

Bristol Schools Forum

Agenda Tuesday, 26th November, 2019 at 5.00 pm

The Writing Room - City Hall, College Green, Bristol, BS1 5TR**please note meeting starts at 5.00 pm –tea and coffee available from 4.30pm**

	Start	Item	Action	Owner	Paper
1.	05:00	Welcome	A	Chair	
2.	05:05	Forum standing business (a) Apologies for Absence (b) Confirmation meeting is quorate (c) Appointment of new members/Resignations: <i>New Members:</i> William Brown - NEU Rob Davies – Nursery School Governor Ruth Pickersgill – Secondary Academy Governor Steph Williams – Primary Academy Head (<i>from Jan 20</i>) (d) Notification of Vacancies: <ul style="list-style-type: none"> • One Primary Academy Head; • Three Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads. (e) Declarations of Interest	A	Clerk	
3.	05:10	Minutes of the previous meeting - 25th September 2019 (a) To confirm as a correct record (b) Matters arising not covered on agenda	A	Chair	3 - 11
4.	05:15	Update from Director: Education and Skills	I	Alison Hurley	
5.	05:35	Dedicated School Grant (DSG) Budget Monitor 2019-20	I	Graham Booth	12 - 15
6.	06:00	Draft proposals for the use of DSG 20/21	De	Graham Booth	16 - 20
7.	06:20	De-delegation	De	Graham Booth	21 - 26
8.	06:40	Schools Block 2020/21	Di	Graham Booth	27 - 40
9.	07:00	Trading with Schools Annual Report	I		41 - 65
10.	07:15	HR System: iTrent	I		66 - 67
11.	07:30	Any Other Business			

(*) A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion

Clerk: Corrina Haskins email: corrina.haskins@bristol.gov.uk Tel: 0117 35 76519 City Hall**Chair:** Carew Reynell (contact via clerk)

FUTURE MEETINGS

Date	Items
15 January 2020	Budget monitor Final proposals for the use of DSG and the funding formula Presentation on Early Years funding (GB to lead) High Needs Schools Forum constitution and composition
31 March 2020	Scheme for Financing Schools
13 May 2020	Place Planning/Growth Fund
15 July 2020	

Bristol Schools' Forum

**Minutes of the meeting held on Wednesday 25th September 2019
at 17.00 hrs at City Hall**

Present:

Karen Brown	Maintained Secondary Governor Rep, St Mary Redcliffe & Temple
William Brown	Union Rep, Bristol NEU
Simon Eakins	Academy Primary Head Rep, Cathedral Primary
Peter Evans	Special School Head Rep, KnowleDGE
Kris Hristakev	Special Schools Governor Rep, Woodway Federation
Simon Holmes	Nursery Head Rep, St Phillips Marsh Nursery
Sarah Lovell	Academy Secondary Headteacher Rep, Bristol Metropolitan Academy
Kate Matheson	Maintained Primary Governor Rep, St Barnabas Primary
Garry Maher	Diocese of Clifton Rep
Aileen Morrison	Pupil Referral Unit Rep, St Matthias Park
Chris Pring	Maintained Primary Headteacher Rep, Cabot Primary
Carew Reynell	Academy Secondary Governor Rep, Henbury
Cedric Sanguignol	Maintained Primary Governor Rep, Bishop Road Primary
Simon Shaw	Maintained Secondary Head Rep, St Mary Redcliffe & Temple
Christine Townsend	Maintained Primary Governor Rep, Whitehall Primary

In attendance from Bristol City Council:

Liz Cummings	Early Years
Jacqui Jensen	Director: People
Corrina Haskins	Clerk to Schools Forum
Alison Hurley	Director of Education & Skills
Cllr Anna Keen	Cabinet Member for Education and Skills
Denise Murray	Director of Finance
Alan Stubbersfield	Interim Director Education Learning & Skills Improvement
Mary Taylor	Business Manager, SEND
Travis Young	Corporate Finance

Observers:

Alderman Brian Price
Kay Palmer-Green
Karen Rose
Jen Smith

	Action
1. Welcome and introductions	
The Chair welcomed everyone to the meeting.	
2. Forum standing business	
a. Apologies for absence	

<p>Apologies for absence were received from David Yorath, Academy Secondary Governor Rep, Cotham School</p> <p>b. Quorate The Chair confirmed the meeting was quorate.</p> <p>c. Resignations</p> <ul style="list-style-type: none"> • Jamie Barry (Academy Primary Head Rep, Parson Street School); • Lorraine Wright (Academy Primary Head Rep, Elmlea Junior School); • Ruth Pickersgill (Nursery Governor Rep, Rosemary Nursery); • Massimo Bonaddio (Maintained Primary Head, Blaise Primary). <p>d. Appointment of New Members None</p> <p>e. Notification of Vacancies The Clerk advised of the following Schools Forum Vacancies which would be advertised through the Heads/Governors Bulletins:</p> <ul style="list-style-type: none"> • One Early Years/Nursery Governor; • Two Primary Academy Heads; • Three Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads; • One Secondary Academy Governor; <p>f. Declarations of Interest There were no declarations of interests.</p>	
<p>3. Minutes of the Meeting held on 2nd July 2019</p>	
<p>RESOLVED - that the minutes be confirmed as a correct record.</p> <p><u>Matters Arising</u></p> <p>The Chair advised that he had received a response in relation to the issue which had been raised at the previous meeting about the Hope School, and would consider this with the Vice-Chairs to see if any further information was required.</p>	<p>CR/SL/CT</p>
<p>4. Presentation on the Role of the Forum</p>	
<p>AS introduced the report and drew attention to the Induction Pack which had been drafted by the Chair for circulation to new members. He suggested that Forum may also wish to consider the self-evaluation toolkits available on the Government website.</p> <p>The Chair drew attention to the current list of vacancies and reminded Members that the Forum was involved in serious decisions and it was important for the education community to be engaged in the process. He invited suggestions on how to promote the Forum and recruit</p>	

<p>additional members to the vacant positions.</p> <p>RESOLVED - that</p> <ol style="list-style-type: none"> (1) The report on the role of the Forum be noted; (2) The update on current vacancies be noted and suggestions on how to recruit additional members be invited. 	<p>All Members</p>
<p>5. System-wide Transformation of Bristol’s Education Provision</p>	
<p>The Director: People, JJ, gave a presentation on proposals for a system-wide transformation of Bristol’s Education Provision as follows:</p> <p>Ambition for the 20’s</p> <ul style="list-style-type: none"> • No child with special educational needs or disabilities segregated at school; • Support provided where necessary to close the attainment gap; • The best start in life, gaining the support and skills to thrive and prosper in adulthood; • School engagement and attendance improved, as with the development of young people’s life skills; • Improved support for children with Special Educational Needs and Looked After Children; • Improved post 16 offer developed with clear learning, employment and skills pathways <p>Capacity for the 20’s</p> <ul style="list-style-type: none"> • Substantive director and teams: Deliver the 1 City Plan A strong, listening partner • Focus on inclusive values and SEND: Child at the forefront Needs met seamlessly • Resource to support & to put into schools: Capacity to learn for the 20’s Good schools, top quartile <p>The ask for the 20’s</p> <ul style="list-style-type: none"> • Make creative use of shared capacity • Partnerships and integrated working • Investments in capacity, consistency & creativity to deliver outcomes • Support EPS and SEND resources to build skills across the system • Be the Best for all Bristol CYP <p>The following comments and questions were raised:</p> <ul style="list-style-type: none"> • <i>There was no mention of poverty and Bristol has a big division in terms of some areas of the city having concentrated areas of deprivation. Children living in poverty were ten times more likely to have social workers and this was an additional pressure for schools in these areas and their ability to support families. It was important for all services to be non-judgemental in supporting these families.</i> <p>JJ responded as follows:</p> <ul style="list-style-type: none"> • there were stark differences in the city and poverty was a particular issue in South Bristol; • there was a significant amount of work being done to try and integrate services such as 	

the police; police community support officers, domestic violence support services; child and adult mental health services and Council officers working together to support families;

- as a result of the additional support for families, the number of children in care had reduced by 100 in a year and there were less children on child protection plans;
- there was still a lack of Government funding and service providers were struggling to keep pace with the level of poverty.

Funding for SEND had reduced in real terms and so how could the challenge of improving services be met?

JJ acknowledged that although the new legislation for SEND was good, it was not backed by Government funding and this was disappointing. She confirmed that the Council received £365k in funding and services would cost £1.4m to deliver.

The Council's vision for transformation of education contained wonderful aspirations, but schools needed actions which could be delivered and funded appropriately.

JJ responded that collaboration was needed between all stakeholders to ensure the plan was developed and delivered. She asked for the support of Schools Forum which would give better leverage in securing additional support.

The Plan needed to prioritise actions and set the cost of delivering the actions.

JJ confirmed that the next step would be to work up the costs associated with delivering the plan, although there were some internal actions that could be done to start delivering on the aspirations.

How was the Council planning to communicate the plan with the wider education community?

JJ introduced the new Director of Education and Skills, Alison Hurley, and confirmed that Alison would be meeting with stakeholders to discuss the plan, following which the plan would be shared more widely.

The plan was not aspirational; it was setting out base expectations.

JJ acknowledged this point, but confirmed that these expectations were not yet achieved and needed to be embedded and owned by all partners.

What had changed from previous plans which would ensure that this time the aspirations would be delivered?

JJ responded that there needed to be mutual responsibility from all stakeholders as the Council could not deliver the plan on its own.

What channels were available for the wider community to be involved, such as parents?

JJ suggested that one option was to analyse complaints from parents to identify key topics.

The views of the most disadvantaged families also needed to be sought and as these people often did not complain, there needed to be other ways of identifying areas of concern.

The view of SEND Coordinators should also be sought via the individual schools.

<p>6. Feedback from Finance Sub Group</p>	
<p>TY reported that the Schools Forum Finance Sub Group had considered different scenarios for how the formula funding to schools would vary according to changes in emphasis to certain funding factors (not taking into account the minimum funding guarantee):</p> <p>Scenario 1: Scale up current formula;</p> <p>Scenario 2: National Funding Formula (NFF) Additional Educational Needs (AEN) priority;</p> <p>Scenario 3: NFF Key Stage 4 priority;</p> <p>Scenario 4: Scale up NFF.</p> <p>The following comments were raised by Sub Group Members:</p> <ul style="list-style-type: none"> • a movement towards the NFF tended to favour larger schools, although further modelling was needed to reflect the newly announced 2020/21 restrictions; • Where KS 4 priority increased there was a hit on primary schools especially for schools not part of a multi academy trust where funding differences may be offset; • It was difficult for the Sub Group to favour one scenario as no one scenario would benefit all Bristol schools; • Although the NFF was still in its “soft” phase where LAs had some local discretion over both which of the allowable factors to use, and the unit values of funding each factor awards it was moving toward the “hard” phase where there would be no local discretion; • The DfE had released a consultation on the introduction of minimum per pupil spending at the local level; • The key issues to consider were: <ul style="list-style-type: none"> ○ Scenario 1: Would Forum support a change in allocating more money for AEN and less on age weighted pupil units; ○ Scenario 2: How much money on AEN and which indicators should be prioritised? ○ Scenarios 3&4 increased the weight to KS4, would Forum support a move to NFF on this issue? • The Sub-Group also considered the falling numbers in primary schools at the impacts on budgets and suggested that Forum may wish to consider establishing a ‘falling rolls fund’ to support schools where intake reduction was necessary as a result of fewer children within the system in the short term; • 5 Bristol Primary Schools would be in this position in September 2020. <p>It was agreed that it would be useful for an Officer from Place Planning to speak at a future Forum meeting.</p> <p>The Chair reported that the Sub-Group was due to meet again in advance of the November meeting.</p>	<p>AH</p>
<p>7. Dedicated School Grant (DSG) Budget Monitor 2019-20</p>	
<p>TY introduced the report and invited Forum to note the current situation relating to the 2019-20 Budget. In response to a question of clarification, he confirmed that the forecast included the carry forward of £2.632m.</p>	

<p>RESOLVED – that</p> <ul style="list-style-type: none"> (1) the latest in-year 2019/20 position for the overall DSG be noted; (2) the changes to ESFA DSG funding which include an additional £0.7m in the High Needs block and a reduction of £0.17m for the Early Years block be noted. 	
<p>8. Update on DSG 2020-21 with Potential Funding Levels, including consultation on De-delegation</p>	
<p>TY reported that there was emerging detail of the 2020/21 funding settlement at the national level:</p> <ul style="list-style-type: none"> • national increase into the schools block of around 5%; • an average of 11% extra funding for High Needs (which would be £5.9m for Bristol), but the actual settlement could be as little as 8% (£4.3m for Bristol); • The most significant change was the rules around the funding guarantee which needed to be set at a positive figure of 0.5%-1.84% and was currently set at 0%; • A further change was a restriction to the amount of money that could be transferred between blocks without seeking permission from the Secretary of State; • Officers had made assumptions about the level of funding for Bristol based on the announcement about national funding and the budget would not be set until the actual funding levels had been confirmed; • There was a national increase of £66m for early years which represented a 1.8% increase. Applying this to Bristol would mean an additional £0.7m for 2020/21 based on current funding; • The predictions assumed there were no changes in pupil numbers or characteristics. <p>In response to a questions about the High Needs budget, it was clarified that:</p> <ul style="list-style-type: none"> • The accelerated funding of £2.4m was the first call on 2020-21 funding; • The High Needs block allocation 2019/20 in table 1 should read £59.8m and not £53.9m; • The worst case scenario was an increase of 8% funding and the best case was 17%, Bristol was anticipating an 11% increase; • There was a predicted deficit of £2.5m if predicted demand remained at the present levels of £59m; • Going forward, Officers could consider a recovery plan but this would need to align with the High Needs Transformation Programme. <p>The following comments were also raised:</p> <ul style="list-style-type: none"> • maintained nursery schools were in a funding crisis and many of these were located in the most deprived areas of Bristol. It was important to support early intervention. • There was a need for clarity about the situation regarding teachers’ pay and pensions. TY confirmed that Officers were in the process of finalising the consultation. <p>RESOLVED – that</p> <ul style="list-style-type: none"> (1) the potential 2020/21 indicative funding levels be noted; (2) the proposed restrictions relating to the DSG be noted; (3) a decision be made at the November Schools Forum in relation to de-delegation, following 	

<p>the Local Authority consultation with schools.</p>	
<p>9. Schools Funding Formula Considerations</p>	
<p>This item was discussed under minute number 6 above.</p>	
<p>10. Financial Transparency Consultation and Scheme for Financing Schools</p>	
<p>TY introduced the report which set out the consultation document on Financial Transparency and advised that the consultation period was due to close on 30 September. He confirmed that, although a previous Forum meeting had agreed that the Scheme for Financing Schools should be updated, as this consultation document would impact on the scheme, there would be a delay in bringing the updated scheme back to Forum. He drew attention to the main proposals in the document:</p> <ul style="list-style-type: none"> • The public naming of Local Authorities that did not comply with deadlines for completing assurance returns and financial collections; • Requiring maintained schools to publish local 3-year budget forecasts. <p>The following comments were raised by Forum Members:</p> <ul style="list-style-type: none"> • Should schools that do not return compliance documents by the requested date be publically named? DM confirmed that there was no proposal to do so, but that schools often needed chasing to submit the information. • Was there any need for LA maintained schools to publish annually on their websites their latest Consistent Financial Reporting statement of income, expenditure and balances as set out in proposal 8 when this information was already available on the local authority website? DM responded that officers would look into this suggestion. <p>RESOLVED - that</p> <ol style="list-style-type: none"> (1) the response to the Financial Transparency consultation be noted and officers consider whether to comment further on proposal 8; (2) the draft timetable for refreshing the Scheme for Financing Schools be noted. 	<p>GB</p>
<p>11. High Needs Block</p>	
<p>AS introduced the report. In relation to Sensory Provision, he clarified that the proposal in 5.4.2 to replace 1:1 sessions did not mean all sessions and they would still be used when appropriate.</p> <p>In response to a question about whether expenditure on other SEND Providers would decrease as a result of the transformation programme, AS confirmed that it was hoped that this would be achieved by investment to support SENCOs.</p> <p>In response to a further question about the other Alternative Provision listed in the table in the report, TY undertook to report back on this detail. <i>*see below</i></p> <p>RESOLVED – that</p>	

- (1) the period 4 2019/2020 High Needs Block forecast be noted;
- (2) the new timescales for the Sensory Support Service and Top Up Funding redesign be noted;
- (3) the information provided on statutory assessment process for Education, Health and Care plans and the plan of action to improve performance be noted.

12. Early Years DSG Funding

The Chair reminded Forum Members that the Forum meeting of 15th May had agreed that:

- the £0.390m DSG surplus should remain in the Early Years Block;
- the use of the surplus be the subject of a full report to enable an informed view on issues raised.

Liz Cummings introduced the report and outlined the officer's proposals. She confirmed that the proposals had been supported by the Early Years Partnership.

In response to a question on how the proposals would help engage hard to reach families in accessing free education for two year olds, which was an issue raised at the May meeting, LC confirmed:

- since the extended offer was introduced for 3-4 year olds, a number of providers were filling places with this age group which resulted in less places being available for 2 year olds;
- that the lump sum would give an explicit message to providers to make places available to 2 year olds and would encourage word of mouth amongst families;
- the money would also be used to ensure that providers with places for two year olds in deprived areas would remain open;
- the funding would allow practitioners to be upskilled.

Forum Members made the following comments:

- there was a problem with low take up in the areas of highest deprivation;
- it was not an easy process for people to access their entitlement of places for 2 year olds.

Members of the Forum agreed with the proposals set out in the report.

RESOLVED – that:

- the details of the forecast position for 2019/20 be noted; and
- the proposal to supplement funding for 2 years olds accessing the free early education entitlement, be agreed as set out below:
- **£240k** support for settings to maintain and improve the quality of the early education entitlement for eligible two year olds, by enabling staff to access professional development opportunities;
- A **£135k** funding subsidy for settings that only take eligible two year olds in areas of disadvantage where the Childcare Sufficiency Assessment indicates that there is a need for places to fulfil statutory requirements. This is in recognition of the current hourly rate

<p>for eligible two year olds and the lack of any identifiable economies of scale. Settings falling into this category will be invited to submit a business case requesting funding which will be reviewed and assessed by both the LA and the Bristol Early Years Partnership.</p> <ul style="list-style-type: none"> • £15k for resources, including e-learning, to relaunch Five to Thrive in early years settings and strengthen practitioner awareness of early attachment and emotional development in the earliest years 	
<p>13. Any Other Business</p>	
<p>There was no other business.</p>	

The meeting closed at 7.15pm

*Following the meeting, the below information was included in relation to other AP providers:

<u>Account (T)</u>	<u>p4 forecast</u>
<u>Hospital Provision</u>	<u>2,155,000</u>
<u>Early Intervention Bases</u>	<u>450,000</u>
<u>AP Block</u>	<u>675,230</u>
<u>AP Spot</u>	<u>943,480</u>
<u>TOTAL Forecast</u>	<u>4,223,710</u>

Bristol Schools Forum **DSG Budget Monitor 2019/20 P6**

Date of meeting:	26 November 2019
Time of meeting:	5.00 pm
Venue:	Writing Room, City Hall

1 Purpose of report

- 1.1 This report provides an update on the forecast financial position for the DSG overall as at Period 6 (to end September 2019).

2 Recommendation

2.1 **Schools Forum is invited to:**

- a) **note the latest in-year 2019/20 position for the overall DSG.**

3 Background

- 3.1 A DSG Overview paper was presented to Schools Forum on 25 September 2019, giving the financial position as at the end of Period 4 (end of July 2019). At this point the forecast carry forward was a surplus of £2,632m, this included the £2.407m additional budget approved from 2020/21 funding.
- 3.2 The report updates Schools Forum on the position at Period 6 (end of September) 2019/20.

4 Budget monitoring 2019/20

- 4.1 The previously reported position in September 2019 was a forecast £0.670m in-year surplus on the Dedicated Schools Budget at Period 4 2019/20.
- 4.2 This position has moved adversely by £0.017m giving an in-year surplus of £0.653m, adding this to the brought forward balance gives a forecast surplus carry forward at year end of £2.615m. The movements are in the Early Years block and the High Needs block and are detailed below. The Period 6 position is set out in **Table 1** with more detail set out in **Appendix 1**.

Table 1: Forecast position on overall DSG for 2019/20 at Period 6 (September 2019)

	<i>b/f</i>	<i>DSG Funding 2019/20</i>	<i>Forecast Outturn Period 06 2019/20</i>	<i>In-year variance</i>	<i>Forecast Carry- forward Period 06 2019/20</i>	<i>Forecast Carry- forward Period 04 2019/20</i>	<i>Movement Period 04 to Period 06</i>
Schools Block		259,445	259,445				
De-delegation	(414)	0	0		(414)	(414)	0
Schools Central Block		2,329	2,329				
Early Years	(1,115)	36,461	35,702	(759)	(1,874)	(1,845)	(29)
High Needs Block Funding	(433)	58,904	59,010	106	(327)	(373)	46
		(354,732)	(354,732)				
Total	(1,962)	2,407	1,754	(653)	(2,615)	(2,632)	17

Note – the DSG funding column includes £2.407m of accelerated funding from 2020/21.

- 4.3 **Schools Block (Nil variance).** All of the formula funding for maintained schools and academies has been allocated. The only scope for variation is in the growth fund. Spend on the growth fund will depend on the pupil number information included on the October 2019 pupil census, so it will not be clear before December 2019 whether any variations will arise on this. The provision is sufficient to cover expected commitments.
- 4.4 **De-delegated resources (-£0.414m forecast underspend).** While this is being reported as not moving during 2019/20, there will be some calls on the Schools in Financial Difficulty balance, but none have so far been included in the first forecast.
- 4.5 **School Central Services Block (Nil Variance).** It is expected that all of the services in this block will spend to budget.
- 4.6 **Early Years Block (-£1.874m forecast underspend).** The Early Years DSG income is based on 5/12ths of the January 2019 census and 7/12ths of the January 2020 census. As the profile of participation in 2018/19 generated an underspend in excess of £1m, a similar level of participation will generate a similar underspend.
- 4.7 A 19% reduction in participation for 2 Year Olds has been forecast, which is being pursued by Early Years team, reducing funding by £415k (as 7/12ths is derived from the January 2020 census), along with a reduction in expenditure of £719k (as this is across the whole financial year).
- 4.8 The expenditure forecast has been updated to take into account the census figures for January and May 2019, further adjustments will be made when the October census figure is available, the final position will not be known until the January 2020 census is available.

- 4.9 The overall effect of these changes in both funding and expenditure has resulted in the forecast carry-forward underspend increasing by £0.029m to £1,874m
- 4.10 Given the underlying underspend in this block, the views of Schools Forum are invited regarding an in principal agreement to transfer any surplus funding into the High Needs Block at year end, and also in 2020/21. This is included in a separate paper on this agenda on 2020/21 DSG funding levels.
- 4.11 **High Needs Block (£0.327m forecast underspend).** The High Needs block is forecasting an in-year overspend of £0.106m at this stage of the year. The High Needs budget approvals for 2019/20 included £2.407m additional funding from 2020/21 in advance, this will affect the funding available in 2020/21.
- 4.12 The underlying position for High Needs is that the difference between the current level of spending and the pure High Needs DSG allocation for 2019/20 is a shortfall of £5m. The plan for addressing this presently is to lobby government for more resources, to pursue the High Needs Transformation Programme to deliver service improvements and to take any opportunities that present themselves to transfer funding from other blocks or elsewhere.
- 4.13 There are emerging pressures within the block, particularly in Out of Area Placements and for Alternative Provision so it is expected that the forecast will increase in the next reporting period.
- 4.14 **Funding (Nil Variance).** £355.148m is the latest DSG notified by the ESFA, this has been reduced by £0.415m to give a total figure of £354.732m reflecting the expected decrease to the Early Years DSG due to estimated reduced pupil numbers in the January 2020 census.

**Appendix 1 - Forecast position for Overall DSG 2019/20 as at Period 6
(Block financing position)**

	Brought forward 1.4.19 £'000	Funding 2019/20 £'000	Forecast Outturn Period 06 2019/20 £'000	In-year movement £'000	Carry forward 31.3.20 £'000
Maintained Schools		80,270	80,270		
Academy Recoupment		176,829	176,829		
Growth Fund		2,346	2,346		
Schools Block		259,445	259,445		
De-delegation Services	(414)				(414)
Admissions		351	351		
Centrally Retained		1,978	1,978		
Schools Central Services		2,329	2,329		
National Formula		28,369	28,409	41	
2 Year Old Funding		3,722	3,085	(637)	
Pupil Premium (EYPP)		299	312	12	
Additional Support Services		805	805		
SEN Top up		1,250	1,249	(1)	
Staffing		1,916	1,779	(137)	
Disability Access Fund		100	62	(38)	
Early Years Block	(1,115)	36,461	35,702	(759)	(1,874)
Commissioned Services		2,499	2,253	(246)	
Core Place Funding		10,514	9,876	(638)	
Staffing		974	928	(45)	
Top Up		26,753	28,153	1,400	
Placements		7,438	7,245	(193)	
Pupil Support		740	669	(71)	
HOPE Virtual School		236	236		
Academy Recoupment		9,650	9,650		
High Needs Block	(433)	58,904	59,010	106	(327)
Funding		(354,732)	(354,732)		
Total	(1,962)	2,407	1,754	(653)	(2,615)

Bristol Schools Forum **DSG 2020-21 Overview**

Date of meeting:	25 November 2019
Time of meeting:	5.00 pm
Venue:	Writing Room, City Hall

1 Purpose of report

- 1.1 This report provides an outline of emerging DSG funding levels for 2020/21, and seeks a decision on transfers between blocks.

2 Recommendation

2.1 Schools Forum is invited to:

- a) note the potential 2020/21 indicative funding levels.**
- b) note the proposed restrictions relating to the DSG.**
- c) agree to the transfer of £0.333m funding from School Central Block to the High Needs Block in 2020/21.**
- d) agree to the transfer of £1.300m funding from the Schools Block to the High Needs Block in 2020/21.**
- e) consider the possibility of a transfer of funding from the Early Years Block to the High Needs Block in 2020/21.**

3 Background

- 3.1 HM treasury released some details of the 2019 Spending Round on 4 September 2019, following presentation to Parliament. Further details were contained in a written statement to Parliament on 9 September 2019.
- 3.2 In October 2019, the ESFA issues operational guidance and technical notes relating to the blocks.
- 3.3 At the same time, the ESFA published provisional allocations for 2020/21 for the Schools Block, Central Services Block and the High Needs Block. Indicative allocations have separately been released for the Growth Fund for 2020/21. Apart from revised hourly rates, no other information has been published about the Early Years Block allocations for 2020/21.
- 3.4 Consultation with individual schools is required and we will conduct this in December/January following this Forum meeting.

4 Funding levels for 2020/21

- 4.1 In the recent Spending Round it was announced that national funding for schools and high needs will increase by £2.6bn for 2020/21, £4.8bn for 2021/22, and £7.1bn for 2022/23. Further details of the provisional allocations for the schools, high needs and central services blocks at LA level were released by ESFA in October 2019. Apart from an indicative national funding increase, no other update has been provided about the allocation in the Early Years block, so no increase has been built into the model. Final block allocations will be published in December once the October 2019 census information is available. This paper uses these indicative allocations for 2020/21.
- 4.2 All of the figures will be subject to the differences between the use of the October 2018 census (used for these indicative budgets) and the use of the October 2019 census. The final budgets will use the funding rates in the indicative budgets with the October 2019 census data, final APT containing the basis for 2020/21 funding is expected to be issued in December 2019.
- 4.3 Table 1 shows the potential increases in DSG funding for Bristol for 2020/21.

Table 1: Changes in the DSG sub-block totals between 2019/20 and 2020/21 indicative position.

DSG Blocks	2019/20 DSG £m	Indicative increase (based on same pupil numbers/ characteristics) £m	Total indicative DSG 2020/21 £m	Percentage increase
Schools block	261.449	8.247	269.696	3%
Central Services Block	2.895	(0.200)	2.695	-7%
High Needs Block	53.931	6.600	60.531	12%
Early Years	36.876	0.000	36.876	0%
Total	355.152	14.647	369.798	4%
Indicative funding levels based on last years pupil characteristics and numbers, these figures will change once the 2019 census figures are available.				
No Early Years funding levels at LA level have been announced yet.				

- 4.4 **Schools block.** There is a separate report on the agenda which deals with the detailed issues arising from the DfE guidance on the Schools Block and the Funding Formula for individual schools. The issue, which is explored in the next section, is that of transferring funding between blocks for 2020/21.
- 4.5 **Central Services Block,** is funded in two parts, for ongoing and historic responsibilities. The first part is for historic responsibilities and this included £0.566m for Prudential Borrowing in previous years, this initiative ceased in 2017/18 (and this amount was reallocated in 2019/20). The published figures include a 20% reduction on these historic commitments, so a reduction of £0.233m to £0.932m.
- 4.6 The second part (£1.763m) is for on-going responsibilities, funded on a formulaic basis, this represents an inflationary increase of 2%. These cover Admissions, Licences, Servicing of Schools Forum and the core centrally retained duties of the LA (transferred from the Education Services Grant).
- 4.7 **High Needs Block** indicative allocation for 2020/21 is £60.531m. This is an increase of £6.600m, or 12%, from 2019/20.
- 4.8 **Early Years Block** has not been included in the information published by ESFA so in the table above the same allocation as 2019/20 has been included for illustrative purposes only.

5 Considerations on movements between DSG blocks for 2020/21

- 5.1 Elsewhere on the agenda is a report on the P6 forecast position for the DSG 2019/20. The position for the High Needs Block is an in-year deficit of £0.106m, but doesn't take into account emerging pressures in Out of Area Placements and Alternative Provision. Assuming a modest 2% increase for cost pressures, a prudent forecast for 2020/21 is **£60.190m**. Increases in Out of Area Placements and increased costs of Alternative Provision contracts for next year is estimated to add an additional £1.500m, building this into the forecast for 2020/21 gives a spend of **£61.720m**.
- 5.2 In formulating the High Needs Block for 2019/20 there were transfers into the block of £0.566m from the Central Services Block and £2.000m from the Schools Block. Adding these to the ESFA allocation of £53.931 gave a total of £56.497m. However the forecast expenditure for 2019/20 exceeded this so advanced funding of £2.407m from 2020/21 was also agreed and added to the budget in 2019/20. The total High Needs Block budget for 2019/20 was £58.904m.
- 5.3 The indicative allocation for the High Needs Block in 2010/21 is £60.530m, the first call on this allocation is to repay the advanced funding that is being used in 2019/20 of £2.407m. This would give a total available of £58.124m, which would not cover either of the forecast spends in 5.1 above. With no further action the deficit in 2020/21 would be **£2.067m**, in the case of the lower forecast with just cost increases or **£3.597m**, with demand pressures also included.
- 5.4 Transferring funding to the High Needs Block from other blocks is an option.
- 5.5 There are no restrictions on transfers from the Central Services Block to the High Needs Block, other than Schools Forum must be consulted.
- 5.6 The Operational Guide authorises a transfer of up to 0.5% from the Schools Block to other blocks with Schools Forum approval and would also require consultation with all schools.
- 5.7 In order to cover the predicted shortfall it is proposed to make two transfers into the High Needs Block from other blocks.
- 5.8 The first transfer is of £0.333m from the Central Services Block, this is the uncommitted Historic Funding element of the block.
- 5.9 The second transfer is of £1.300m, from the Schools Block, which represents just under 0.5%, as allowed in the regulations.

- 5.10 The effect of these transfers on the High Needs Block is shown in table 2, and both the lower and higher forecast for next year are shown. The effect on the Schools Block is contained in another paper on the agenda, but doesn't effect the requirement to meet both the MFG and Minimum per pupil funding levels set out in guidance.
- 5.11 A decision from Schools Forum is sought on whether or not the two rates of transfer into the High Needs Block are supported.
- 5.12 If both proposed transfers into the High Needs Block are actioned there is still a forecast in-year deficit within the block in 2020/21. Schools Forum is invited to consider the potential of an additional transfer into the High Needs Block from the Early Years Block of around £1.000m. The potential exists for this transfer as there are no restrictions on moving money between these blocks, apart from having Schools Forum agreement, and there is a continuing underspend within the Early Years Block.
- 5.13 A consultation exercise will be conducted with all schools following this decision.

Table 2 - High Needs Block Forecast position assuming requested transfers

High Needs Block	2019/20	2020/21	2020/21
		Cost pressure only	Cost and demand pressure
	£'000	£'000	£'000
DSG High Needs Block Allocation	53,931	60,531	60,531
Transfer from CSB	566	333	333
Transfer from Schools Block	2,000	1,300	1,300
Advance Funding	2,407	(2,407)	(2,407)
Total Budget	58,904	59,757	59,757
P6 forecast	59,010	60,190	61,720
Overspend/(underspend)	106	434	1,964
Opening Balance b/f	(432)	(326)	107
Closing Balance c/f	(326)	107	2,071

Bristol Schools Forum **De-delegation 2020/21**

Date of meeting:	26 th November 2019
Time of meeting:	5.00 pm
Venue:	City Hall, Writing Room

1. Purpose of report

- 1.1 To inform the Schools Forum of the outcome of the de-delegation consultation, which ran 11th October to 4th November 2019.
- 1.2 To seek agreement from the maintained primary school members of the Forum to the primary school de-delegated services for 2020/21.
- 1.3 To seek agreement from the maintained secondary school members of the Forum to the secondary school de-delegated services for 2020/21

2. Recommendation

Schools Forum is invited to:

- 2.1 Note the outcomes of the consultation on school funding arrangements.**

Maintained primary school representatives of Schools Forum are invited to:

- 2.2 Agree to de-delegation of the following services at the amounts per pupil indicated in Table 1 for 2020-21:**
 - a) Employee and Premises Insurance**
 - b) Assessment of eligibility for free school meals**
 - c) Maternity supply cover**
 - d) Schools in financial difficulty**
 - e) Trades Union facility time**
 - f) Education psychology**

Maintained secondary school representatives of Schools Forum are invited to:

2.3 Agree to de-delegation of the following services at the amounts per pupil indicated in Table 1 for 2020-21:

- a) Employee and Premises Insurance**
- b) Assessment of eligibility for free school meals**
- c) Maternity supply cover**
- d) Trades Union facility time**
- e) Health and safety roving reps**
- f) Education psychology**

Table 1: de-delegation rates per pupil for primary and secondary schools

	Primary rate £	Secondary rate £
Employee and Premises Insurance	31.06	39.48
FSM Eligibility	1.14	1.14
Maternity Supply Insurance	30.34	44.06
Schools in Financial Difficulty	5.17	n/a
Trade Union Facility time	3.85	3.85
Health and Safety Roving Reps	n/a	0.91
Educational Psychology	5.48	5.48

3. Background

- 3.1 Maintained mainstream schools, by majority vote of the Schools Forum in each sector, can opt to de-delegate the funding for their sector. The agreed retention will not be given to maintained schools in the formula and instead the LA will hold the funds centrally for the agreed services and spend the funds on those de-delegating sectors only.
- 3.2 Decisions on de-delegation are for representatives of each sector's maintained schools to make.
- 3.3 To assist the LA and Schools Forum with determining courses of action for the 2020-21 de-delegation the LA consulted with schools to seek the views of stakeholders.

4. De-delegation in 2019/20

4.1 The table below shows the services that Schools Forum voted to de-delegate for 2019/20, and the funding generated for each of those services.

Table 2: De-delegated services and funding in 2019/20

2019-2020 De-delegation following consultation	Primary		Secondary	
	Total £'000	Per Pupil	Total £'000	Per Pupil
'Insurance' type Services				
Employee & Premises Insurance	550	31.06	71	39.38
Assessment of Eligibility for free school meals	20	1.14	2	1.14
Maternity Supply Cover	490	27.68	73	40.20
Schools In Financial Difficulty	0	0	n/a	n/a
TU Facility Time	68	3.85	7	3.85
Health & Safety Roving Reps	n/a	n/a	2	0.91
Services to Schools				
Educational Psychology	97	5.48	10	5.48
Total de-delegated	1,225	69.21	165	90.96

4.2 Schools Forum will remember a decision was taken not to seek additional funding for Schools in Financial Difficulty due to the accumulated balance being felt sufficient for 2019/20.

5. De-delegated items 2020/21.

5.1 The services in scope for 2020/21 are those as de-delegated in 2019/20.

5.2 Two services have seen changes in per-pupil rates for 2020/21 from 2019/20: Schools in Financial Difficulty is seeking de-delegation funding in order to support eligible maintained primary schools in 2020/21, and TWS has requested an increase to the Maternity Supply Cover de-delegation rate due to a failure to cover the cost of this provision in 2018/19.

5.3 The charge for Schools in Financial Difficulty has been re-introduced in anticipation of increased support being required as more maintained primary schools experience inflationary cost pressures combined with potentially falling rolls. Re-introducing the charge provides approximately £88k should there be 17,000 maintained primary school pupils in 2020/21.

5.4 Table 3 (below) provides some detail on each of the areas of de-delegation.

Table 3: Areas of de-delegation

<p>Employee & Premises Insurance This funds mandatory insurance covers arranged by the local authority. If delegated, schools would need to assure the LA that cover arranged by the school (if not bought back) is fit for purpose. Pooling the funding ensures proper cover and allows schools' to avoid bureaucracy.</p>	<p>Per-pupil charge unchanged from 2019/20</p>
<p>Assessment of eligibility for free school meals This funding enables the service to schools for the checking of free school meal eligibility.</p>	<p>Per-pupil charge unchanged from 2019/20</p>
<p>Maternity Supply Cover Supports schools by funding the costs incurred covering staff taking maternity / paternity leave or staff on adoption leave.</p>	<p>Per-pupil charge increased from 2019/20</p>
<p>Schools In Financial Difficulty for Primary schools Provides support to schools in or forecasting a deficit. Access to the support is generally dependent on a school producing an agreed Recovery Plan. The use of funds is directed by the head of school partnerships.</p>	<p>Per-pupil charge re-introduced for 2020/21</p>
<p>Trade Union Facility Time This service enables schools to access TU representatives, in city-wide roles. The pooled budget for TU facilities time enables adequate representation across all TUs and more predictable costs at school level.</p>	<p>Per-pupil charge unchanged from 2019/20</p>
<p>Health & Safety Roving Reps in Secondary schools "Roving" reps are safety representatives who are appointed by TUs to cover multiple school sites. Their work includes effective consultation with employees in relation to employee health and safety issues. Compared to previous years, there are fewer safety representatives, and the cost of training is reduced. School head teachers retain overall responsibility, with the TU rep acting on the Head's behalf.</p>	<p>Per-pupil charge unchanged from 2019/20</p>
<p>Educational Psychology (EP) The Education Psychology Service provides professional advice to young people, families and educational settings. The de-delegated funding supports the delivery of EP visits to schools to discuss and identify vulnerable children and young people, and support a robust graduated response to needs including cost effectiveness. This is in addition to the Educational Psychology work in to the SEN assessment process, paid for by the LA as a statutory responsibility.</p>	<p>Per-pupil charge unchanged from 2019/20</p>

- 5.5 The de-delegation consultation was launched 11th October and ran for three weeks to 4th November. The de-delegation consultation was communicated to schools through the Service Director for Education, Skills regular newsletter.
- 5.6 This consultation sought school stakeholder views on the de-delegation of funding from mainstream schools for specific services, it was open to maintained mainstream schools only to respond.
- 5.7 Eleven of a possible 53 primary schools responded, whilst one of a possible two secondary schools responded. The response to de-delegation is shown in the tables below.

Table 4: Primary de-delegation

Service	Votes Pool	Votes Delegate	Votes: No preference	% Pool	% Delegate	% No preference
Employee and Premises Insurance	11	0	0	100	0	0
FSM Eligibility	11	0	0	100	0	0
Maternity Supply Insurance	10	1	0	91	9	0
Schools in Financial Difficulty	6	4	1	55	36	9
Trade Union Facility time	8	3	0	73	27	0
Education Psychology	9	2	0	82	18	0

Table 5: Secondary de-delegation

Service	Votes Pool	Votes Delegate	Votes: No preference	% Pool	% Delegate	% No preference
Employee and Premises Insurance	1	0	0	100	0	0
FSM Eligibility	1	0	0	100	0	0
Maternity Supply Insurance	1	0	0	100	0	0
Trade Union Facility time	1	0	0	100	0	0
H&S Roving Reps	1	0	0	100	0	0
Education Psychology	1	0	0	100	0	0

5.8 The Local Authority recommendation to Schools Forum is that all of the services are de-delegated to maintained schools in 2020/21. De-delegation supports the provision of a coherent core offer by the Council to all maintained schools. This is particularly important when unplanned issues arise in a school and enables support to be provided rapidly and without the need to agree terms of engagement. Whilst the LA recognises that in any particular given year not all schools will access all services to the same degree, funding these services enables all maintained schools to benefit at a time of need.

Bristol Schools Forum Schools Block 2020/21

Date of meeting:	26 th November 2019
Time of meeting:	5:00 pm
Venue:	City Hall

1. Purpose of report

- 1.1 To inform and seek agreement of the Schools Forum on the principals of the funding formula for mainstream schools and academies for 2020/21, prior to final allocations being made available by the ESFA in December, for final formula agreement in January 2020.

2. Recommendations

Schools Forum is invited to:

- 2.1 Provide feedback, as appropriate on the proposed arrangements for the 2020/21 mainstream funding formula, including the amount set aside for the Growth Fund to allow final proposals to be made and agreed on the Schools Budget for 2020/21 in January 2020.

3. Funding available

- 3.1 The DSG overview paper elsewhere on this agenda explains the overall strategy for schools finance for 2020/21. Provisional allocations announced in October 2019 are set out in the table below, and are based upon the October 2018 school census data. Schools Forum is cautioned to note that final allocations will be different, being based upon the October 2019 school census data.

This indicates that the funding for Schools Block in 2020/21 is proposed to be £268.5m. **Table 1** sets out how this funding is composed.

Table 1: Initial indicative Schools Block Budget 2020-21

Funding	£m
Pupil-led DSG funding (54,600 pupils)	£257.4
Premises led DSG funding	£9.6
Growth funding allocation	£2.6
Transfer £2m to High Needs Block	-£1.3
Schools Block Total	£268.3

4. Funding formula

- 4.1 The DfE continues to base the calculations for each authority on a soft National Funding Formula (ie the NFF is calculated on a per pupil, per school basis, but this determines how much the Local Authority gets, not how much each individual school is entitled to – a local formula for distributing DSG still prevails).
- 4.2 A number of changes have been made to the Schools Block Funding Formula for 2020/21, these are the key points that impact most on BCC;
- 4.3 **Minimum per pupil funding levels.** Minimum funding levels per pupil are set as part of the NFF, for 2020/21 these will be £3,750 for primary schools and £5,000 for secondary schools (this is the calculation before premises and lump-sum factors are included). This minimum per-pupil funding will be a mandatory factor in the local formula for the first time in 2020/21. There are currently 24 primary schools and 6 secondary schools in Bristol that are funded below these levels, as these schools are mostly reliant on the AWPU for the majority of their funding due to their pupil characteristics not attracting funding from the Additional Educational Needs (AEN) factors.
- 4.4 **Positive Minimum Funding Guarantees (MFG).** The MFG can be set at between +0.5% and +1.84%. An MFG of 0% was applied for 2019/20, Schools Forum will need to recognise the effect of the MFG in the formula and discuss what MFG rate is agreed for 2020/21. Both the sub-group and the LA are proposing 0.5% MFG for 2020/21
- 4.5 **Removal of the Gains Cap.** In previous years formula gains could be capped to ensure affordability. For 2020/21 the ability to cap gains has been removed.
- 4.6 **Growth Funding.** The DfE has struggled to develop a fair and sustainable way of including sufficient resource in the formula to take account of growing pupil numbers. Previously they have used historic spend as the basis, but this did not help authorities with new, rapid growth. For 2020/21, the DfE are continuing with the formulaic basis for distributing growth funding, based on population changes in medium super-output areas, that was introduced for 2019/20. The allocation for 2020/21 will not be known until it is announced, which is expected December 2019. The indicative allocation for 2020/21 was released on 31st October, being £2.627m. Growth funding is discussed in greater depth later in the paper, however it is expected that the final allocation into Schools Block is very similar to the anticipated commitment.
- 4.7 **Movements between blocks.** The government's announcement of more funding into schools will raise expectations that the additional funding will be passed on to them, and indeed a number of the changes to the formula for 2020/21 enforce this. However LAs retain much discretion over where and the amount passed on.
- 4.8 As in previous years, the position of the High Needs budget remains of concern. Whilst additional funding has been made available for the High Needs block directly, we also accelerated £2.4m of 2020/21 funding into the 2019/20 budget.

2019/20 also benefitted from £2.5m of transfers from the Schools and Central Services blocks.

- 4.9 The Authority wishes to explore all options in closing the High Needs funding gap that is emerging for 2020/21, and this includes considering the transfer of funding from Schools Block. Transfers between blocks is discussed elsewhere in the agenda, however for the purposes of this paper the maximum transfer that can be locally agreed has been modelled, based on current funding announcements, alongside the results with no transfer.

5. Funding formula proposals

- 5.1 The Schools Forum sub-group met in November and agreed some principles for the operation of the mainstream formula, including:
- A Minimum Funding Guarantee of 0.5%;
 - Factor values to be a function of the available funding, with a movement towards NFF values for the pupil-led factors
- 5.2 The decision to set at an MFG of +0.5% was reached as this allows all schools to gain to some degree, whilst allowing the greatest amount to be targeted to local priorities, as opposed to setting a greater MFG level, which awards all schools equally regardless of need or local priority.
- 5.3 In addition to these principals, the LA is proposing
- Appropriate allocations for NNDR
 - Appropriate allocations for PFI
 - Retaining the current split-sites policy
- 5.4 Table 2 below demonstrates how the funding components combine to realise the available funding to Schools Block formula.

Funding	£m	
Pupil-led DSG funding (54,600 pupils)	£257.4	
Premises led DSG funding	£9.6	
Growth funding allocation	£2.6	
Sub-total	£269.6	
Amount needed for growth	-£2.6	
Remaining in formula	£267.0	Amount for scenarios A before transfers
Transfer 0.5% to High Needs Block	-£1.3	
Schools Block Total	£265.7	Amount for scenarios B after transfer

5.5 Officers started modelling by establishing baselines for comparison. The baselines used are:

- The 2019/20 funding formula (unit values applied and amounts distributed).
- The 2019/20 formula unit values applied into the 2020/21 formula, with regard to the new mandated changes (minimum per pupil funding, +0.5MFG and no cap on gains).
- The uplifted 2020/21 NFF unit values applied into the into the 2020/21 formula, with regard to the new mandated changes (minimum per pupil funding, +0.5MFG and no cap on gains).

5.6 These three baselines resulted in the summary positions below (tables 3 and 4). The detailed unit values and positions can be seen in Appendix A.

Table 3 Summary total baseline positions

Baselines	£m
2019/20 Formula as distributed	257.8
2019/20 unit values into 2020/21 formula	261.7
2020/21 NFF unit values into 2020/21 formula	263.9

Table 4 high level analysis of baseline components

	BASELINE 1	BASELINE 2	BASELINE 3
	2019-20 formula as distributed MFG=0.00%	2019-20 formula unit values applied to 2020-21 formula MFG=0.50%	2020-21 NFF values applied to 2020-21 formula MFG=0.5%
TOTAL COST OF FORMULA	257,845,000	261,674,647	263,878,974
Basic Entitlement			
	181,366,849	181,366,849	181,771,672
Deprivation			
	27,248,426	27,248,426	29,312,335
EAL			
	3,137,400	3,137,400	3,322,562
Prior Attainment			
	17,883,686	17,883,686	20,850,672
Lump Sum			
	15,947,917	16,000,000	14,643,200
Split Sites			
	580,022	580,022	580,022
Rates (NNDR)			
	2,574,119	2,574,119	2,574,119
PFI Funding			
	6,288,955	6,288,955	6,288,955
Minimum Funding			
	2,817,626	6,595,190	4,535,438
	BASELINE 1	BASELINE 2	BASELINE 3

5.7 The 2020/21 mandated protections increase the funded awarded above the 2019-20 levels for all schools. This is not surprising, as the 2020/21 regime is intended to distribute the increased funding into the LA for Schools Block. In baseline 2, all schools receive the +0.5% MFG boost, with another 30 schools requiring lifting up to the minimum per pupil funding levels.

5.8 Using the 2020/21 NFF unit values (Baseline 3) sees lower levels of protection funding, as the formula itself awards greater per-pupil funding, particularly in the AEN factors. In this baseline, 61 schools require the +0.5% MFG boost on top of the formula, with 27 schools then requiring further lift up to meet the minimum per pupil funding levels. Full details can be found in Appendix B.

- 5.9 None of these baseline positions fully consume the available indicative funding though, so decisions have to be made with the remainder. All baseline positions leave sufficient balances unallocated to allow enhancement to any of the factors and/or transfers out to High Needs Block.
- 5.10 Officers have modelled a number of potential options to fully utilise the indicative available funding, each version of the model is worked to fulfil either £267.0m (i.e. no block transfer) and with £265.7m (i.e. after 0.5% transfer).
- 5.11 The options modelled and presented in the appendices are:
- Uplift all of the 2019/20 local formula per-pupil factor unit values (detailed in Appendix C)
 - Uplift only the 2019/20 AEN per-pupil factor unit values, preserving the AWPU and Lump Sum as they are. (detailed in Appendix D)
 - Use all the NFF unit values as starting point and uplifting all to use the available funding (detailed in Appendix E)
- 5.12 The indicative amount of funding available above that which was awarded in the 2019/20 formula is £9.2m if no transfer is approved, or £7.9m if the transfer is approved.

5.13 The results of the models show that:

- Uplifting all of the per-pupil factors from the 2019/20 levels results in Primary Schools receiving around 56% of the additional available funding, and the transfer between blocks not affecting the funding of 22 schools (20 Primary). See Table 5.

Table 5: Distribution of the additional resource (Local factors uplifted)

	9,223,553	7,888,210
AWPU	8,108,448	6,748,391
Deprivation	1,218,207	1,013,873
EAL	140,265	116,738
Prior Att	799,534	665,425
Lump Sum	52,083	52,083
Split Sites	0	0
Rates (NNDR)	0	0
PFI Funding	0	0
Minimum Funding requirement	-1,094,984	-708,301
	Gain £	Gain £
Primary	5,186,193	4,467,483
Secondary/All-through	4,037,360	3,420,727
	9,223,553	7,888,210
	Gain count	Gain count
Primary	105	105
Secondary/All-through	23	23
	128	128
	Share of gain	Share of gain
Primary	56%	57%
Secondary/All-through	44%	43%
Transfer not affecting school share		22
	Primary	20
	Secondary/All-through	2

- Uplifting only the AEN per-pupil factors from the 2019/20 levels results in Primary Schools receiving 60% of the additional available funding, and the transfer between blocks not affecting the funding of 33 schools (26 Primary). See Table 6.

Table 6: Distribution of the additional resource (AEN priority)

	9,223,553	7,888,210
AWPU	0	0
Deprivation	5,364,561	4,392,202
EAL	617,679	505,721
Prior Att	3,520,868	2,882,690
Lump Sum	52,083	52,083
Split Sites	0	0
Rates (NNDR)	0	0
PFI Funding	0	0
Minimum Funding requirement	-331,637	55,514
	Gain £	Gain £
Primary	5,571,606	4,748,537
Secondary/All-through	3,651,947	3,139,673
	9,223,553	7,888,210
	Gain count	Gain count
Primary	105	105
Secondary/All-through	23	23
	128	128
	Share of gain	Share of gain
Primary	60%	60%
Secondary/All-through	40%	40%
Transfer not affecting school share		33
	Primary	26
	Secondary/All-through	7

- Uplifting the NFF values results in Primary Schools receiving 45% of the additional available funding, and the transfer between blocks not affecting the funding of 16 schools (15 Primary). See Table 7.

Table 7: Distribution of the additional resource (NFF priority)

	9,223,553	7,888,210
AWPU	4,329,271	2,867,603
Deprivation	2,696,761	2,461,054
EAL	256,895	230,178
Prior Att	3,417,152	3,249,487
Lump Sum	-988,571	-1,106,320
Split Sites	0	0
Rates (NNDR)	0	0
PFI Funding	0	0
Minimum Funding requirement	-487,956	186,208
	Gain £	Gain £
Primary	4,108,163	3,486,807
Secondary/All-through	5,115,390	4,401,403
	9,223,553	7,888,210
	Gain count	Gain count
Primary	105	105
Secondary/All-through	23	23
	128	128
	Share of gain	Share of gain
Primary	45%	44%
Secondary/All-through	55%	56%
Transfer not affecting school share		16
	Primary	15
	Secondary/All-through	1

5.14 As we have observed previously, the third model presents the move towards NFF proportions, which shifts proportionate balance of funding away from smaller, mostly primary schools, in favour of larger, mostly secondary and all-through, schools.

5.15 All of these results have to be qualified that these are indicative funding levels only, and are being modelled against 2018 pupil data. The final formula funding is yet to be confirmed, and will be applied against 2019 pupil data once made available by the ESFA, expected mid-December.

6. Disapplications

- 6.1 Forum should note that we will be submitting a disapplication of the MFG relating to Steiner Academy Bristol due to the proposed change of age range (to 4-11 from 4-16) from September 2020. This is so they are not protected at secondary school funding level.
- 6.2 A disa-application request has been submitted in respect of Trinity School, again to disapply the MFG due to the fact that as a new school proxy pupil characteristics were used in 2019/20 to establish their formula share. We are awaiting the outcome of this request, if approved we can choose to continue with proxy factors or utilise actual pupil characteristics for 2020/21 formula share.

7. Future funding arrangements

- 7.1 The DfE still intends to introduce a hard National Funding Formula however the timescale for this remains unknown. Some of the mandated changes to the formula options for 2020/21 go some way towards a hard formula, such as increased restrictions on block transfers and minimum pupil funding levels.
- 7.2 Whilst not formally announced by the ESFA, officers from the ESFA have indicated that future years will see greater restrictions on block movements (and possibly prohibited entirely), and tightening of local decision making on the allocation of funding (as can be seen by the introduced minimum funding levels for all schools).

8. Growth Fund and Growing Schools

7.1 The forecast costs of the Growth Fund in 2019/20 and for 2020/21 are set out in Table 8, and are based on the 2019/20 policy, the expected growth in September 2019 and the current rates for paying growth.

Table 8 summary of growth fund commitments in 2019-20 and expected 2020-21

	<u>2019/20</u>	<u>2020/21</u>
<u>Primary</u>		
Planned Growth (count)	9	8
Planned Growth (£m)	0.450	0.447
Post-opening grant (£m)	0.119	0.063
<u>Secondary</u>		
Planned Growth (count)	12	12
Planned Growth (£m)	1.016	1.167
Post-opening grant (£m)	0.000	0.084
Anticipated total commitment funded from Growth Fund (£m)	1.585	1.761
Growth funding top-sliced from Schools Block (£m)	-1.600	
Variance	-0.015	1.761

7.2 The current forecast for 2020/21 is that there will be no new Growth Fund commitments in Primary Schools. While there may be some new commitments in Secondary Schools for 2020/21, this is dependent on demography and presently none are forecast. There is expected to be significant growth in the Secondary sector in 2021/22, particularly with Oasis Temple Quarter opening. New school openings are treated as “New and Growing Schools”, and funded as such via the Schools Block formula rather than as bids to the Growth Fund. Table 9 summarises the current and expected positions for 2019/20 and 2020/21

**Table 9 New and Growing Schools
summary**

	<u>2019-20</u>	<u>2020-21</u>
Primary (£m)	0.502	0.367
Primary (count)	4	3
Secondary (£m)	0.427	0.731
Secondary (count)	1	1
Anticipated commitment created by new and growing schools	0.929	1.098

- 7.3 What is more significant is that the existing growth pressures are shifting away from Primary Schools and into Secondary Schools. As Growth is paid at the relevant Key Stage AWPU rate, whilst no new commitments are being entered into, the existing commitments are becoming more expensive.
- 7.4 The total funding needed to support growth for 2020/21 looks to be in the region of £2.9m, based on 2019/20 rates. If the formula provides higher levels of funding to schools then this commitment will be higher too.
- 7.5 Should the final allocation into the Schools Block not meet this requirement (as the indicative allocation suggests) then the funds already announced to support the Schools Block Formula may be needed to support Growth, or a decision made as to reduce growth funding benefits.

Growth funding needed for the Growth Fund and for Growing Schools

	<u>2019-20</u>	<u>2020-21</u>
Growth Fund	1.585	1.761
New and Growing Schools	0.929	1.098
	2.514	2.859
Allocations	3.935	2.627

There is an apparent shortfall in funded growth of £0.232m, which will impact on the available resource in Schools Block for the funding formula. If this materialises in the actual final allocations this will need to be addressed.

- 7.6 The final funding for 2020/21 has not yet been announced it will be based on a formula using the number of extra pupils, comparing the October 2018 and 2019 pupil censuses. Where there are more pupils in a medium super output area (there are 65 of these in Bristol, each with around 1,000 pupils), the extra are counted. Where there are fewer pupils, the reduction is ignored. All “extra” pupils in an area attract funding which is aggregated to produce the allocation for the city. There is no reliable way of successfully replicating / anticipating what that precise sum might be.

Bristol Schools Forum

Finance Sub-Group - notes of meeting on 6th November 2019

Present: S Erskine, C Pring, C Reynell, C Townsend, D Yorath

In attendance: G Booth, T Young

The Sub-Group noted updated information about 2020/21 DSG, including:

- confirmation of DfE requirements re: MFG, minimum funding per pupil and maximum transfers between blocks;
- DfE proposals to clarify the ring-fencing of DSG; and
- updated, but still provisional, estimates of High Needs and Central Services blocks.

The Sub-Group asked for the report to the Forum to include a baseline position of minimum change from 2019/20 distribution arrangements, with other scenarios illustrated by % gains/loses, school by school.

The Sub-Group concluded that it could not comment on the issue of transfers from the Schools Block in the absence of information about the projected position on the High Needs Block. It was suggested that it would be difficult for the Forum to agree to any transfer without such projections and a strategic plan for High Needs.

The Sub-Group noted the provisional projection of a shortfall on the Growth Fund, and asked for the report to the Forum to include the options of i) meeting the shortfall within the Schools Block and ii) containing Growth Fund commitments within the DfE Growth allocation by amending the Growth Fund policy.

The Sub-Group considered options for the funding formula and for MFG. It was agreed that the formula should be changed to further increase the proportion of the quantum that is allocated using AEN factors. Two options for achieving this were identified: i) simply increasing the weighting of AEN factors and ii) adopting the National Funding Formula, which would also involve changing the KS4 AWPU and lump sums. It was agreed that the pros and cons are finely balanced. ii) reduces the risk of future 'cliff edges' when the 'hard' NFF is implemented, but in so doing it brings forward a movement of resources from small schools. It was agreed that the report could include an intermediate compromise of a partial shift towards the NFF.

The Sub-Group agreed that an MFG of +0.5% should be recommended to the Forum, as this would bring allocations more closely into line with the new formula, while still protecting 'losers' with a positive MFG.



TRADING WITH SCHOOLS

Annual Report 2018-19



BRISTOL
LEARNING CITY



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Introduction

Welcome to the Trading with Schools Annual Report

This reports highlights the exceptional work that has been undertaken to support schools and Learning City priorities during 2018/19.

TwS has continued to deliver high quality services to our school customers within the context of significant public sector financial challenges and according to our four key principles of service delivery:

- High quality services;
- Value for money;
- A transparent pricing framework;
- A single point of contact.

Our positive customer relationships and dedicated colleagues are fundamental to TwS success and are best demonstrated by the continued level of loyalty and commitment to the TwS brand.

The high importance we place upon working collaboratively with all stakeholders, in order to co-construct services, enables TwS to continually meet the broad range of customer requirements.

Customer engagement events have continued to be well attended and have facilitated networking opportunities for both TwS and

schools. They have also enabled schools to have individual supplier engagement conversations, provided a platform for TwS to communicate service updates and most importantly to receive valuable customer feedback.

We look forward to continuing to work in partnership with Headteachers, School Business Managers and Governors in the future to continually improve existing and develop new services to provide the highest quality provision as efficiently as possible.

I hope that you find the information contained in this report helpful and informative.

If you have any questions or comments please contact myself, Sue Finch or Billy Forsythe directly.

Ali Mannerling

Head of Trading with Schools

TwS Staff

Over 135 members of staff work in TwS, utilising their professional skills and expertise for the benefit of schools and educational settings.

Staff are organised in 4 main service areas. These are:

1. Inclusion Services;
2. Education Services;
3. School Support Services;
4. Operational Support Services and Information Support Services

The service is led by Ali Mannering and is supported Deputy Managers Becky Wilkins and Billy Forsythe who also manage a number of the TwS Services.

Sue Finch is the Finance and Resource Manager for TwS and her key role is to support the organisation to achieve the surplus income targets through improved economy, efficiency and effectiveness in service delivery. To ensure that the surplus remains achievable, comprehensive and robust. Regular monitoring is undertaken on a monthly basis throughout the year.

In addition Sue manages the Procurement and Contracts Service who continue to secure and contract manage a broad range of contracts/framework agreements which deliver value for money and efficiencies both for our customers as well as for TwS Services. Sue has also recently taken on line management responsibility for Outdoor Education since TwS transferred into Commercialisation and Citizens Directorate back in December 2018. These colleagues, together with the Inclusion Service Leads, Vikki Jervis and Simon Claridge formed the Senior Leadership team for TwS in 2018/19. TwS SLT meet on a regular basis and keep all staff informed of developments through the TwS InfoHub.

An organisational staffing structure is shown on page 24.

Financial Review

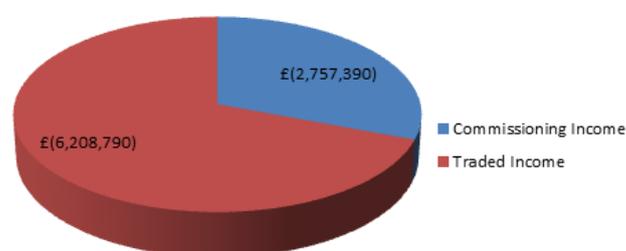
TwS has 5 main sources of income. These are:

1. Local Authority (LA) Commissioning specifications for the delivery of statutory and discretionary services funded from both Dedicated Schools Grants (DSG) and General Fund;
2. DSG De-delegated funding for a number of services which are delivered on behalf of primary schools and for a limited number of services in the secondary sector and is commissioned through School's Forum;
3. Annual Orders – orders secured are mainly for School Support Services;
4. Pay As You Go (PAYG) income from bespoke consultancy work secured during the financial year;
5. PAYG from Continuing Professional Development (CPD) opportunities.

Figure 2 illustrates the total amount of income which was secured during the financial year. The traded income generated represented 69% of the turnover, with the remaining 31% of income secured through commissioning by the Local Authority and de-delegated funding from the LA maintained primary and secondary sectors.

Commissioning income for services provided by TwS has further reduced in this financial year by circa £460k due to a number of factors including continued reductions in the Education Service Grants and Council Budget constraints.

Figure 2: 2018-19 TwS Total Income



TwS secured orders for traded work totalling £6.209m. £4.161m was generated through annual orders, secured from 187 schools and educational settings. The annual orders include Education and School Support services, as well as a number of internal and external Partner Services.

The table on this page shows the number of schools which purchased TwS annual contracts for services at the start of the financial year.

In addition to annual orders, a number of services provide pay-as-you-go bespoke consultancy services. A total of £2,048m was secured through this route.

Notable purchasing trends include increased take up of existing services, School Admissions and Free School Meals

TwS has been successful in this year securing new traded work from Multi Academy Trusts in both Bristol and neighbouring Local Authorities.

During 18/19, TwS continued to offer a high quality two day training programme to deliver Mental Health First Aid Courses to Bristol Schools in partnership with Public Health and we are busy developing a half day lite MHFA course for delivery in the new 19/20 Academic Year.

Sue Finch

Resource Manager

TwS Service 18-19 Number of Schools

EDUCATION SERVICES	
Educational Psychology	2
Every Child a Reader (ECaR)	28
Governor Development Service	115
NQT Induction (number of NQTs)	177
School Improvement	46
SCHOOL SUPPORT SERVICES	
School Admissions Service	43
Mapping Software	11
Free School Meals (Academies)	71
Maternity Scheme	18
HR Advice	79
Education Welfare Service	42
School Finance Service	
Finance System	94
Standard Consultancy	39
Bronze Consultancy	22
Silver Consultancy	8
Gold Consultancy	7
Ezepay	7
Orovia (new 18/19)	58
Schools Absence Insurance	
Teaching Staff	37
Non Teaching Staff	35
CC teaching staff	6
CC non teaching staff	8
HR Operations	
Annual Contract	89
Contracts	

Procurement & Contract Management	
Cleaning Contract	43
Catering Contract	73
Kitchen Equipment	83
School ICT Services	
ICT Hardware	24
Remote Admin	16
Whole School Remote	13
Whole School On Site 2 hrs per week	24
Whole School On Site additional 2 hrs	3
Emails	68
SIMS	122
SIMS on site	0
SIMS Dinner Money	68
SIMS Other	15
Internet	154
Internet Plus	66
Internet Virtual Server Hosting	1
Backup	52
Telephones	138
PARTNER SERVICES	
Legal Services	95
Security - Key Holding Service	129
Security - Cash in Transit	112
Eteach	147

Inclusion Service

The Inclusion Service is commissioned by the Local Authority to contribute to the statutory assessment of children and young people with additional needs. The Service contributes to this process by completing psychological assessments and providing written psychological advice in all cases and specialist reports.

The Inclusion Service has completed 489 psychological EHCA's including preparation, liaising with other professionals, meeting with parents and young people, completing assessments and report writing.

As part of the statutory duties undertaken by this service, educational psychologists attend annual reviews for young people where there is an imminent possibility of a placement breaking down. The Local Authority also commissions this work. Educational psychologists have undertaken psychological assessments and provided written reports, attending annual reviews for 50 young people.

Inclusion Service colleagues have also attended and facilitated SEN panels, Top up Panels, EIB panels, Fair access panels and Complex Needs panels and have assisted in crucial Local Authority decision-making and planning for children and young people.

The Service has worked with the SEN team to develop paperwork and systems for the Top Up and statutory assessment process and has worked with the Inclusion in Education Group to develop the support plan. Further advice and support has been given to the SEN team to develop the Top Up matrix and the Bristol Graduated Guidance. The Service has reintroduced SENCo briefings held in localities three times a year and run a successful SENCo conference attended by over 150 schools and local authority colleges.

The Inclusion Service completed work in relation to 20 critical incidents over the past year. All of these require varying levels of intensity of work and an immediate response. Those involved have informed us that this service is highly

regarded. This support is available to all settings as required.

The Service has been involved with a large number of children in care, at different levels, ranging from telephone advice to assessments and consultations within schools and children's homes and with foster parents. Assessments in secure units have also been undertaken when necessary.

The Inclusion Service offers Local Authority maintained schools a number of prepaid visits from an educational psychologist according to the level of de-delegation. There has also been further work purchased in some schools and the overall number of records of involvement this year totals 577 reports.

We now have 62 trained emotional literacy assistants in Bristol and have capacity to train another 20 in the next financial year and 14 pupils have improved outcomes as the result of Video Interaction Guidance work (VIG).

The importance of staff well-being in education is becoming increasingly recognised. Trading with Schools' Inclusion Service is now offering a well-evidenced intervention for improving staff well-being based on Acceptance and Commitment Therapy (ACT) - a therapeutic model used by psychologists and therapists across the world to bring about positive change for people.

The educational psychology service together with the Hope Virtual School for children in care has led the development of relationship based and trauma informed work across our schools. This has enabled the Adverse Childhood Experiences (ACES) work to grow across the city.

Inclusion Service continued

We all agree or strongly agree that EP contributions to EHCA's provides useful information as regards formulating appropriate outcomes

SEN Casework Officer

Without your intervention, expertise, leadership and tenacity, we truly feel Z would not be in the great position of heading into a mainstream school with all the support he requires and a realistic plan

Comment from parent

Time with our link EP is inspirational and enables me to have conversations which are very thought provoking at the time and afterwards. It allows me time to consider how I can consider my practice and how to develop provision within the setting.

Comment from a school

Supportive relationship from our link EP

Comment from School

Reports are clearly written with useful highlighted objectives and action points

Comment from school

On behalf of the University of Bristol Doctoral Programme in Educational Psychology the EP team would like to thank you again for your support and commitment over the past year.

The EP Programmes Teaching Team

Found the workshops useful this year with lots of practical ideas to take back to staff.

I really enjoyed the workshops and appreciated their positive approach...I would welcome more workshops like these in future

EDUCATION SERVICES



NQT Induction

A total of 78 schools use Bristol LA as their Appropriate Body with 177 registered newly qualified teachers. The service provides a number of events and training, quality assurance, support and advice to schools and teachers.

Over 50 NQTs attended a successful Welcome to Bristol event at the M Shed in September and a number of new NQT courses have been offered including sharing best practice. A close working partnership continues with the Bristol Primary Teaching School Alliance, who offer a range of CPD sessions run by SLEs (Specialist Leaders of Education).

As always, informative, relevant and useful
Sharing Best Practice CPD, November 2018

As a new NQT Mentor, this training was very valuable
NQT Mentor CPD, September 2018

Fantastic support - clear and reassuring!
NQT Mentor CPD, September 2018

Teaching & Learning

Both Mathematics and English network meetings have continued this year, with three sessions held in partnership with other educational providers such as the Bristol Primary Teaching School Alliance and the Boolean Hub. Best practice has been shared and national updates discussed such as the new Framework and multiplication check.

Discussion about multiplicative reasoning and the term 'scaling'. It's so important to have a forum to unpick mathematical structures for ourselves. Many thanks!

Mathematics Network Meeting, March 2019

SACRE has supported the teaching of RE in both primary and secondary schools

Moderation, Monitoring & Assessment

All Bristol maintained schools and 58 academy schools benefitted from Local Authority support with assessment and moderation in 2018. Over 70 teachers attended training linked to assessing writing at KS1 and KS2. This CPD was based on STA materials and was very highly evaluated.

A really useful course – great to have time to really unpick the statements and writing
Assessing Writing at KS2 CPD, February 2019

Thank you. I am feeling inspired!
Assessing Writing at KS2 CPD, February 2019

A suite of other CPD sessions aimed at raising attainment in reading and mathematics at the end of both KS1 and KS2 were also offered, well attended and highly rated.

The Standards and Testing Agency requirements for 2019 for the moderation of end of KS1 and KS2 assessments have been established across the city. 64 schools, a combination of both maintained and academies, received moderation visits for KS1 and KS2. These visits were highly evaluated by headteachers.

The requirements for monitoring the phonics check and administering the Y6 SAT were met.

'This year's visit was the most professional I have been involved with in any school. The subject knowledge of the moderators was very high and they really valued the discussion with my staff. The moderators were incredibly thorough in their approach and we felt very satisfied with the entire process' (Primary HT, Y6 Moderation, June 2019)

'Moderators were very friendly, put the staff at ease and displayed good subject knowledge and professionalism (KS1)

Every Child a Reader

- Working towards a city of readers
- Delivering quality training for everyone who teaches children to read
- Intervening early to ensure children have the best start in life

An integral part of the Teaching and Learning Service is the nationally recognised team of ECaR consultants. Two Reading Recovery Teacher Leaders have continued to provide ongoing accreditation from the Institute of Education, UCL, for 30 Reading Recovery (RR) teachers who are part of the Every Child a Reader (ECaR) project.

The Teacher Leaders have offered schools a range of evidenced-based interventions for children struggling to read and write such as: Reading Recovery, A-Z programme, Boosting Reading @ Primary, Switch-on and Inference training. In these schools, nearly 3000 children a year benefit from ECaR and this has contributed to the improvements in standards of reading. The remarkable progress of RR children was celebrated in a Reading Recovery Read Aloud event with a wide range of adults from the community, including the Lord Mayor.

The Teacher Leaders were also invited to the House of Lords for a celebration event in recognition of the Impact of RR, RR children are more than twice as likely than similar children to achieve 5 or more good GCSEs 10 years later.

The Teacher Leaders have also run the Best Practice Network meetings for English Subject Leaders and offered TwS CPD and bespoke training to all schools across the city. The Bristol Reading Project has continued with 12 schools submitting entries to demonstrate the creative teaching of reading using high quality texts.

The Teacher Leaders provided BRP training for all 2nd Year UWE Education students to support children who are struggling with reading in Inner City Schools.

The Bristol Every Child a Reader team is taking part in an EU transnational exchange of innovative practices regarding reading, literacy and language development. The team will be working alongside teams from Sweden, Belgium, Italy and Finland in order to strengthen the professional's capacity to guide young children and their families. The project aims to create opportunities to develop, test and implement new skills and methods to support vulnerable families. The project commenced December 2017 in Gothenburg and it will end in Milan October 2019. The Bristol team will look forward to sharing their findings.

Data for ECaR schools is collected onto a national data collection site. Four in every five children who completed Reading Recovery (81%) were lifted to age appropriate levels of literacy. 43% of these children were in receipt of Pupil Premium and 24% had English as an additional language. There has also been a 13% increase in the number of children working at the expected standard in reading at KS1 and an increase of 9% in writing compared to 2018.

Consultants have also been leading on Bristol; a Reading City Project. Six mini cloakroom libraries are being set up across the City. This work is part of the One City Plan with a focus on making books more accessible to vulnerable children and families.

Time to consider aspects of teaching reading as I move year groups. Using a structured format for delivering new skills.

A fab course from a very knowledgeable professional

Prevent

The Prevent Duty; supporting schools in recognising, responding to and preventing radicalisation and extremism.

As part of the Local Authorities responsibility under the Counter Terrorism and Security Act 2015, we continue to support schools with the Prevent Duty. TwS has concentrated on mainstreaming Prevent in schools approaching it very much from an equalities perspective whilst embedding it in Safeguarding.

To further support schools TwS continues to offer free membership to a 'virtual Prevent network' to ensure timely access to local and national information, training and resources from both the LA and other agencies. We have a Prevent contact identified in every Bristol school.

TwS provides central training for school staff and governors and bespoke school based training and support to schools on referrals and the Prevent self-assessment and action planning.

Progress this year has been the development of the 'Prevent self-assessment and action plan' framework; this was produced in consultation with senior leaders from schools, in response to Ofsted reports and feedback from agencies and key partners. The purpose of the framework was to support schools with the implementation on all aspects of the Prevent Duty to ensure they can demonstrate compliance and have effective safeguarding practice.

We continue to work in partnership on Prevent with Avon and Somerset Constabulary and also as a member of the multi-agency partnership 'Building the Bridge'.

Equality & Diversity

TwS continues to support schools with Equality and Diversity, working in partnership with other agencies providing advice and support including training, reviews, policy and procedures and advice to ensure the requirements of equalities legislation are met.

An area of development this year has been guidance for schools on tackling prejudice and producing and delivering training to meet the needs of schools and Governors. We continue to provide advice and bespoke support for schools on developing good practice in all areas of the Equality Act 2010.

TwS continues to work in partnership with other agencies and is represented on the 'Strategic Partnership Against Hate Crime' and 'Tackling Islamophobia working group'.

Bristol's Equalities charter was launched this year and it was important to us that there was an opportunity for young people to have a voice at the launch event. We worked with a school to ensure this happened and it was brilliant that staff and pupils were able to share with representatives from many sectors the great work they have done on equalities.



Governor Development Service

Training, support and advice for Academy and LA Maintained School trustees, governors and clerks

The service continued to provide a full range of training, support and communications that has become well established over many years, with around 80% of all Bristol schools (including both LA maintained schools and academies) choosing to subscribe to our service in 2018/19.

A number of the schools that don't subscribe to our full service (including three independent schools) attended our training courses on a 'pay-as-you-go' basis.

The service also continued to provide three optional services at preferential subscription rates: Governor Hub, The Key and Modern Governor. Over 100 schools chose to purchase at least one of these services.

We offered 44 centrally delivered courses as part of our core training programme and there were over 1,000 attendances by clerks and governors at these sessions. 5 new or significantly updated courses were included in the training programme, covering areas such as Prevent Duty and complaint handling. More than 99% of the course evaluations indicated that the delegate would recommend the session to other governors or clerks.

The team also delivered 4 bespoke sessions for individual schools, including governance self-reviews, 2 sessions for groups of schools and 3 briefings facilitated on behalf of the Service Director – Education and Skills. We also introduced a new one-to-one induction service for newly appointed clerks to governors.

We provided a wide range of advice and support for individual schools via telephone and email on issues from interpretation of changes in

legislation to handling complex complaints. Our termly on-line newsletter, 'Governance Essentials', continued to be well received by governors, clerks and headteachers. This included Governor Development Service valuable updates and links to time saving resources such as the Annual Year Planner, as well as information about education issues affecting Bristol schools.

In addition, we worked closely with the DfE's Inspiring Governance service to support schools with their governor recruitment and successfully placed 19

LA governors. We also assisted 8 schools with either the reconstitution or federation of their governing bodies.

The team have continued to develop strong links with the Schools' Partnerships service, helping to ensure the training and support offered is tightly aligned with school priorities. We supported the delivery of the governance element of Bristol's successful Strategic School Improvement Fund bid.

The service has kept up to date with the changing education landscape and offers appropriate support for academies and multi-academy trusts as well as LA Maintained schools. We support governing boards in ensuring they are legally compliant and aware of new statutory obligations as they

arise, such as advising on steps to be taken to ensure compliance with GDPR.

We also support and train governing boards to achieve the necessary standard of governance to meet Ofsted inspection criteria for Good or Outstanding and provide appropriate challenge and strategic leadership to maintain the improvement in standards in Bristol schools.

Delivery of the training was excellent - nice mix of listening, participating and breaks. Facilitators pitched it well and delivered with skill

The training was some of the best I have ever received. It has provoked much thought on the duties and responsibilities of a school governor and the attributes needed for the role

Education Welfare Service

The Education Welfare Service provides:

Poor Attendance Casework

Education Welfare Officers (EWOs) worked on a total of 165 poor attendance cases during the last financial year.

Pupil Tracking Casework

444 Pupil Tracking cases were processed. This process aims to trace and locate pupils who have gone missing from Bristol schools.

Child Missing Education (CME) Casework

707 Children Missing Education (CME) cases were processed. This process aims to ensure that any pupil found to be resident in Bristol but not on a school roll, has access to education.

New Arrivals (Refugee & Asylum Seeker) Casework

The EWS supported 39 newly arrived children, ranging from Reception to Year 11, to access the education system. The families were mainly from Africa, Asia and other European countries such as Albania. We received a large number of families from Iraq and Syria, who came through the government Vulnerable Refugee Families Resettlement Scheme; the majority of families from Africa entered the UK through family re-union.

Elective Home Education (EHE)

During the period 518 children were known to have been electively home educated at some point. When notified of children becoming home educated, the EWS makes contact with the family to establish the plans for the child's education. The EWS makes follow up contact as necessary and if it appears to the EWS that a child is not receiving suitable EHE, the EWS works with the family to resolve the situation. If necessary, the School Attendance Order process is followed, see paragraph 15 below.

Maintained School Visits to Review Whole School Attendance

EWOs undertook at least 141 attendance visits to maintained primary schools and special schools as per the schools agreed visit schedule, in order to review whole school attendance and assist with making plans for those pupils with below 90% attendance.

Attendance Support to Academies and Free Schools

The EWS provided attendance support to 40 academies and free schools. This support included bespoke training, whole school attendance reviews, individual case work, attendance surgeries and supervision sessions for attendance officers.

Chaperone Vetting

16 Chaperones were approved as suitable to provide assistance to children and young people that work in the entertainment industry.

Issuing Work Permits

183 Child Employment Work Permits were processed and issued to allow statutory school aged children to work in part time employment.

Processing Child Performance Licences

255 Child Performance Licences were processed and issued to allow statutory school aged children to perform in the entertainment industry.

General 'Duty' Phone Calls

EWOs provided ad-hoc advice and guidance to more than 416 parents/carers and professionals that contacted the EWS by telephone during the last financial year.

EWS Training for Schools

Over the course of the financial year the EWS delivered 7 CME training sessions attended by over 96 delegates. 3 Penalty Notice training sessions were attended by at least 34 delegates.

Issuing Penalty Notices

3606 Penalty Notices were issued to parents/carers of compulsory school aged children in respect of their child's irregular attendance at school.

Irregular Attendance Prosecutions

372 s444 School Attendance Prosecutions were instigated against parents/carers for failing to ensure the regular school attendance of a compulsory school aged child.

School Attendance Orders

7 School Attendance Orders were instigated as part of the enforcement process to ensure that young people not on a school roll, and not receiving suitable EHE, access the education they are legally entitled to.

Impact of EWS

CME/Pupil Tracking

The EWS continued to receive high volumes of CME and Pupil Tracking referrals. We received over 33% more CME and Pupil Tracking referrals in the period 2018-19 than during the previous financial year.

Penalty Notices

The EWS continued to receive high volumes of Penalty Notice requests from schools and issued over 45% more Penalty Notices in the period 2018-19 than during the previous financial year.

Future Plans

A new model of direct school support has been developed that will provide more ongoing support for attendance leads as well as building the capacity of schools to manage attendance. Alongside this, the EWS service will provide more needs-led attendance (rather than delivery-led) support for maintained schools, regardless of educational performance or inspection judgement.

The School Attendance Network meetings (SANs) will continue and will become the primary support for schools. They will be fully funded by the LA and held three times per year in each of the three localities: North Bristol, East and Central Bristol and South Bristol. They will be focused on providing updates, support

and guidance as well as developing the skills and expertise of attendance leads in schools. Places for delegates will be booked online at tradingwithschools.org.

In addition to the above, maintained schools will also be able to access attendance clinics with Education Welfare Officers. These clinics will be held three times per year and be open to any maintained school who wishes to bring particular attendance cases to the clinic for advice and support. The aim is that the clinics provide an offer to schools that is more needs-led rather than offering the same limited level of support (i.e. one annual visit) to all schools regardless of their context and attendance issues.

The EWS is working closely with the Attendance Strategy Manager and the Information and Data Team to provide schools with attendance data packs at agreed intervals during the academic year.

The EWS is working closely with the Safeguarding in Education team to triage all new elective home education requests.

School Improvement

The school improvement team provided a core offer of one half day this year. This was accessed by a total of 66 schools (52 local authority maintained and 14 academies). 39 schools also accessed additional school improvement visits in the spring and/or summer term. Support was also given to 9 schools in the appointment of new headteachers.

Outcomes in 2019 improved in EYFS, narrowing the gap with the national average whilst phonics outcomes are now just above the national average. At key stage 2, reading, writing and mathematics combined has improved and is in line with the national average. At key stage 4, preliminary outcomes indicate Bristol is in line with the national average.

Feedback

Penalty Notice Training May 2018

"The session was very useful and gave me greater understanding."

"Very informative."

CME Course April 2018

"Explained in a clear manner to help us understand."

"Really useful informative training."

CME Course June 2018

"Really good overview of guidance and best practice."

Dean Field Study Centre

Residential and day visit outdoor learning in the Forest of Dean and at schools

The Dean Field Study Centre is now into its 48th year of operation and is going from strength to strength. 2018-19 was its busiest year to date with more than 3000 children experiencing high quality outdoor learning courses. 66 schools came for periods of either 3 or 5 days residentially or for day visits.

The Forest of Dean provides some great learning experiences with groups exploring it via orienteering courses; night walks; treasure hunts; canoeing and mountain bike journeys. They build dens, walk up streams and learn about the environment through pond dipping and habitat investigations. For most children it will be their first night-walk in a forest; sadly, for some it will be their first ever walk in a natural environment. To want to look after our environment you need to first experience it and enjoy it.

In the Centre grounds, groups make good use of the climbing tower and high ropes course along with the underground tunnels system and team problem solving challenges. All these activities are designed to develop team work and other personal development objectives. Bushcraft sessions are run with young people learning to light a fire with flint and steel and cook dough twist dampers over the embers. This activity has also been taken into schools along with orienteering and team challenges in the school grounds.

The Centre has continued a programme of building development with several bathroom areas recently refurbished. More bathroom and communal area refurbishment is planned with the aim to make the stay of staff and students even more comfortable.

Other developments are also underway including the building of a new low ropes course that maximises

Quotes from Course Evaluations 2018-19

All of the activities, instructors and resources were brilliant. The instructors in particular were knowledgeable and professional but also great with the kids

Loved it! We will return next year. Thank you all.

Food and catering – fantastic, very accommodating, engaging with pupils. Nothing too much trouble. Even fussy eaters have eaten well!

They all absolutely loved it! All have learnt new things, challenged themselves and helped support each other.

All children loved every minute. They have wonderful stories and can't stop talking about the memories they have made.

We have an excellent experience every year! Thank you.

They loved everything! Lots tackled their fears and many stayed overnight (away from home) for the first time.

teamwork. You can stay in touch with the progress of this and other developments via the Centre's Blog pages: <http://dfsc-bristol.blogspot.com/> Another good way to learn more about the activities we run is to visit our YouTube Channel with an expanding range of short videos of groups in action on different activities. Click here [DFSC](#).

Outdoor Learning is a very effective way of developing key skills such as communication and problem solving and also has the ability to increase motivation and an appetite for learning. OFSTED states "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development."

Visiting schools rated their courses highly against Personal Development of pupils eg: increased confidence, self-reliance, perseverance & commitment.

The service also supports the following areas:

- PSHE & Citizenship;
- Developing Key Skills: communication, problem solving, leadership & teamwork;
- General support to School Curriculum & enrichment;
- Geography, Environmental Awareness;
- Science;
- Contribution to improving educational attainment (increased motivation and appetite for learning);
- Promoting Healthy Lifestyle & Fitness.

Exmouth Camp

Based at the gateway of the Jurassic Coast UNESCO World Heritage Site, Exmouth Camp offers a unique under-canvas experience for young people in full time education. During the summer season 2018, a total of 12 schools and 3 other organisations (974 students and 127 teachers) benefitted from a residential visit at Exmouth Camp.

The camp worked with a range of local providers, to offer a range of opportunities for schools. This included a variety of watersports, archery, circus skills, woodland skills, team building, boat trips and mackerel fishing.

974 students took part in adventurous activities; this has benefitted individuals to varying degrees through team work, building self-confidence, improved fitness, agility and coordination. Students lived in a residential environment making new friends, improving social skills, communication, motivation and concentration.



> Thanks for all your help and support, you ensured the experience was a resounding success. Please pass on our deepest thanks to all the staff, they were fabulous to us

> The buzz this week has been huge and the benefits of Exmouth will undoubtedly be felt for the rest of their time in school

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> I am writing to thank you for the brilliant time I had at Exmouth Camp. I thoroughly enjoyed all the activities especially the circus skills, it was a brilliant laugh! We all have fond memories of Exmouth and all thanks to you

SUPPORT SERVICES



Admissions Service

The Admissions Service met the local authority's statutory duty to offer every child in Bristol a school place for September 2019 in each phase of education. All published deadlines were met.

The Admissions Service processed 5,247 on-time applications for reception places in 102 primary schools in 2019, compared to 5,535 in 2018. 98% of children were offered a preference with 87% being offered their first preference school broadly similar to 2018 figures. 104 children were not offered a preference school this year compared with 110 in 2018 and 192 in 2017.

In the secondary sector, 4,983 applications were processed, compared to 4,994 in 2018. 91% of young people were offered a place at one of their preferred schools with 72% of young people offered a place at their first preference school. This represents a slight increase from 2018. 435 children were not offered a preferred school, compared to 488 in 2018 and 400 in 2017. The majority of young people were offered a place at their in area school, if requested as a preference.

352 Year 7 appeals were lodged for Bristol Schools compared to 455 in 2018 and 366 in 2017.

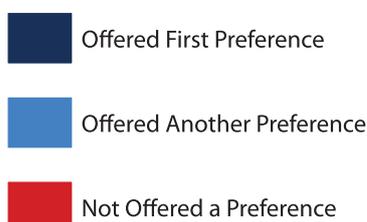
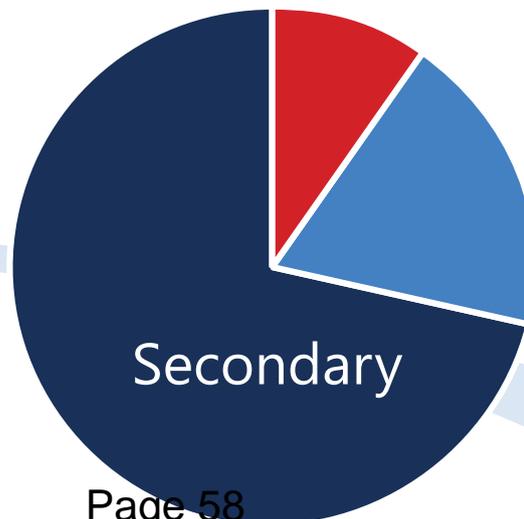
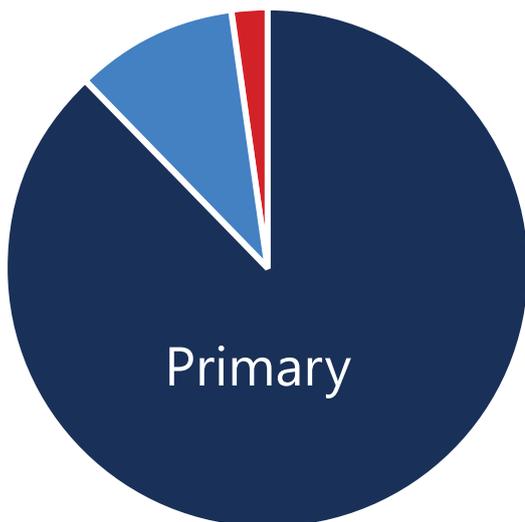
In-year, 1,796 admissions were processed for the primary and secondary education.

1,960 applications for free school meals were processed for 126 schools.

For in-year admissions all children were offered a place at a Bristol school if resident in the City.

Overall, the number of children offered a preference school in primary and secondary phases is broadly similar to 2018. The number of appeals lodged for secondary transfer has reduced, with appeals spread over a greater number of schools. This illustrates the increased popularity of Bristol schools.

"I really appreciate all the help your service has given me with various team members I have spoken to. You are dealing with families in sometimes stressful situations that they have no control over, thank you for doing such a great job."



HR Operations

HR Operations is a fully comprehensive transactional service, providing a fully compliant support and payroll function to Educational settings. The service meets the statutory requirements including all returns and pensions administration.

During 2018/2019 the service supported 89 settings across Bristol, including Secondary, Primary, Nursery and Childrens Centres, LA Maintained and Academies.

The service processed transactions on behalf of their customers to ensure all staff were paid correctly, on time and all statutory requirements were fulfilled.

The income generated from this service for 2018/19 was £410,440.

The benefit of providing this service allows the Council to adequately carry out their statutory function in terms of pension submissions.

It also allows the council to retain the required information on their own staff, ensuring staff are paid correctly, pension information is sent in a timely manner and DBS checks are carried out.

The benefit for the customer is a fully inclusive service. We also ensure schools are issued with the correct BCC contract, within statutory timescales.

Pay increases are applied at the correct point and paid in a timely manner.

11,394

Starters, changes and transfers actioned on the HR/payroll system.

6,860

annual pension entries returned, checked and submitted to TPS.

924

contracts produced and issued.

126

Maternity/Paternity/Adoption Requests.

1,367

pension related queries answered and relevant information submitted to TPS and LGPS.

HR Advice and Support

HR Advice were contacted for support at some point throughout the year by almost every school and academy which buys into our service.

Some schools that do not buy our service bought bespoke consultancy.

We opened more than 320 cases which covered the full range of Employee Relations issues as well as Recruitment, Safeguarding and some Freedom of Information Requests.

Many were large cases and more than 100 complex cases remain open. We also had a number of schools that had left our service but decided to return to us.

We were able to give additional support to individual establishments whenever it was requested.

We continue to provide the legally required model policies and procedures free of charge for all maintained schools, allowing schools the benefit of not having to draw up and/or consult on their own.

325

variation to contract letters produced and issued.

3190

Leavers removed from the HR/payroll system.

51,681

payments made to staff in schools.

Schools ICT Service

The Schools ICT service continued to prove popular, with a number of schools returning to the service from external providers.

Internet: 154 subscribing schools/sites:
99% internet availability for schools.
645 users actively using remote access

Backups: 52 subscribing schools
40TB of data on school servers backed up centrally.

SIMS: 115 subscribing schools:
26 SIMS courses delivered, attended by 123 delegates.
56 Bespoke training sessions or projects delivered.
4198 SIMS helpdesk support tickets closed.

Admin & Curriculum support: 42 subscribing schools
6565 helpdesk tickets closed.

Telephony: The Virgin Media telephony contract is managed on behalf of 141 schools, providing over 1400 telephone lines.

Purchasing:

ITEM	TOTAL SOLD
iPads	111
Surface Go	5
Laptop	56
PC	98
Chromebooks	141
Interactive Screens	8

Hardware:

Average turnaround time for repairs was 2.6 days.

Admin/Curriculum:

- Moving schools with iPads onto MDM solutions such as Mosyle Manager to improve remote management;
- Setting up and supporting Google Classroom, helping deliver staff meetings in our subscribed schools;
- Supporting ICT Co-Ordinators move their school curriculum file storage over to a cloud based storage solution such as G-suite Shared Drive;
- Encouraging schools to invest in ChromeBooks as they are a low cost device designed for education;
- Mailing list for ICT related tips and useful info;
- Improved security, resilience and backup of central services assisting schools with GDPR compliance.

SIMS:

- Increase in consultancies and bespoke assessment creation has been carried out throughout the year;
- Continued development of a bespoke data analysis and reporting system which can be offered to primary schools.

Good team. Thanks all for making a difference and helping the visually impaired children we support.

Excellent Service wealth of knowledge with the SIMS team always very helpful

Really happy with the system and the service we get from the SIMs team. All staff are extremely helpful and knowledgeable

Staff on Sims Helpdesk are incredible friendly and approachable, nothing is ever too much trouble and they are happy to help.

Procurement & Contract Management

During 2018/19 the TwS Procurement and Contract Management Service continued to undertake a number of tender exercises either on behalf of a group/cluster of schools or for all schools and settings to be able to access. This has provided our school customers with legally compliant and value for money contracts as well as benefitting from volume based discounted tender processes.

All of our contracts have been procured in accordance with National and European Procurement, Legal and Pensions' Regulations.

Food Supply

A new food supply Dynamic Purchasing System (DPS) framework contract was reaching its conclusion and is due to be awarded in June 2019. It comprised six contractual lots for Schools and other Council Services to access including fresh meat, fruit, vegetables and milk, general groceries and frozen foods. This contract will enable local food suppliers to register onto a separate DPS lot which will be truly dynamic and will allow customers to be able to purchase specialist bespoke commodities as needed.

The benefits of this contract will include competitive prices for commodities, quality products meeting school and council food standard requirements, government food buying standards, ethical and sustainable commodities.

There are currently 35 clients who will benefit from the contract and there will be no cost for our school customers to join this contract.

Online Support for School Leaders and Governors (The Key)

Whilst this is a newly awarded contract this has been procured in order that school customers can continue to benefit from accessing this online service which provides support and advice for school leaders and school governors. There are three offers available for schools to access and obtain the benefits of this.

Schools Information Management System

This contract was awarded during 18/19 to the incumbent provider Capita SIMS and has enabled 99% of the Bristol School market to benefit from the continuation of this popular software support package. TwS will continue to work with Capita on future product developments.

Existing Contracts

School Milk (School Milk Services)

This contract remains extremely popular with our school customers. This contract provides schools with the daily supply and delivery of school milk that is sourced locally. Additional contract benefits included the complete administration of the Governments School Milk Scheme and milk can also be provided for over 5's. The supplier has provided free milk storage fridges. The contractor continues to review their packaging arrangements to improve the environment.

Schools Recruitment Package (eTeach)

This online school recruitment contract provides a bespoke professional advertising mechanism for school vacancies covering teaching and non-teaching support vacancies. Advertisements included National and/or international coverage and eTeach also offer recruitment support.

This contract is very competitively priced and continues to deliver a value for money solution for schools.

Educational Supplies (Findel and ESPO)

This is a framework contract and is being delivered by two suppliers, Findel Education who are a leading independent education resources supplier with an extensive range of over 25,000 products and ESPO who have over 35 years' experience of supplying schools with a comprehensive range of products.

This contract covered the provision of Stationery, Curriculum Resources, Classroom Resources, Art and Craft Materials, Janitorial and Catering Goods, Classroom Furniture, Musical Instruments, Postage Stamps etc.

The benefits for schools have been:

- 'Top 200' specially priced products for Bristol Schools;
- Regular benchmarking to ensure value for money;
- Special Offers throughout the year;
- Free Delivery within 48 hours;
- Catalogues uploaded on E1 Finance.

Schools Finance Service

Cont...

School Cleaning

47 schools continue to benefit from this competitively priced framework contract for the provision of school cleaning which includes TwS cleaning advice, monitoring and on-site support, including audits. The contract delivers term time standard cleaning for and in-depth cleaning during school holiday periods.

On behalf of schools, we have commenced work on the new tender for school cleaning and will have a new contract in place by June 2020.

School Catering (Chartwells)

The School Catering Framework Contract is currently operated by Chartwells for 74 schools and continues to deliver the provision of school meals consisting of a two course hot meal, breakfast and tuck services which all meet the School Food Standards required for Schools and the Caroline Walker Trust for Nurseries.

This represents a value for money service with benefits including the provision of special diets and religious requirements at no extra cost, Gold Food for Life accreditation, reaching the 20% sugar reduction target before 2020. This contract also offers added value activities including healthier futures, food workshops and school assemblies.

TwS Kitchen Equipment Replacement Scheme

84 schools buy into this Equipment Replacement Scheme, which provided guaranteed replacement of a broken piece of heavy kitchen equipment for a fixed annual fee (subject to a conditional survey), thereby allowing schools to spread the costs and liabilities of heavy equipment over several years.

Catering Management Support Service

We have also been delivering a Catering Management Support Service to schools who operate their own in-house catering function.

To enhance this service offer TwS set up a network group during the year, which was well attended and will continue to provide an opportunity to share best practice, networking and to inform schools of any relevant industry updates going forwards.

The Schools Finance team provides a traded service offering:

- Financial products and product support for Accounting and Budgeting solutions to maintain good financial management at schools;
- Product Training to ensure clients are fully prepared to undertake their role effectively;
- Financial Consultancy Team to deliver both Strategic and Operational Finance support as required by the client.

Finance consultancy was accessed by 76 schools throughout the year and there was an increase in the number of schools purchasing the gold consultancy and silver consultancy packages. During the year more Schools increased the level of support from that originally purchased to help manage increasingly complex and challenging school budgets.

We continued to provide the RM accounting system to over 88 settings.

After the successful role out of Orovia Budget Planning Software in 17/18, 58 schools continued to purchase the system.

There are over 400 users on the centrally managed RM finance system. During 18/19 we processed 14,062 Receipts, 56,470 Payments and managed 22,072 transactions through the central Bank Account.

The value of these transactions totalled £67,793,192 in payments and £10,731,058 in receipts.

Client Managers

The Client Manager role is a very important role in TwS. It provides a reliable and responsive first point of contact for School Business Managers who have specific questions about TwS Services and also general questions about council services. The role is highly regarded by School Business Managers.

The Client Managers maintained their close contact and responsive customer focussed attitude to schools. They continued to act as advocates for the customer, ensuring that the best possible customer outcomes are always considered as a priority.

Schools use the email in box or phone line to raise questions and issues and the Client Managers respond quickly. They liaise with Service Leads and Partner Services to ensure that all queries are answered promptly and accurately.

Information Support

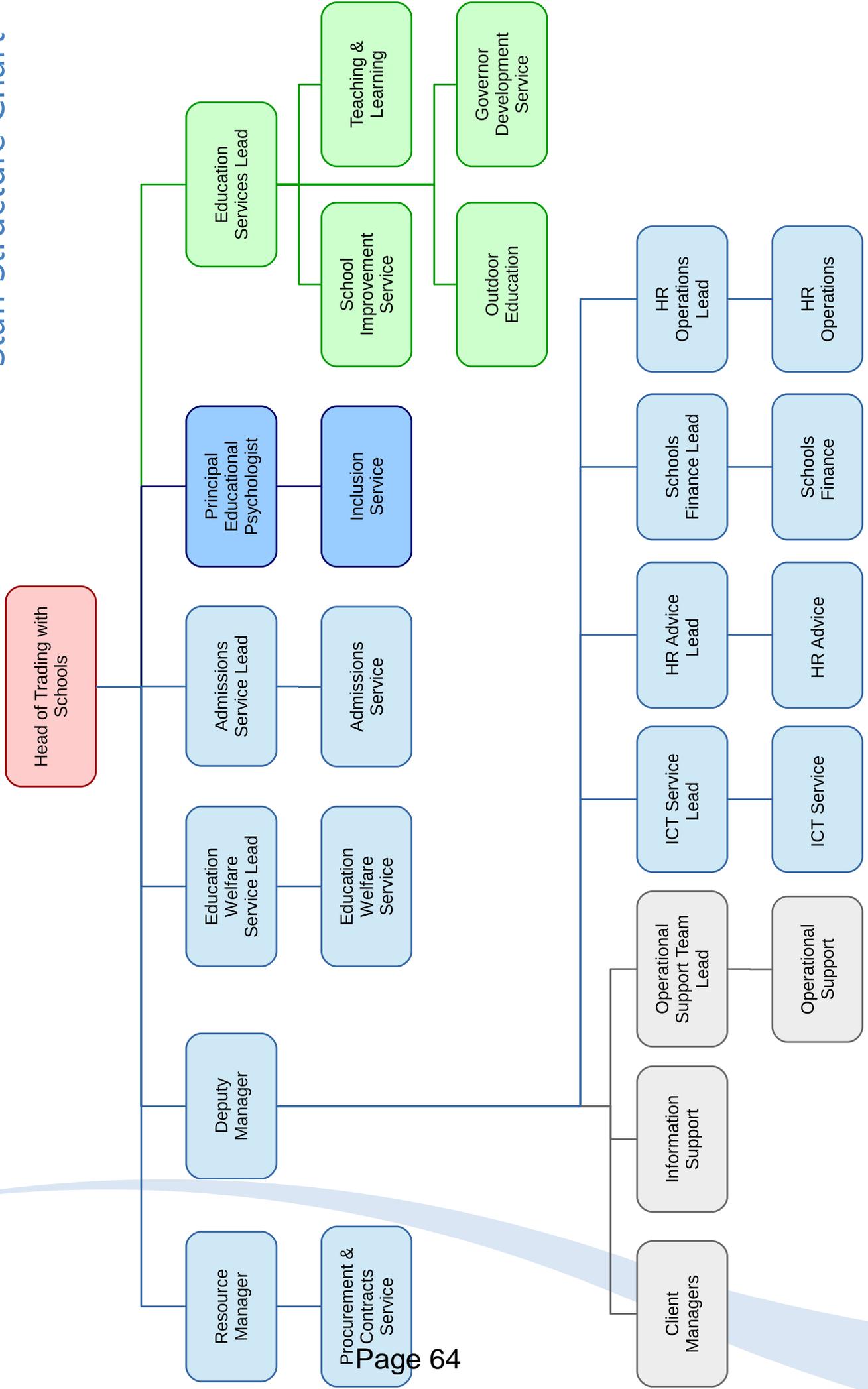
The team provides high quality technical, administration and financial support to Trading with Schools, ranging from the management of training courses and conferences, securing the timely procurement of goods and services, management of the dedicated TwS inbox and front line responsive support to customers.

Their work includes:

- providing technical guidance and support across the range of TwS services, designing and producing a wide range of marketing publications;
 - managing and updating the Trading with Schools website;
 - collating monthly management information reports to provide business data which is used to inform management decisions and drive a performance driven culture;
 - streamlining and automating processes to increase operational efficiency and improve service delivery models;
 - managing the customer accounts function, including accurate invoicing of goods and services and the timely resolution of elevated customer queries.
- In the last year TwS invoicing process has been refined; with customers now receiving invoices on a monthly basis.

Trading with Schools

Staff Structure Chart



If you would like this information in another language, Braille, audio tape, large print, easy English, BSL video or CD or plain text use contact details below.



tradingwithschools.org



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0117 922 2444

Bristol Schools Forum Financial Reporting – iTrent HR and Payroll System

Date of meeting:	26 th November 2019
Time of meeting:	5.00 pm
Venue:	Writing Room, City Hall

1 Purpose of the report

To update the Forum on the impact of the implementation of iTrent on financial reporting for those schools that buy back the HR and Payroll service from Bristol City Council Trading with Schools service.

2 Recommendation

Forum members are asked to note the contents of the report.

3 Background

3.1 Current position

Schools can forecast and budget their workforce costs. There were initial delays with posting school payroll costs but these were resolved by August. Significant project resources were also deployed to address the issues regarding implementation.

iTrent does provide increased functionality in respect of payroll reporting. However, we have had to withdraw the iTrent payroll reporting functionality in its original format as it included payment details for employees who work in more than one school or elsewhere in BCC.

We have replaced the iTrent report with a centrally produced report which only includes information relevant to the specific school plus additional information to make reconciliation easier. This report was sent out manually by TwS Finance for September and October. These reports were generated from our general ledger, ABW. We have replaced this with an automated report from iTrent which has been launched this month , and is emailed to Heads every Friday.

There are some costing processes which we are still refining. For example,

- **Employer pension deficit credits** –how we handle these for employees who have opted out.
- **Overpayment recovery** – invoicing employees who have been overpaid.
- **Maternity costs** –For schools which have opted into our insurance, we are working on a different method for showing the reimbursement.

Resolving the issues highlighted above may result in schools receiving backdated costs in future months.

It is important that schools complete payroll reconciliations on a monthly basis to ensure they are aware of any underpayments or overpayments and adjust for them in their monthly budget monitoring.

3.2 Impact on Schools that use BCC's finance systems

Other than the issues of how maternity leave is posted mentioned above, and the cost code correction, there is no impact on schools that use BCC's finance systems as TwS Finance post the relevant information for them as part of the service they provide.

3.3 Impact on Schools that use third party finance systems.

The change in layout of the report from September onwards may cause issues if a school uploads it to their budget planning software automatically. However, as the reports are provided in spreadsheet format, School Business Managers should be able to amend the format to suit their system.