative from their school.

8.5 The options in place of the current system would appear to be as follows:

(a) Nominating Groups be invited to nominate a substitute on a member by member basis;

(b) Nominating Groups be invited to nominate a pool of members on which the person wishing to nominate a substitute can draw;

(c) To authorise each member to nominate a named substitute who will be able to attend meetings in their absence; or

(d) To authorise each member to nominate a named substitute for a meeting as the need arises.

8.6 Substitutes have full voting powers and it is important that the appointment of substitutes is therefore transparent and robust and that representation is acceptable to the nominating group. This implies that the nominating group should determine substitutes in the same way that it determines Members.

8.7 There is also strength in preserving a degree of continuity. Nominated Substitutes would be in a better position than ad-hoc substitutes to maintain a watching brief on the Forum’s work, keeping themselves up to date by reading the Forum’s papers and therefore more able to deputise effectively for a Forum Member.

8.8 The last two options set out at paragraph 8.5 (c-d) are therefore not recommended.

- 8.9 The approach followed by some neighbouring authorities is set out in the appendix to this report.
- 8.10 The Forum also needs to decide whether it wishes to retain or to delete the provision permitting Head Teachers to nominate a representative from their school to attend in their place.
- 8.11 It is proposed that the substitution arrangements that are agreed would apply to the Budget Working Group and other Sub-Groups formally established by the Forum.

## **9. Community Impact**

- 9.1 There is no community impact.

## **10. Equality and Human Rights**

- 10.1 There are no equality and human rights implications.

## **11. Financial Implications**

- 11.1 There are no financial implications.

## **12. Legal Implications**

- 12.1 In accordance with Regulation 8 (8) of The Schools Forum (England) Regulations 2012, the Authority must make arrangements to enable substitutes to attend and vote at meetings of the forum on behalf of schools members, Academies members and non-schools members, in consultation with members of the forum.

## **13. Risk Management**

- 13.1 This report has no risk implications.

## **14. Consultees**

- 14.1 Officers of the Council.

## **15. Appendices**

- 15.1 Appendix – Summary of approaches to substitution by neighbouring authorities..

## **16. Background Papers**

- 16.1 None identified.

## Summary of Approaches to Substitution by Neighbouring Authorities

### Gloucestershire Schools Forum

“All groups of Forum members (secondary, special and primary school head teachers and governors) should nominate sufficient substitutes. This is necessary to ensure each elected Forum member can identify a substitute to enable meetings to be quorate. The election procedure must seek substitutes in addition to Forum members.”

### South Gloucestershire Schools Forum

“The electing/appointing bodies are entitled to appoint designated substitutes for each representative they elect to the Forum.

Any Forum member who is unable to attend a meeting may ask one of the designated substitutes from their appointment group to attend on their behalf. All apologies must be given via the Chair of the Schools Forum. The Chair of the Schools Forum must be informed of any substitution.

Designated substitutes will always receive copies of the agenda papers for each meeting for information.”

### Shropshire Schools Forum

Shropshire has invited the various groupings on the Forum each to nominate one substitute for their group.

### Worcestershire Schools Forum

“Each individual Forum member will nominate a named substitute who will be able to attend meetings in their absence. Substitute members are bound by the provisions in the Constitution and will have full membership rights and powers for any meetings they attend as a substitute.”



<b>MEETING:</b>	<b>HEREFORDSHIRE SCHOOLS FORUM</b>
<b>DATE:</b>	<b>25 OCTOBER 2013</b>
<b>TITLE OF REPORT:</b>	<b>WORK PROGRAMME</b>
<b>REPORT BY:</b>	<b>GOVERNANCE SERVICES</b>

**CLASSIFICATION:** Open

**Wards Affected**

County-wide

**Purpose**

To consider the Forum’s work programme.

**Recommendation**

**THAT:** the Work Programme be noted, subject to any comments the Forum wishes to make.

**Herefordshire Schools Forum – Work Programme 2013/14**

<b>Friday 29 November 2013 9.30 am</b>
<ul style="list-style-type: none"> <li>• Capital Investment 2013/14 Update</li> <li>• DSG Underspend 2011/12</li> </ul>
<b>Friday 17 January 2014 2.00 pm</b>
<ul style="list-style-type: none"> <li>• Update on the Council’s financial position</li> <li>• Dedicated Schools Grant settlement and proposed budget 2014/15</li> <li>• Finalisation of High Needs Multi Tariffs</li> <li>• Finalisation of National Funding Formula values</li> <li>• Capital Investment Programme Principles 2014/15</li> <li>• School Balances</li> <li>• Workplan 2013/14</li> </ul>

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Further information on the subject of this report is available from  
 Tim Brown, Governance Services on (01432) 260239

<ul style="list-style-type: none"> <li>• Dates of Meetings</li> </ul>
<b>Monday 17 March 2014 9.30 am</b>
<ul style="list-style-type: none"> <li>• Workplan 2013/14</li> <li>• Dates of Meetings</li> </ul>
<b>Friday 16 May 2014 9.30</b>
<ul style="list-style-type: none"> <li>• Annual Review of Forum Membership to ensure broadly proportional representation is maintained</li> <li>• Annual Review of Budget Working Group Membership</li> <li>• Workplan 2013/14</li> <li>• Dates of Meetings</li> </ul>

## Background Papers

- None identified.