

MINUTES of the meeting of Herefordshire Schools Forum held at : Council Chamber, Brockington, 35 Hafod Road, Hereford, HR1 1SH on Tuesday 7 July 2009 at 2.00 pm

Present: Mrs JS Powell (Chairman)
Mr NPJ Griffiths (Vice Chairman)

Mrs S Catlow-Hawkins, Mrs D Coates, Mrs E Christopher, Mr J Docherty, Mrs C Garlick, Mr M Harrison, Rev. D Hyett, Mr J Godfrey, Mrs A Jackson, Mrs R Lloyd, Mrs A Prichard and Mr R Thomas.

In attendance: Mrs R Hatherill and Councillor PD Price

12. ELECTION OF CHAIRMAN

Mrs JS Powell was nominated and seconded for the Chair.

RESOLVED: That Mrs JS Powell be appointed as the Chair of Herefordshire Schools Forum for the ensuing year.

13. APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr T Edwards, Ms T Kneale, Mr P Whitcombe, Mr T Knapp and Ms S Woodrow.

14. NAMED SUBSTITUTES (IF ANY)

Mrs D Coates substituted for Ms T Kneale.

15. DECLARATIONS OF INTEREST

There were no declarations of interest.

16. MINUTES

RESOLVED: That, subject to the following amendments, the Minutes of the meeting held on 2 June 2009 be approved as a correct record and signed by the Chairman,

- (i) the word 'together' in Resolution (a) to Minute no.10 be deleted;
- (ii) the word 'high' be substituted with the word 'all' in the Resolution to Minute no.11.

17. LATE ITEMS/ANY OTHER BUSINESS

There were no late items or any other business.

18. FINANCE REVIEW REPORT

The Forum received an independent report on Schools Funding issues for consideration and report back to the Schools' Task Group.

Prior to considering the report, the Forum received a power point presentation by the Director of Children's Services with regard to Schools' Revenue Funding and Children's Revenue Funding. The Director referred to concern that had been raised by members at previous Forum meetings on the complexities of Schools funding and informed members that the presentation was intended to provide members with a better understanding of schools revenue funding and greater transparency. A copy of the power point presentation is attached to the Minutes.

The presentation covered the funding sources for schools and other services to Children and Young People (CYP), Dedicated Schools Grant, the division of funding to schools and other services, and grants including Standards fund and Area Based Grant. Budgetary values based on 2009/10 financial year for the funding sources were also set out.

The Director also circulated at the meeting the following information in support of the presentation, copies of which are attached to the Minutes:

- (a) Local Authority Expenditure including Area based Grant - Appendix 1
- (b) Dedicated Schools Grant (DSG) 2009/10 - Appendix 2
- (c) Grants 2009/10 – Appendix 3
- (d) Area Based Grant (ABG) 2009/10 Allocations – Appendix 4
- (e) Standards Fund Grants 2008 – 2011 – Department for Children, Schools and Families (DCSF) Publication

The Director emphasised that Appendix 1 gave a separation of this years financial figures for all Council funded central services for CYP. Appendix 2 specified the services paid for from the DSG provisional allocation and specified the Direct School Grants. Appendix 3 gave a breakdown of all the grants which were also referred to in the presentation.

The Director informed the Forum that it was the intention in future to present financial information to the Forum in a sharper format. This would include an annual spreadsheet showing central Funding, DSG and retained elements, ABG and other grants. Forum decisions and the impact of those decisions would also be included in that information.

A member referred to the situation where the local authority makes the decisions to close schools and that schools must adhere to such decisions. The member asked if there was a centrally held funds target figure set by the Local Authority to reduce spend.

The Director confirmed that should the Authority decide to close schools at any point in the future the funding would be returned to the schools ISB and levels agreed by the Forum. In emphasising that there was not a target to reduce central spend specifically; the Director informed members that there was a need to achieve good value in delivering core services. The Director also emphasised there was a delicate balance in achieving funding levels and achieving good value. There would need to be consultation and debate with the Forum on those issues if any configuration of central services to schools were to change.

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A member asked why Herefordshire was one of the lowest educationally funded authorities.

The Director informed the Forum that the factors which the government considered when allocating funds were deprivation and high pupil density. Both factors were prevalent in urban areas and, therefore, such areas attracted more government funds.

The member took the view that parents and the public should be made aware of such funding issues.

The Chairman referred to Children's and Young Peoples Directorate central costs and that there was a degree of uncertainty in schools as to where funds come from.

The Director responded and referred members to the appendices for details.

The Chairman welcomed Lynn Wright, Independent Consultant, who had been asked by the Schools' Task Group to consider the way forward on Schools funding issues and demonstrated the impact of maintaining the status quo as well as considering the implications of any future changes.

The Consultant emphasised that the report did not refer to schools by name and that all scenarios were hypothetical. The DCSF was currently reviewing the pupil funding formula but there was doubt that this might have little real beneficial impact in Herefordshire. She referred to paragraph 4 and the fact that Herefordshire was one of the lowest funding levels of the nationally distributed DSG. She drew members' attention to paragraph 5 iii, iv and v which highlighted the impact on funding with the loss of one pupil and the sum of money which would need to be found from within central services funded by DSG as a consequence. Also, the cost escalation of the loss of more than one pupil which could have a disproportionate affect on primary schools.

A member asked if there were opportunities to arrange some services differently which are currently centrally held and therefore delegate funding to schools for these purposes. The Director of Children's Services agreed but emphasised that some services were statutory and also that the LA held a key role in quality assurance. Any such changes would need further debate with schools and careful consideration. The consequences of allocating money should be considered carefully, because once allocations were made, such actions were difficult to reverse.

The Consultant made reference to the increase in the numbers of schools experiencing financial difficulties and operating with deficit budgets. She also referred to Appendix 2 to her report where she was trying to show the full budget allocations of schools banded in sizes. She drew members' attention to the fact that 69 schools in the county receive some sort of protection which had been agreed by the Forum and that the funding for this came from schools with greater pupil numbers. The emphasis being that all schools are affected by reducing rolls. She referred to the fixed base allocation that primary and secondary schools receive for management and premises before pupil numbers are considered and paragraph 11 endeavoured to show objectively the consequences of the fixed base allocation. She emphasised that a combination of reductions in expenditure achieved through the possible reduction in the number of schools would mean that those funds would remain within the Individual Schools Budget for redistribution via the funding formula across a smaller number of schools. With regard to Appendix 1 to the report, she stated that Herefordshire compares favourably with neighbouring councils in retaining

less at the centre than most. Referring to Appendix 3, she informed members that the table demonstrated the affect of falling rolls on individual schools over a three year period and the indicative budgets according to cluster allocations using January 2008 pupil numbers. The model would be updated using January 2009 numbers at the end of September.

A Member drew attention to the fact that funding was in place until 2011 and that the Task Group notice this for discussion. The Director agreed with the point made. She advised the members that the Task Group had found this funding aspect quite complex and particularly wanted the Forum to discuss this aspect and comment to the Group.

The Director advised that the purpose was to bring the detailed information to members with a view to the Forum discussing how future decisions can be considered.

The Consultant emphasised that the report shows that it will not be possible to maintain the status quo but that some changes must be made to enable children to receive the best education possible.

A member expressed concern that if the current allocation of funding was maintained, it would be at enormous cost to schools.

The Consultant was of the view that resources for the provision of education in Herefordshire were currently overstretched and not sustainable in the medium term.

The Director advised that the current funding system was creaking at the edges in its entirety and it would mean an open and transparent debate in many forums to address the issues. The Schools Task Group was addressing the problem.

A member referred to the recent article in the local press which stated that as a consequence of decisions taken at today's meeting of the Forum, some schools will close. She suggested that a public statement be made to advise the public on the current situation with regard to schools.

The Director informed members that she would consult Councillor PD Price, Cabinet member for ICT, Education and Achievement together with the Chairman of the Forum to make a public statement.

The Consultant emphasised that there is a need to formulate a view at Cabinet level and Task Group level and to achieve a vision for children.

RESOLVED: That as trends in falling pupil numbers and attendant reductions in funding will require a re-evaluation of existing provision necessitating consideration of a schools reorganisation, the Schools Forum is therefore looking to Cabinet to provide a lead on how this issue can be taken forward and that the lead should be clarified by the Cabinet within the next financial year.

19. REVISED CONSTITUTION FOR SCHOOLS FORUM

The Head of Planning Policy and Performance presented a report regarding the proposed revision of the constitution. He advised that following on from the last meeting, the constituent bodies had been consulted and their comments were included in the report. He informed members that he would ensure that School Finance would be included in induction training for new members as a key issue.

A teacher staff representative informed the Forum that at a recent meeting of teaching staff, the meeting was of the view that their representation on the Forum should remain at two, one representative for primary schools and one for secondary schools.

(Chris – Nigel Griffiths supported the inclusion of a business manager rep. but there was no specific resolution to that effect. Do you agree with me?)

An Early Years and Extended Services Member supported the need for the representation for early years to remain at two members and that in reducing the proposed membership to one member would not give adequate representation on the Forum to serve all the providers and children.

A 14 -19 partnership representative strongly supported the need for two members on the Forum for the reasons as set out in the report.

The Head of Planning Policy and Performance informed members that the new membership would be phased in for current members taking into account their remaining term of office. He advised that there would be consultation between Financial Services and the Budget Review Working Group to formulate a Forward Plan.

RESOLVED: That, subject to the following amendments, the proposed revised constitution as attached to the report be approved to take effect on 1 September 2009:

- (i) the Teaching Association representation be deleted to be replaced with one primary school Trade Union representative and one secondary school Trade Union representative;**
- (ii) there will be two Early Years and Extended Services representatives;**
- (iii) there will be two 14-19 Partnership representatives;**
- (iv) Herefordshire Association for Secondary Headteachers will be set the Term of office for their representatives to comply with a maximum three year term of office.**

The meeting ended at 3.15 pm

CHAIRMAN

Schools Forum

July 2009

POWER POINT
PRESENTATION

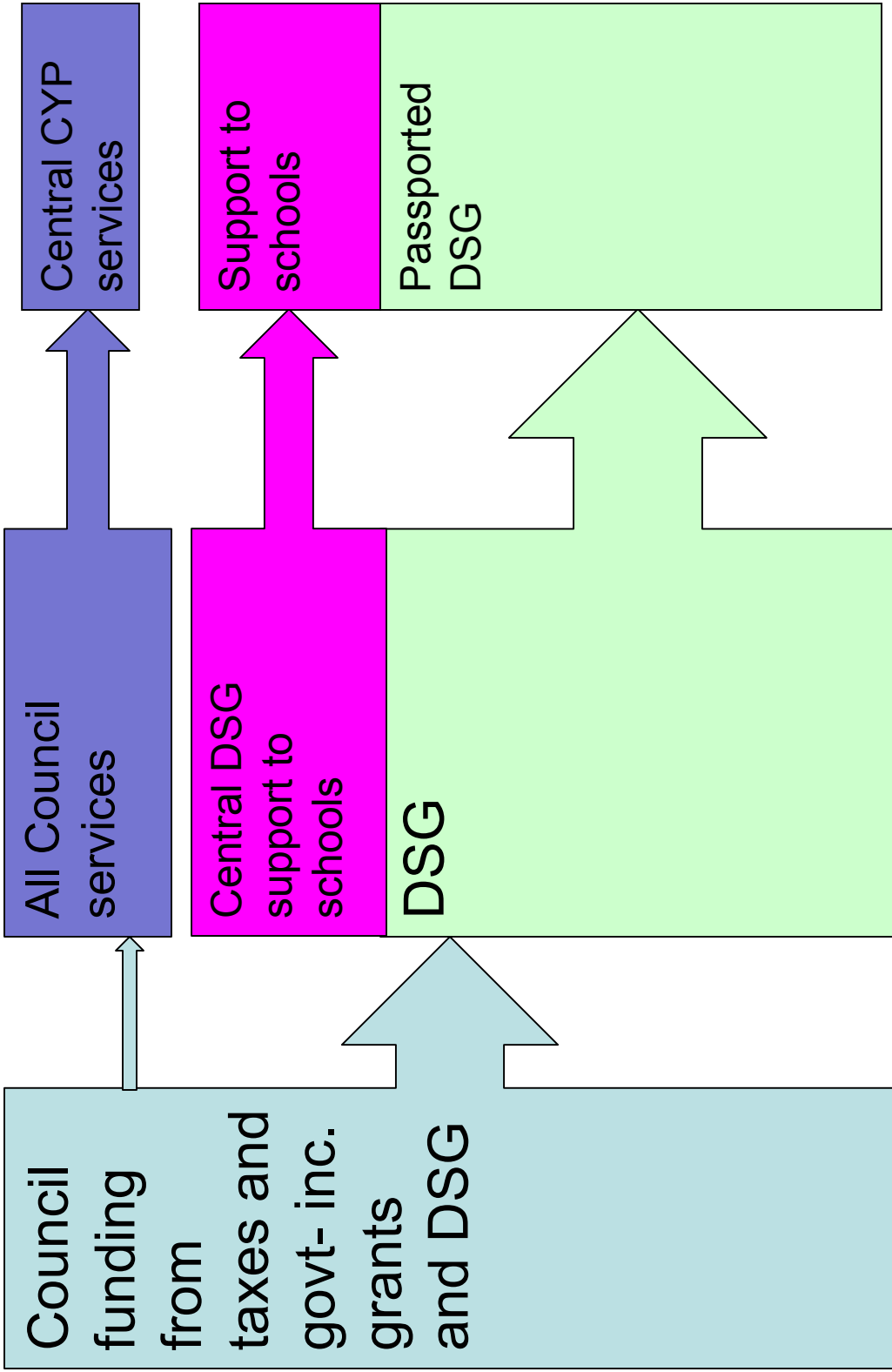


Understanding Children's and Schools' Revenue Funding

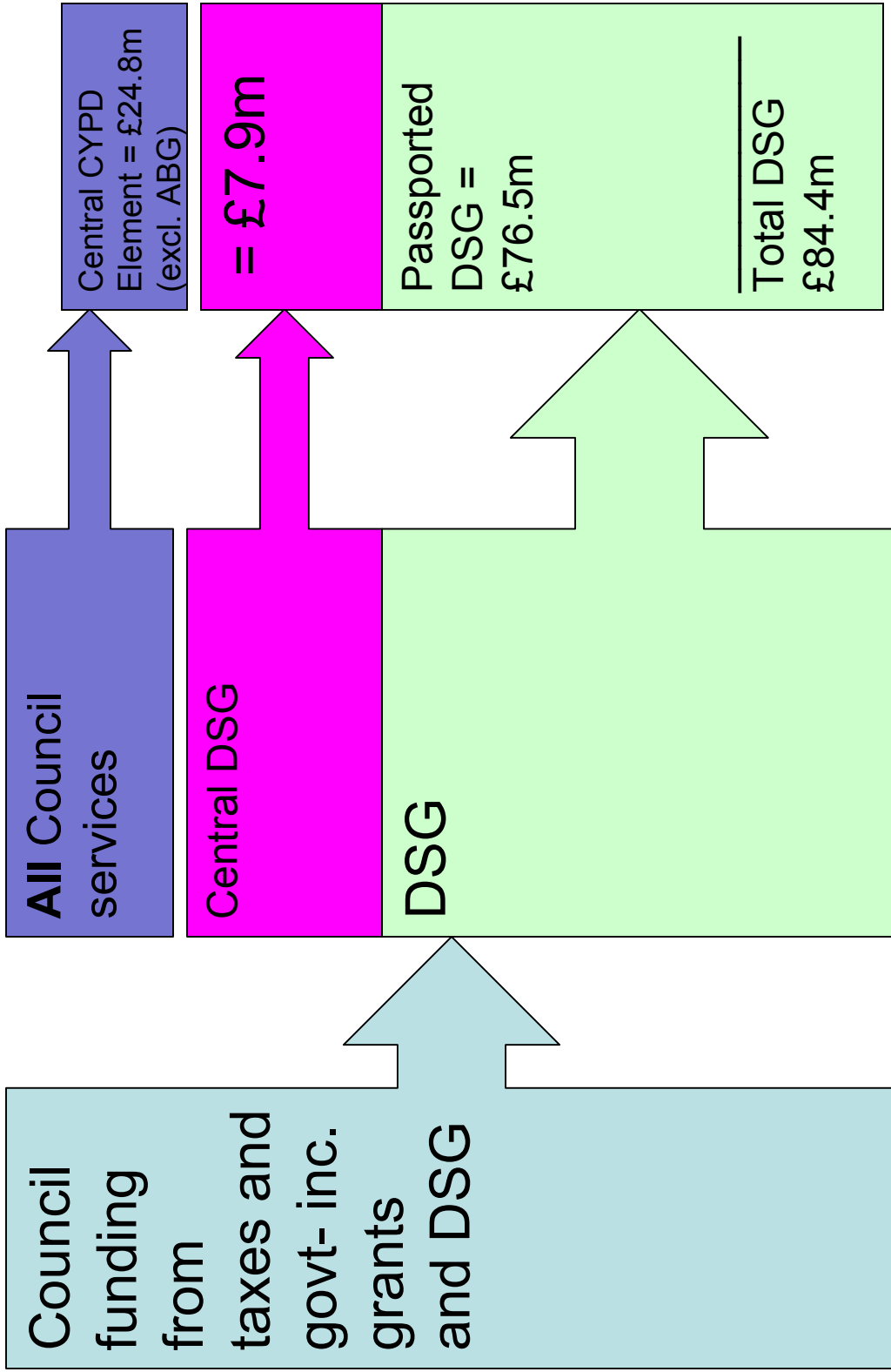
We will cover:

- Funding sources for schools and other services to CYP
 - DSG
 - How much % funding is allocated to schools and other services
 - Grants including Standards Fund and Area Based Grant
- NB: all figures are 2009-10

Main funding



More detail



CYPD central costs

Examples – details to follow	
Specific to School Support	Specific to Other CYP Services
e.g.	e.g.
<ul style="list-style-type: none"> • EWS 	<ul style="list-style-type: none"> • Youth Services
<ul style="list-style-type: none"> • SIS 	<ul style="list-style-type: none"> • Social care
<ul style="list-style-type: none"> • Transport 	<ul style="list-style-type: none"> • Fostering
<ul style="list-style-type: none"> • Ed Psych • SEN Casework • Asset Management 	<ul style="list-style-type: none"> • Social workers • Residential Care • Family Support incl Adoption • Commissioning • Connexions

Central DSG

Educated out of school 0.4%
PRUs 1.1%
Under 5s 0.6%
Ind spec sch 0.9%
SEN 2.1%
Nurs. Ed 3.4%
Total 8.5%
Admissions / behaviour / LEA pool / inclusion 0.9%
Total 9.4%
£7.9m

Allocations % are decided by formula/ decisions of Schools Forum

NB: figs are rounded - refer to appendix for full breakdown

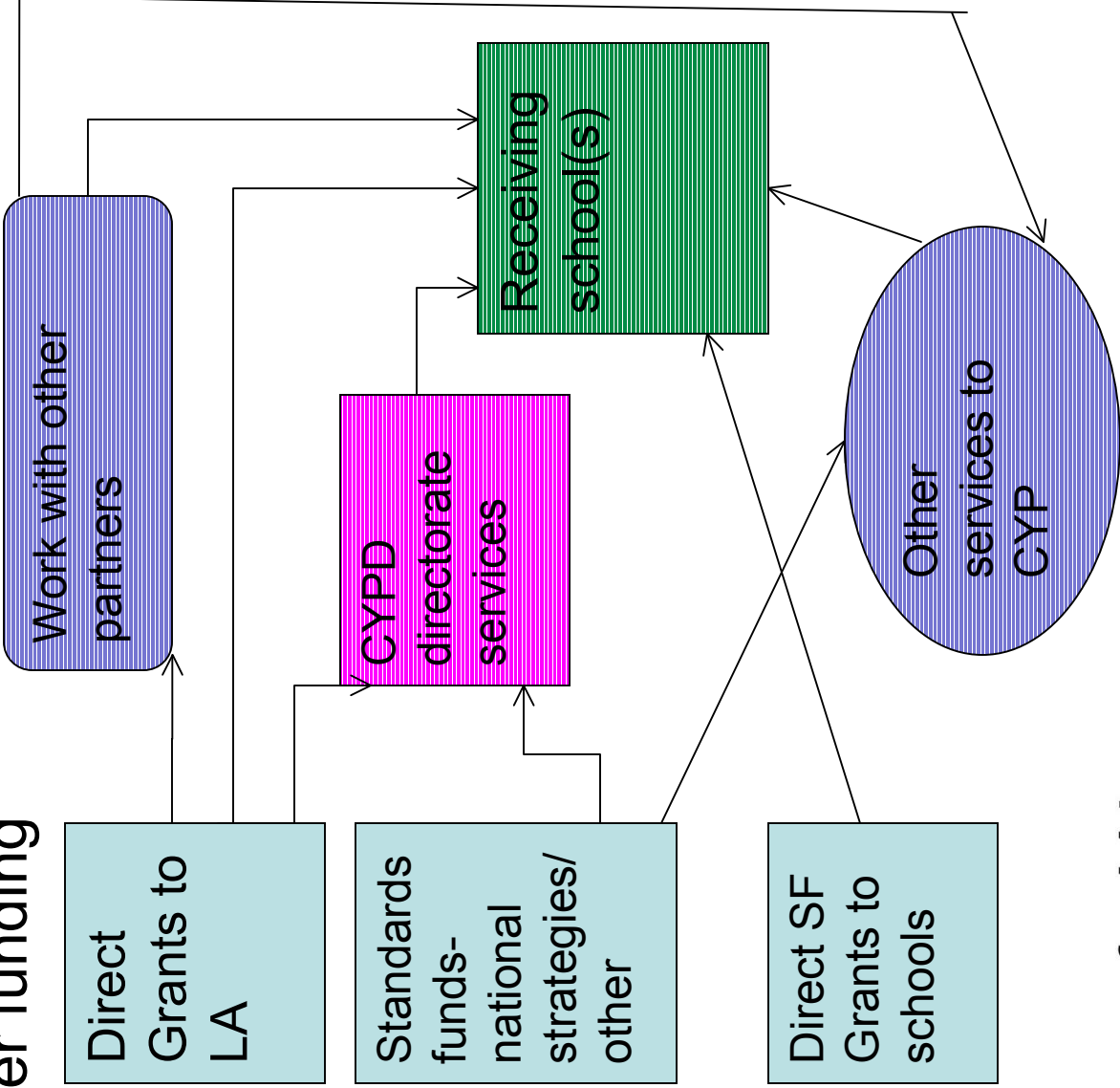
Schools' DSG

Primary ISB 46.0%
Secondary ISB 42.9% - 2.7% LSC = 40.2%
Special ISB 4.5%
Total 90.6%
Total £76.5m

Other Funding

Direct to schools grants £12.2m
ABG £4.1m
Other SF not devolved £3.2m
Council funded CYP £24.8m (inc property & overheads)

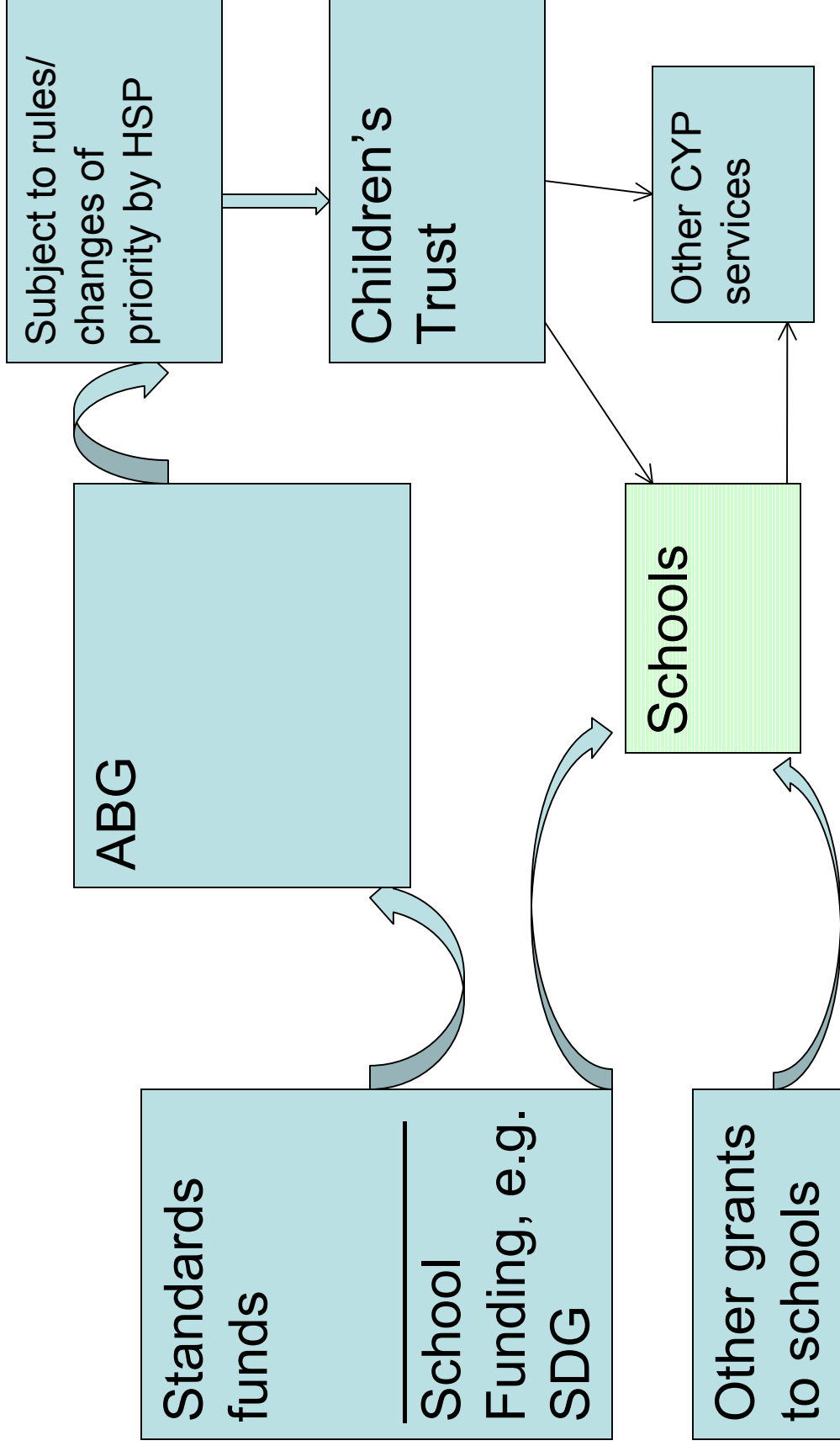
Other funding



Decisions for spend will be against key priorities in CYP plan

Remember some of these will be specific/ring fenced

More details of grants



**Herefordshire
Council**

Working together for the people of Herefordshire

NHS
Herefordshire

Mainstream schools (incl Academy)

DSG – Pupil Formula

	Primary	Secondary
Age Weighted Pupil Numbers	£27.6m 71%	£29.2m 75%
Additional Pupil Funding	£1.8m 5%	£1.2m 3%
LSC Sixth Form Funding	£0m 0%	£2.3m 6%
SEN & Banded Funding	£2.3m 6%	£2.0m 5%
AEN – Social Deprivation Site Specific Factors	£1.1m 3% £0.1m 0%	£1.1m 3% £0.0m 0%
School Specific - Fixed costs	£5.8m 15%	£3.2m 8%
Minimum Funding Guarantee	£0.1m 0%	£0 0%
Total Funding £77.8m less £2.8m Academy +£3.8m Specials - £2.3m LSC = £76.5m Mainstream schools DSG.	£38.8m 100%	£39.0m 100%

Comparing Herefordshire spend 2008-9 (incl grants)

Local Authority Herefordshire	Centrally held DSG 3 rd Lowest (£)	DSG to schools 3 rd Highest (£)
Cornwall	888	3,851
Shropshire	885	3,703
East Sussex	754	3,893
Gloucestershire	708	3,767
Dorset	642	3,861
Wiltshire	635	3,770
Somerset	625	3,740
Devon	557	3,814
Herefordshire	532	3,879
Norfolk	465	4,001
Suffolk	437	3,819

APPENDIX 3

Schools Forum 7th July 2009

Grants

Direct to schools	£m	%
Schools Development Grant	4.19	22%
School Standards Grant	7.12	37%
School Standards Grant (P)	<u>0.88</u>	<u>5%</u>
Total - services for schools	12.19	63%

Other Standards Funds

School Lunch Grant	0.24	1%
Ethnic Minority Achievement	0.05	0%
Making Good progress	0.38	2%
Extended Schools - Sustainability	0.49	3%
Extended Schools - Subsidy	0.09	0%
Primary Strategy - Targetted	0.81	4%
Secondary Strategy - Targetted	0.36	2%
Early Years Extension of free entitlement	0.37	2%
Music	0.29	1%
Aim Higher 08/09 Final Term	0.05	0%
KS4 Engagement Programme	<u>0.07</u>	<u>0%</u>
Total - other standards funds	3.20	16%

Area Based Grant**Health**

CAMHS	0.20	1%
Healthy Schools	0.05	0%
Teenage Pregnancy	0.10	1%
Substance misuse	0.06	0%

Safeguarding

Child Death Overview	0.02	0%
Social Care Workforce	0.17	1%
Care Matters	0.11	1%

Schools

Primary school improvement team	0.11	1%
Secondary school improvement team	0.14	1%
School Improvement Partners	0.10	1%
School Intervention	0.07	0%
School attendance and behaviour	0.07	0%
Training for TA	0.06	0%
SEN	0.02	0%
Extended schools	0.69	4%
School choice advisor	0.02	0%

Positive activities for young people

Diversionsary activities	0.05	0%
Youthzone	0.00	0%
Family support services	0.34	2%

EET

14-19 agenda	0.04	0%
Youthzone development	0.00	0%
Connexions	1.47	8%

Transport and accessibility

School travel plans	0.03	0%
Extended rights to travel	0.08	0%

Children's Trust Funds	0.00	0%
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participation/communications	0.01	0%
commissioning / development	<u>0.07</u>	<u>0%</u>
TOTAL ABG	4.08	21%

Total Grants	<u>19.47</u>	<u>100%</u>
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APPENDIX 2

Schools Forum 7th July 2009
Dedicated Schools Grant 2009/10

Analysis of Expenditure

School Expenditure	£m	£m	%
ISB Primary		38.8	46.0%
ISB Secondary		36.2	42.9%
ISB Special		3.8	4.5%
		<u>78.8</u>	93.4%
Less LSC grant		-2.3	-2.7%
Schools Total Spend		<u>76.5</u>	90.6%

Central Expenditure

PVI nurseries		2.9	3.4%
Contingencies		0.1	0.1%
Provision for pupils with SEN		1.8	2.1%
Support for inclusion		0.2	0.2%
Pupils in independent special schools	2.0		
less social care LA share	-0.8		
less LSC grant	-0.4		
net cost to DSG of independent special schools		0.8	0.9%
Pupil Referral Units		0.9	1.1%
Education out of school		0.3	0.4%
central expenditure on Under 5s		0.5	0.6%
Admissions		0.2	0.2%
Miscellaneous (LEA Pool)		0.1	0.1%
Other - Behaviour support, 14-19		0.1	0.1%
Central Expenditure Total Spend		7.9	9.4%
DSG - provisional allocation		<u>84.4</u>	100.0%

Direct School Grants

School Standards Grant	4.2
School Standards Grant (Personalisation)	0.9
School Development Grant	7.1
School Total Grants	<u>12.2</u>

Area Based Grant	4.1
Other Standards Funds - not devolved as at 01.04.09	3.2
Local Authority Budget for CYPD	23.6

Sources: Section 52 2009/10 version1 - does not include capital and DSG carry forwards.
Grants taken from DCSF Standards Fund website 3rd July 09

APPENDIX 1

Schools Forum 7th July 2009

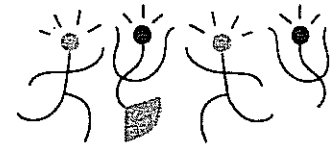
Local Authority Expenditure (incl ABG)

Services for Schools	£m	%
SEN incl Ed Pychs & casework	0.9	3%
School Transport	5.0	17%
College Transport	0.4	1%
Education Welfare	0.3	1%
School Improvement	1.5	5%
Access - Asset management	1.1	4%
Total - services for schools	9.2	32%
Services for young people		
Youth Work	1.2	4%
ABG - Connexions	1.5	5%
Student Support	0.2	1%
Youth Justice	0.3	1%
Total - other young people	3.2	11%
Safeguarding & Vulnerable children		
Residential care	2.1	7%
Fostering Services	2.4	8%
Joint Agency Management	0.8	3%
Looked after Children	0.8	3%
Children & Yound people's safety	0.5	2%
Family Support Services	1.4	5%
Adoption services	0.3	1%
Other Family services	0.4	1%
Commissioning & social work	5.3	18%
CYP Plan	0.2	1%
Total - safeguarding	14.2	49%
Local Authority Education Functions		
Statutory/ Regulatory Duties	1.5	5%
redundancy costs	0.7	2%
pension liabilities	0.1	0%
Total LA education	2.3	8%
Total Local Authority spend	28.9	100%
Funded By : CYPD	23.6	82%
ABG	4.1	14%
Property & overheads	1.2	4%
Total	28.9	100%

Note: above includes recharges for property and other central services within S52 budget statement
- will not balance precisely to CYPD budget at £23.6m

Source - Section 52 Budget Statement 2009/10

Standards Fund grants 2008–2011



YOUNG GIFTED & TALENTED

The following is a list of government grants. For the first time, schools will have three-year budgets, enabling them to plan further ahead, to take better long-term decisions and to use their budgets more efficiently and strategically over a three-year period.

–Highlights in blue indicate specific funding that can be used for gifted and talented support.

Details of how to apply for any of the grants can be found at www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to11/.

Schools and local authorities should see the Standards Fund as making a contribution to their development and improvement agenda, including personalised learning. Additional funding is being provided through the Dedicated Schools Grant to increase support for personalised education; *this is on top of the continuing funding within School Development Grant for gifted and talented children*. In considering the most effective way of using their Standards Fund grants to meet their targets, schools can draw on the range of support available through the National Primary and Secondary Strategies.

Grant 1.1 School Development Grant (SDG)

Schools and local authorities are free to spend this grant on any purpose to support improvements in teaching and learning in schools, leading to higher standards of attainment for every learner. Both should consider, when planning their expenditure, the purposes of the grants that were amalgamated into the grant in previous years. In considering the most effective way of using this grant to meet their targets, schools can draw on the support available through the primary and secondary strategies.

The funding for those programmes, merged into SDG in 2004-2005 and 2006-2007, continues within the main SDG baseline (for example Excellence in Cities, Enterprise Learning, Study Support, SEN and Gifted and Talented). *Local authorities should remind schools of this when allocating the grant, so that schools are aware that the funding for these activities continues to be available.*

Where a school's main SDG baseline includes funding for services to other schools, for example Advanced Skills Teachers (ASTs) or a Gifted and Talented summer school, the continuation of that funding within the baseline is conditional on that service continuing to be provided.

Grant 1.3 Ethnic Minority Achievement Grant

The Ethnic Minority Achievement Grant (EMAG) is a ring-fenced grant allocated on a needs based formula to all local authorities (LAs). The grant has two purposes:

- (i) it allows LA strategic managers and schools to bring about whole school change in narrowing achievement gaps for black and minority ethnic pupils which in turn ensures equality of outcomes; and
- (ii) it covers some of the costs of the additional support to meet the specific needs of bilingual learners and underachieving pupils.

Grant 1.6 Extended Schools Grant

Funding is provided to support schools, by providing access to a core set of extended services, in raising standards of pupil motivation, aspiration, achievement and behaviour and contributing to a wide range of other activities including childcare, community cohesion, neighbourhood renewal, adult learning, combating child poverty, health inequalities and crime reduction.

A varied menu of activities might include academically-focused activities (from extra tuition for those who have fallen behind

to make challenging opportunities for the most able), homework clubs, arts and creative activities, sports activities, and other recreational activities including play.

Grant 1:7 Primary National Strategy School Targeted Support Grant

This grant includes a focus on pupils below or in danger of falling below their expected level of attainment.

Grant 1:8 Secondary National Strategy School Targeted Support Grant

This grant includes a focus on pupils below or in danger of falling below their expected level of attainment.

Grant 1:9 City Challenge Grant

The City Challenge is an extension of the London Challenge model and from 2008 will include the following two additional conurbations: the Black Country and Greater Manchester, to improve education standards.

Grant 1:11 Music Services Grant

A grant aimed at increasing participation and raising standards of pupil achievement in music by:

- funding opportunities for Key Stage 2 (KS2) pupils to learn a musical instrument and/or to receive specialist vocal tuition
- maintaining and extending the broadest possible access to music education provision.

Local authorities should continue to spend grant on activities which enhance opportunities for pupils to access high quality music education, giving priority to instrumental and vocal opportunities at KS2.

Grant 1:13 Funding for Success (PFS)

This grant is to establish and provide operational support to Playing for Success (PFS) Study Support Centres, in partnership with the relevant sports' clubs.

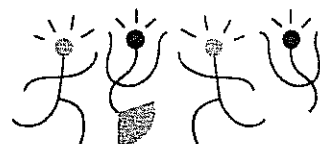
This PFS programme is designed to contribute to the achievement of government targets for raising literacy, numeracy and ICT skills at Key Stages 2 and 3 amongst those pupils who are underachieving. PFS Centres are aimed at boosting such pupils' motivation and self esteem to become better learners and to realise their full potential.

funding transferring to Area Based Grant

A new Area Based Grant (ABG) is being introduced from 2008-2009, as outlined in the 2006 Local Government White Paper. ABG replaces the current Local Area Agreement (LAA) Grant and, in the same way as the LAA Grant, is composed of a number of previously separate grants. However, unlike LAA Grant, the ABG is disconnected from the indicators, targets and outcomes in Local Area Agreements, and is paid on an un-ringfenced basis for all local authorities. As such local authorities are free to spend the ABG as they see fit to support the delivery of local and national priorities in their areas.

Some former Standards Fund grants will be part of the new Area Based Grant from 2008-2009. Although the funding has been allocated to local authorities in recognition of their responsibilities for the areas set out under each heading below, the Area Based Grant is not ring-fenced for any particular purpose and can be spent on any local authority service.

Other grants



YOUNG GIFTED & TALENTED

The following is a list of organisations other than the Government that provide grants suitable for gifted and talented teaching and learning. More information about the organisations is available from their respective website, which you can access by clicking on the web links below.

Aimhigher Grant

Aimhigher believes that it is part of our social responsibility to increase and widen participation in higher education, aiming to ensure that those with the ability and potential to succeed in higher education have the opportunity to do so regardless of background.

The Aimhigher programme is now the responsibility of the Department for Innovation, Universities and Skills (DIUS). Ministers have announced that the programme will continue to 2011. However, funding levels and the structures and delivery mechanisms have yet to be determined.

Further enquiries about Aimhigher should be directed to:

elaine.underwood@dius.gsi.gov.uk

Creative Partnerships/Arts Council

www.creative-partnerships.com

Creative Partnerships is the Government's flagship creativity programme for schools and young people, managed by Arts Council England and funded by the DCSF and the Department for Culture, Media and Sport (DCMS). It focuses on the most deprived areas in England. It aims to develop: the creativity of young people, raising their aspirations and achievements; the skills of teachers and their ability to work with creative practitioners; approaches to culture, creativity and partnership working; and the skills, capacity and sustainability of the creative industries.

A new initiative currently under way is Creative Partnership funding to support cultural development, to 'unlock children's talents'. Check the website above.

Specialist Schools and Academies Trust

www.specialistschools.org.uk

The Specialist Schools and Academies Trust is the lead body delivering the specialist schools programme on behalf of the Department for Children, Schools and Families. Their mission is to raise educational standards by building a world-class network of innovative, high performing secondary schools in partnership with business and the wider community.

Education Business Partnerships

www.nebpn.org

The National Education Business Partnership Network encourages schools and colleges to regard their local EBP as an invaluable resource in: raising educational standards; improving student motivation; enhancing the curriculum; preparing young people for life beyond school; providing high quality staff development in both curriculum areas and management expertise.

Education Improvement Partnerships

www.teachernet.gov.uk/management/atoz/e/eip/

www.standards.dcsf.gov.uk/sie/si/eips/

Focus is on raising attainment, personalisation of provision for pupils, delivering on ECM and including support for gifted and talented networks.

Continued overleaf...

Children's Fund (England)

www.everychildmatters.gov.uk/strategy/childrensfund

The Local Network Fund for Children and Young People is a DCSF programme which supports small voluntary and community groups to improve outcomes and opportunities for vulnerable children and young people aged 0–19.

Independent/State School Partnerships (Building Bridges)

www.teachernet.gov.uk/wholeschool/buildingbridges

Funding encourages collaborative working between independent and maintained schools, to widen educational opportunities and share best practice and expertise.

Talented Athlete Scholarship Scheme (TASS)

www.tass.gov.uk

TASS is a Government funded programme, managed on its behalf by UK Sport, which represents a unique partnership between sport and higher and further education. The programme develops talent today for sporting success tomorrow, helping our most talented young sportspeople reach world-class levels.

Physical Education, School Sport and Club Links (PESSCL)

www.youthsporttrust.org/page/pesscl

To improve the identification of, support and provision for gifted and talented pupils in Physical Education and School Sport.

Social and Emotional Aspects of Learning (SEAL)

www.standards.dcsf.gov.uk/primary/publications/banda/seal/

In July 2007 the DCSF announced its commitment to the SEAL programme. The intention is for SEAL to be adopted by all primary schools by 2009 and by all secondary schools by 2011. The Department states that it 'promotes the hard-edged social and emotional skills all children and young people need to thrive. These skills underpin positive behaviour, regular school attendance, effective learning and emotional health and wellbeing. They also contribute to social mobility and employability skills by ensuring all children, regardless of background, have confidence in their abilities and understand how to interact with others in a positive way.'

The London Organising Committee for the Olympic Games (LOCOG)

www.london-2012.co.uk/LOCOG/

LOCOG is developing an exciting learning programme which is destined to involve as many schools as possible, including gifted and talented learners across the curriculum.

There may be other funding streams that you have discovered. Do let us know, so that we can add them to this document, in order to share knowledge and experience. Thank you!

APPENDIX 4

Herefordshire Children's Trust

ABG 09/10 Allocations

Health	£
CAMHS	201,760
Healthy Schools	53,350
Teenage Pregnancy	96,030
Substance misuse	56,125
Safeguarding	
Child Death Overview	15,646
Social Care Workforce	169,993
Care Matters	111,550
Schools	
Primary school improvement team	111,550
Secondary school improvement team	136,770
School Improvement Partners	104,760
School Intervention	68,870
School attendance and behaviour	66,251
Training for TA	59,732
SEN	19,268
Extended schools	687,845
School choice advisor	19,536
Positive activities for young people	
Diversionsary activities	48,500
Youthzone	-
Family support services	337,006
EET	
14-19 agenda	43,000
Youthzone development	-
Connexions	1,470,000
Transport and accessibility	
School travel plans	31,040
Extended rights to travel	80,000
Children's Trust Funds	1,940
Resources to support participation/communications work	10,000
Support for commissioning / development work (part year) - agreed one year costs only	70,000
	4,070,522

