

Bristol Schools Forum

Agenda Tuesday, 28th September, 2021 at 5.00 pm
Virtual Meeting via Zoom

	Start	Item	Action	Owner	Paper
1.	17:00	Welcome	A	Vice-Chair	
2.	17:05	Election of Chair 2021-2023 To elect a Chair for 2021-23.	A	Vice-Chair	
3.	17:10	Forum Standing Business (a) Apologies for Absence (b) Confirmation meeting is quorate (c) Appointment of new members/Resignations (d) Notification of Vacancies (e) Declarations of Interest	A	Clerk	
4.	17:15	Minutes of the Previous Meeting (a) To confirm as a correct record (b) Matters arising not covered on agenda	A	Vice-Chair	3 - 10
5.	17:20	Verbal Update from Director of Education and Skills	I	AH	
6.	17:30	Education Transformation Programme Update	I	AH/SF	11 - 24
7.	18:00	DSG Budget Monitor	I	AL/TY	25 - 28
8.	18:30	Update on DSG 2022-23 with potential funding levels	I	AL/TY	29 - 35
9.	18:45	Any Other Business 1. To inform Schools Forum about the consultation on Scheme for Financing Schools		Vice-Chair	

(*) A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion
Clerk: Corrina Haskins email: corrina.haskins@bristol.gov.uk Tel: City Hall

FUTURE MEETINGS

Date	Items
30 November 2021	DSG Management Plan, Schools Block School Funding Formula 2022/23, De-delegation
13 January 2022	DSG 2022/23
29 March 2022	

24 May 2022	
12 July 2022	

Bristol Schools Forum

Minutes of the meeting held on Tuesday, 8th June, 2021
at 5.00 pm at Virtual Meeting via Zoom

Present:

Melanie Bunce	Maintained Primary Headteacher Rep, St Barnabas
Josh Connor	Non School Member, UNISON
Rob Davies	Nursery Governor Rep, Speedwell and Little Hayes Nursery Federation
Trish Dodds	Academy Primary Governor Rep, Fishponds Academy
Simon Eakins	Academy Primary Head Rep, Cathedral Primary
Rob Endley	Recognised Teaching Professional Association (NASUWT)
Simon Holmes	Nursery Head Rep, St Phillips Marsh Nursery
Tracy Jones	Academy Primary Headteacher Rep, Merchants Academy
Sarah Lovell (Vice-Chair)	Academy Secondary Headteacher Rep, Bristol Metropolitan Academy
Garry Maher	Non School Member, Diocese of Clifton Rep
Kate Matheson	Maintained Primary Governor Rep, St Barnabas
Aileen Morrison	Pupil Referral Unit Rep, St Matthias Park
Ruth Pickersgill	Academy Secondary Governor Rep, City Academy
Chris Pring	Maintained Primary Headteacher Rep, Cabot Primary
Emma Richards	Maintained Special School Headteacher Rep, Clarendon
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
Rebecca Watkin	Academy Special School Headteacher Rep, LearnMAT
Stephanie Williams	Academy Primary Head Rep, Bannerman Road Community Academy
David Yorath	Academy Secondary Governor Rep, Cotham School

In attendance from Bristol City Council:

Abioye Asimolowo (AA)	Finance Manager (Children’s and Education)
Councillor Helen Godwin	Cabinet Member for Families, Education and Women
Richard Hanks (RH)	Head of Learning City
Corrina Haskins (Clerk)	Clerk to Schools Forum
Alison Hurley (AH)	Director of Education and Skills
Denise Murray (DM)	Director of Finance
Rachael Pryor (RP)	Head of Hope Virtual School

	Action
1. Welcome	
<p>The Vice-Chair welcomed everyone to the meeting and confirmed that she would be chairing the meeting following Christine Townsend’s election as a Bristol City Councillor which meant that she would no longer be able to chair Schools Forum.</p> <p>Members congratulated CT on her election to the Council.</p> <p>Councillor Helen Godwin was welcomed to the meeting as the new Cabinet member for Families, Education and Women.</p>	

2. Election of Chair	
<p>It was agreed that, as no one had come forward to take on the role of Chair, this would be revisited at the next meeting in September.</p>	Clerk to include on agenda
3. Forum Standing Business	
<p>a. Apologies for absence Apologies for absence were received from Karen Brown and Liz Townend.</p> <p>b. Quorate The Clerk confirmed the meeting was quorate.</p> <p>c. Resignations It was noted that this would be the last meeting of Garry Maher, Diocese of Clifton, as he would be retiring at the end of the summer term. Members thanked GM for his contribution to Schools Forum.</p> <p>d. Appointment of New Members The appointment of the following new members was noted: Liz Townend – Bristol Diocese Rebecca Watkin - Academy Special School Headteacher Rep</p> <p>e. Notification of Vacancies Academy Secondary Head Rep Academy Primary Governor Rep PRU Governor Rep</p> <p>f. Declarations of Interest There were no declarations of interest.</p>	
4. Minutes of the Previous Meeting	
<p>RESOLVED - that the minutes be confirmed as a correct record</p> <p>Matters Arising In response to the question raised at the previous meeting about returning to physical meetings, DM confirmed that there were only 2 meeting spaces in City Hall, the Council Chamber and the Conference Hall, that could accommodate Schools Forum under the current social distancing requirements. She confirmed that under the latest regulations, Schools Forum meetings could be held virtually and so it was for members to decide whether future meetings should be virtual or physical.</p> <p>It was agreed that a decision on returning to physical meetings would be held in abeyance pending national guidance.</p>	
5. Working Groups Update	
<p>Members noted the current arrangements for Schools Forum Working Groups:</p> <p>a) Finance Sub-Group – ongoing (approximately 2 times per year)</p>	

- b) Constitution Working Group – ongoing (annual if required)
- c) High Needs Task and Finish Group – May 2021- May 2022#
- d) Early Years Task and Finish Group – May 2021- May 2022

6. Dedicated Schools Grant (DSG) Management Plan

AH introduced the report and drew attention to the following:

- The DSG Management Plan was required by the Department for Education (DfE) to address the overall deficit in the DSG account, however, the Council was not required to submit the plan to DfE.
- This was the first iteration showing the baseline position.
- The forecast was for the “do nothing” position which predicted that if the current spend continued with no interventions, the deficit would be £70m by 2024.
- It was important to stress that this was not a savings plan but was looking at improvements and initiatives to deliver best value and this was interrelated with the work already taking place such as the Written Statement of Action, the wider education transformation programme and the capital investment programme.
- The aim was for the plan to be dynamic and further information would be added, such as benchmarking and financial data, to ensure an understanding of how the pressures were being managed and the financial impact of a range of interventions such as specialist provision; top up funding; working with early years sector and the Alternative Learning Provision (ALP) review.
- The ownership and termly review of the plan would be held with Schools Forum in partnership with the local authority and would be led by the Task and Finish Groups that had been established for High Needs and Early Years.

AM, as Chair of the High Needs Task and Finish Group, reported:

- The first meeting of the Task and Finish Group had taken place in May.
- Although it was a worrying deficit situation, a lot of the data would quickly change, and the forecast was unlikely to remain as high as £70m.
- The group would be looking at High Needs spend and in particular ALP and using the tool to benchmark against other local authorities.
- The plan was not seeking to make savings but to improve efficiency and make things more transparent and equitable across the city.
- The number of pupils with ECHPs was increasing and there would continue to be an increase in spend.
- There were some anomalies in the data this was something for the Task and Finish Groups to monitor as the role of the group was to ask questions and support the Local Authority (LA) in making the information accessible for Schools Forum.

RD, as Chair of the Early Years Group, reported:

- The first meeting of the group considered the terms of reference and what it could achieve, and future meetings would start to review the data and modelling.
- There was a need to consider the position in relation to high needs and the core funding model.
- The current funding model for Early Years was not sustainable either for private, voluntary, and/or independent (PVI) settings or LA maintained nurseries. The LA had set up working groups with maintained nurseries to look at sustainable models of provision and this had the support of Heads and Governors in Early Years settings. This work had common financial and educational goals with the Task and Finish Group and so the

groups would need to work closely together.

- The Early Years strategies developed by officers were set out on page 19 of the agenda pack and the Task and Finish Group would be inputting into these strategies and be involved in reviewing and monitoring them.
- The next Task and Finish Group would look at interventions and impact going forward.

Forum members were invited to feedback any comments/questions to the Clerk who would feed into the Task and Finish Groups.

The following questions were raised:

Although not a savings plan, at what point would savings be made to address the projected deficit?

AH responded that the plan would look at the data and drivers for the expenditure and whether best value was being delivered. She confirmed that by undertaking this work, there would be an impact on cost which would alter where and how money was spent.

In terms of benchmarking, how does Bristol City Council compare with other local authorities?

AH responded that benchmarking was an important part of the process and this information would start to be fed into the plan. She reported that one of the key pieces of information which would soon be available was the SEN2 data.

Forum Members also asked if future iterations of the plan could be presented in a way that was easy for Schools Forum to access and include milestones and timelines and ways that Forum could support the process.

In considering the recommendations, it was;

RESOLVED:

- 1) the baseline position stated in the first iteration of the Plan be noted.
- 2) the initial consultation with Schools Forum regarding the Plan following review by High Needs and Early Years Task & Finish Groups be noted.
- 3) the intention for the Plan to be a dynamic document that would continue to evolve in future iterations be noted.
- 4) the fact that additional stakeholder engagement, coproduction and engagement was required as the Plan evolved, and must include Schools Forum, education institutions, parents and carers, children and young people, elected members and health partners be noted.
- 5) the next version of the Plan be brought to Schools Forum in September 2021.

7. Outcome of Review of Alternative Learning Provision (ALP)

AH introduced the reports as follows:

- The report was comprehensive and clear about what was going well; what the issues were and what should be done to address issues.
- Going forward, the finance issues would come under the DSG Management Plan and cross referenced as part of the ALP Review.
- The action plan was draft and would be developed more fully.
- Co-production proposals were set out in the report.
- In terms of the role of Schools Forum, the key areas were sufficiency and finance.

- The summary paper outlined recommendations from the report and a summary of suggested responses.
- The key elements related to placements, packages of support and commissioning arrangements. Wider strategic place planning would be included as part of sufficiency planning.
- The ALP sector had been impacted by the pandemic and there was uncertainty around the demand for the future.
- In terms of sufficiency, there was a move towards early intervention and reducing escalation in the system and how AL providers could work within mainstream schools. This intervention would need to be captured by DSG management plan.
- The use of provision for SEND including undiagnosed need was a key piece of work.
- In terms of finance, there was a mixed picture in how and what was funded and a need for transparency and consistency.

The following comments/questions were raised:

There is a lack of specialist places and ALP is sometimes used when specialist places would be more appropriate. There is a need to be mindful of where spend sits and where it should sit.

In terms of timelines and milestones, does the local authority have any idea how long it will take before children with SEN are having their needs accessed and met in the right setting?

AH confirmed that there was no specific date, but in terms of getting the right provisions, it would probably be 1 to 2 years before there was an impact on placements. It was agreed that this should be one of the areas tracked by Schools Forum.

Co-production was an important part of the process, in particular communicating with the groups that were overrepresented in ALP as well as adults who had lived experience of the service.

In considering the recommendations, it was;

RESOLVED:

- 1) That the content and recommendations of the ALP Review be noted.
- 2) That the approach Bristol City Council intends to take in response to the ALP Review be noted.

8. DSG Budget Monitor

AA introduced the report and drew attention to the following:

- The report showed the provisional DSG outturn for the last financial year as well as some of the schools' balances for 20-21.
Provisional outturn:
- The overall deficit was slightly lower than reported at the previous monitor, but still significant at £7.1m and when added to the deficit from last year this would be approximately £10m which represented 3%-4% of the overall DSG budget. This was the driver for the DSG Management Plan discussed earlier in the meeting.
- The High Needs Block was the main area where there was an overspend, and this was nearly £12.5m.
- Most of the other blocks were underspending.
- Schools Block: underspending by £400k due to Growth Fund underspend refund of

recoupment made in respect of Avanti Gardens.

- De-delegation: underspend of £89k mainly due to TU facility time.
- Early Years Block: underspend of £0.6m due to a number of factors the most significant being the fact that the number of hours funded in 20/21 had decreased when compared to the previous year, due to the impact of Covid-19 and the late announcement by DfE that 2021 spring term funding for early year's providers should be based on participation
- Due to the pandemic, a lot of the initiatives set out in the Education Transformation Programme were not started and so out of £1.4m only 560k was spent and this money had been carried over into this year.
- The overspend in the High Needs Block was not unique to Bristol, a lot of Local Authorities were are grappling with this issue.
- The major area of increased spend was in top ups as there had been both an increase in pupils and a movement in the banding with an increase in the more expensive banding and decrease in the least expensive bands.

Individual School Balances:

- At end of last financial year individual school balances reduced to £5.8m due to several factors.
- 11 nursery schools were in deficit and 1 in surplus with an in-year deficit. The nursery sector was also in deficit.
- Two special schools converted to Academy status during the year and both schools had surpluses that transferred with these schools amounting to £0.975m.

Why is the £0.85m surplus in four nursery school family support hubs not included in the figures?

AA confirmed that this was funded from Council resources as part of the general fund and not as part of the Early Years Block.

One of the strategies for dealing with the funding pressures in the High Needs Block, is lobbying central government for more, what is the process for doing this and what progress has been made?

AH/DM confirmed that lobbying was ongoing through a variety of different ways both through Education and Finance and a key anchor would be the forthcoming spending review in September which would give the Council the opportunity to submit further evidence and case studies. DM also confirmed that the Council's external auditors were concerned about the deficit and that this would add weight to the representations being made to DfE.

Is there any indication where Bristol City Council sits in comparison with other LAs?

DM confirmed that the comparative data was not yet available until all LAs had published outturn information, but she was aware that many LAs had increased spending pressures due to Covid. She also reported that there were some LAs with deficits of £20-30m and 4 LAs had deficits totalling over £100m written off by the DfE but Bristol City Council's DSG deficit was not sustainable and was of concern to the Council.

Should there be a limit on surpluses that schools can carry over and therefore take with them when they convert to an academy?

AA confirmed that there was guidance that LAs could claw back surpluses if more than 8% for primary schools and 5% for secondary schools and anything in excess of this amount would require a school to have a spending plan agreed by the LA. DM confirmed that Bristol did not claw back surpluses, but the Council was due to be consulted on a revision to the

scheme of financing schools and could put this forward as an option although it could not be applied retrospectively.

If a school chooses to join an academy rather than be forced does the deficit still stay with the LA?

AA confirmed that if a school was forced to become an academy, the LA would take the deficit but if it chose to become an academy, the deficit would go with them, but in either case a surplus would always to a school converting to become an academy.

In considering the recommendations, it was:

RESOLVED:

- 1) That the provisional 2020/21 DSG outturn position set out in Table 1, which includes a net in-year deficit of £7.1m, which is a favourable movement of £1.48m from the forecast position at Period 9 be noted.
- 2) that majority of the pressure is in High Needs Block and the drivers for this cost pressure be noted.
- 3) that the total DSG deficit carried forward of £10.0m be noted.
- 4) That the number of maintained schools with surplus and deficit balances and the overall position by sector be noted.

9. Review of Constitution

SL reported back from the Constitution Working Group and outlined the recommended changes:

7(b) To include reference to Alternative Learning Provision.

16. To limit terms of office to 3 consecutive terms to ensure a steady flow of new members.

19. To provide for an induction session once or twice a year for new members.

38. To include reference to remote meetings in line with the latest guidance.

41&42. To include reference to current practice.

RESOLVED that the changes to the Schools Forum constitution be approved.

10. Any Other Business

1) De-delegated accounts

AA reported that the details of the delegated accounts were included as requested at the previous meeting.

In response to a question about maternity cover being a zero balance, AA confirmed that supply cover was financed by an insurance scheme and therefore the cost was a premium payment and didn't involve any trading costs.

A member expressed concern that the figures relating to Trade Union costs was not accurate and the expenditure of £25k was not correct and should be £80k and therefore Forum was being asked to make decisions about de-delegation on inaccurate information.

AA responded that there was a problem in collecting the contribution from academies and the amount shown as income included the amount that has been

AA to report

<p>delegated from mainstream schools as well as the amount that academies are expected to contribute. He confirmed that there was approximately £140k outstanding which could explain the difference but undertook to look into this further and report back.</p>	back
<p>2) Teachers' Pay and Pension Grants In response to a question about when special schools would be consulted on Teachers' Pay and Pension Grants, AA undertook to respond with the detailed information.</p>	AA to report back

The meeting closed at 6.24 pm.

Bristol Schools Forum
Education Transformation Programme: update on progress and spend

Date of meeting:	Tuesday 28 September 2021
Time of meeting:	5:00pm
Venue:	Zoom

1. Purpose of report (for information)

The purpose of the report is to provide Bristol Schools Forum with an update on the progress and spend against the funding transfers from the Schools Block to the High Needs Block (HNB) to support a range of interventions and transformation activity within scope of the Education Transformation Programme.

2. Recommendations

That Schools Forum:

- a) Note the progress made across the Education Programme to date
- b) Note that the Programme is ongoing until September 2022
- c) Note current spend profiles against the funding allocation (committed and forecast)

3. Background:

- a) In October 2019, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of the City of Bristol to judge the effectiveness of the area in implementing the disability and special educational needs (SEND) reforms. The inspection found that services for SEND were in urgent need of improvement and a notice was issued to produce a formal Written Statement of Action (WSOA) to respond to the findings.
- b) The proposal to deliver a system-wide SEND and Inclusion improvement programme was introduced to Schools Forum in September 2019. Proposals were further developed through subsequent reports resulting in the approval of a transfer of £1.369m funding from the Schools Block to the High Needs Block in 2020/21. This sum was combined with the council's own contribution (see funding table at Section 4).
- c) This is the third programme update report prepared for Schools Forum.

4. Funding for the Education Transformation Programme/Written Statement of Action improvement priorities

Funding to deliver the priorities laid out in the Bristol Local Area SEND Written Statement of Action and the wider ambitions captured within the Education Transformation Programme total £6.157m over the period 2019/20 to 2022/23.

Funding Source	Year 0 2019/20	Year 1 2020/21	Year 2 2021/22	Year 3 2022/23
BCC Reserves	£1.575	£0.813	£0.500	£0.500
DSG HNB		£1.369	£1.400	
	£1.575	£2.182	£1.900	£0.500

1. £1.575m one-off funding from reserves was approved by Cabinet in June 2019. The majority of this funding was used to increase capacity within the SEND team for EHCP processing and also the Educational Psychology Service.
2. £0.5m council-one off earmarked fund for 3 years (£1.5m in total) starting 2020/21
3. £313k one-off funding from reserves for 2020/21 financial year.
4. £1.369 DSG HNB approved by Schools Forum for 2020/21
5. £1.400 DSG HNG approved by Schools Forum for 2021/22

Items 1 and 2 (£3.388m) were passed directly to the operational services responsible for delivery in these areas. Item 3 was spent in full in year.

Items 4 and 5 (£2.769m) comprise the available spend for the Education Transformation Programme and are tracked and monitored by the Programme Manager. Approval to release funding for specific proposals or interventions are made by the Education Transformation Programme Board.

This paper specifically relates to progress of spend against Items 4 and 5.

5. Spend Summary 2020/21 and 2021/22

Summary of 2020/21	2020/21
Total DSG HNB funding allocation:	£1.369
Spend in year:	£0.557
Variance:	£0.812

Summary of 2021/22	2021/22
Total DSG HNB funding allocation:	£1.400
2020/21 rollover:	£0.812
Total DSG HNB:	£2.212
2021/22 spend profile:	£1.707
2022/23 spend profile:	£0.396
Total Spend Profile:	£2.103
Contingency:	£0.109

The Programme retains a small contingency to support any underestimates in budget forecasting.

The Programme Manager's budget monitor tool is overseen by the Finance Manager in the Finance Division.

6. Governance

A programme manager was assigned to the Programme at the outset and has remained in post since. The programme manager reports to the Education Transformation Programme Board. The board is chaired by the Director for Education & Skills and convenes monthly to monitor progress, assess proposals for spend, review risks and resolve issues.

The Programme is included within the council's formal change portfolio and is therefore subject to monthly reporting cycle and additional monitoring and challenge is provided by the council's Corporate Leadership Board (CLB).

The programme also provides regular updates to Schools Forum.

6. Links to SEND WSoA

The Education Transformation Programme was designed work alongside and in partnership with the Written Statement of Action process. Delivery of the WSoA was overseen by the DfE via quarterly monitoring visits. In between the DfE visits, the SEND Partnership Group met four weekly and is co-chaired by the Director Education and Skills and Director of Transformation, Bristol, North Somerset and South Gloucestershire CCG.

The Written Statement of Action reached its final milestone in July 2021 and DfE and NHS England advisers have been positive about the progress made throughout the monitoring period. Feedback from the July monitoring meeting:

‘Despite the disruption caused by Covid-19 restrictions (with the first lockdown coinciding with the approval of the WSoA), the local area continues to make good progress in implementing improvements to the local SEND system. It is evident that work associated with the WSoA has both stimulated and been supported by other improvements across the broader SEND system in Bristol. Leaders view current activities as ‘the beginning of a longer journey’ to improve outcomes for Children and young people with SEND – with future improvement plans being subject to a similar robust monitoring arrangement as that for the current WSoA’

Further DfE and NHSE meetings have been arranged to continue an overview of progress until the re-visit.

The window for Ofsted/CQC ‘re-visit’ is October 2020 to March 2021. During the re-visit, inspectors will assess whether sufficient progress has been made against the five areas of weakness identified in the 2019 inspection. If they determine that the Local Area is making insufficient progress in addressing any of the areas of significant weakness, it is for the DfE and NHS England to determine their next steps. This may include the Secretary of State using their powers of intervention.

Bristol Local Area partners are aware that there is still a long way to go before Bristol’s children and young people with SEND, and their families, have consistently good experiences of education, health and care. A SEND Partnership Plan is in development to continue to tackle the areas of weakness identified in the inspection. It will also provide the opportunity to include other areas that were not highlighted in the inspection findings, but that parent carers have said are important to them.

The SEND Partnership Plan will sit across the four pillars of the ‘Bristol Belonging Strategy’, ensuring SEND is firmly embedded in Bristol.

7. Summary of Progress

In common with the WSoA, progress made during 2020/21 for the range of work held under the umbrella of the Education Transformation Programme was deemed ‘good’ in the context of Covid. There were significant improvements in the quality of key Education & Skills data and management information products, new processes designed and introduced to support Key Stage Transfer processes; and eleven transformational projects baselined, approved by the Programme Board and kicked-off during Phase 1.

There has been some inevitable slippage and delay to the original timescales and milestones laid down by the Programme at the outset due to the impact of Covid. The capacity within the council and schools to respond to a range of

change activities and interventions was compromised, however, resources funded solely by the Programme were protected and able to progress their plans. This meant progress continued to be made in key areas throughout the pandemic, albeit at a slower pace.

The cumulative impact of delays means that delivery of most of projects will now extend into 2021/22. There is a continued commitment to deliver and land these projects in a safe and controlled manner as they make a significant contribution to the ongoing SEND improvement journey and the wider inclusion agenda in education. Approval has been granted to extend the Programme and its associated governance to September 2022. However, a new focus for the Programme in 2021 is to undertake a deep review of expenditure particularly in the area of the High Needs Block. The DfE DSG Management Plan is being used as the framework for the review, and to understand and present how we propose to balance value-for-money, impact on outcomes, and sustainability in the months and years ahead.

8. Spend Profile for Projects

	Year 1 2020/2021	Year 2 2021/22	Year 3 2022/23	Total
Core WSoA & Programme delivery	293,942.00	306,121.29	43,641.84	643,705.13
Specialist Provision	75,969.00	70,140.62	21,389.50	167,499.12
Alternative Learning Provision Statement of Action		166,109.02	21,389.50	187,498.52
Flora (Families, local offer, Resources & Advice)	178,336.00	226,514.64		404,850.64
Engagement & Coproduction	3,924.00	98,783.30		102,707.30
Element 3 Funding Project	27,919.00	76,200.00		104,119.00
SEND into Education, Employment & Training	101,261.00	112,031.94	40,195.32	253,488.26
Attendance & Belonging Task Group	60,660.00	138,746.96	52,076.20	251,483.16
SEND School Improvement Offer	36,090.00	112,614.43	90,373.13	239,077.56
Support for Autism: Workforce Development	7,085.00	149,757.24	58,189.12	215,031.36
EHCP Time4Change		276,095.84	79,192.22	355,288.06
Miscellaneous	4,898.00			4,898.00
Total for Year	790,084.00	1,733,115.28	406,446.83	2,929,646.11

Funding Source(s)	DSG HNB BCC Reserves	DSG HNB	DSG HNB	
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9. Progress Update for Projects

- Improvement Priority 1: Leaders at all levels, including school leaders, will establish a culture of individual responsibility, collective responsibility and collaborative working to ensure that children and young people with disabilities and those with special educational needs aged 0-25, receive high quality, appropriate and timely support and provision, ensuring high levels of physical and emotional wellbeing and educational attainment*
- Improvement Priority 2: Children and young people with disabilities and those with special educational needs, are identified as early as possible; their needs swiftly and accurately assessed and they receive the best possible, appropriate and effective support and provision at the right time*
- Improvement Priority 3: All requests for a statutory assessment, receive a timely and effective response, so that children and young people with disabilities and those with special educational needs who require an Education, Health and Care plan, receive appropriate provision at the right time.*
- Improvement Priority 4: Leaders across the local area will work together to ensure that the children and young people with SEND will experience inclusive cultures, enabling them to achieve their full potential. Develop our systems and resources to enable young people with SEND/EHCP to be better supported to achieve a successful transition into education, training and employment between ages 14 -25 and beyond.*
- Improvement Priority 5: Parents and carers have a positive experience of the SEND system in Bristol and their confidence in the system improves*

Page 17

Project WSOA Ref	Description	RAG ¹	Commentary & Impact
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¹ Note that for the purposes of this report, the RAG rating refers to the delivery of the project to time and budget and not related to Key Performance Indicators.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
Specialist Provision <i>IP4</i>	<p><u>Phase 1:</u> Working collaboratively with education settings to address urgent capacity requirements for those children and young people requiring specialist provision.</p> <p><u>Phase 2:</u> Building a sustainable model for the medium to longer term; embedding an annual cycle of planning and review.</p>		<p>The project has delivered its objectives in part with 81 confirmed additional placements and a cumulative total of 190 on track to deliver by September 2022. The Mayor has committed to deliver 450 SEND placements within the next three years². Specialist Provision Phase 2 will contribute to fill the gap between placements in the pipeline and this commitment. To better support children and young people with SEND in a mainstream educational setting, BCC has introduced a system to enable greater oversight of this cohort via the introduction of a Mainstream Awaiting Placement Panel (MAPP). A SEND Placement Manager has been appointed to take the work forward. The post is funded by the Programme and so will continue to report to and be monitored by the Programme Board. The AMBER rating reflects delays against original timescales which can be attributed to Covid.</p>
Alternative Learning Provision Statement of Action	Implement the recommendations arising from the independent Review of ALP		<p>An independent review of ALP was commissioned and completed. The findings were presented to People Scrutiny Commission in July. Resources to deliver the project in the form of a full-time project manager and lead professional are secure and in post. A draft Statement of Action (SoA) has been produced to inform a period of coproduction before the final SoA is published in October. At this point, a full set of delivery milestones will be extracted for tracking and monitoring purposes.</p>

² See Appendix 1.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
FLORA ³ <i>IP2</i>	A new early support/early help service designed to support families at the earliest point of additional need identification; positive relationship building baked in at start of child's SEND journey		<p>FLORA hold the 'early identification register' for SEND which currently has over 500 children's names, as having been identified as needing additional support. The children are identified through early years settings, and health. Systems are being created to align with the disabled children's register; data sets for sufficiency planning and throughput of 'Education Health and Care' statutory pathways.</p> <p>To support families at the earliest point of need, the FLORA team have a phone line and email address which went 'live' in June 2021. FLORA provides families with a single point of contact to help them to know where to go for support when they are at the early stages of understanding the needs of their children. Parents can contact the team via telephone or email, and professionals can also refer. Service user feedback is routinely collated and evidences positive impact of the team. All WSoA milestones have been achieved and additional milestones for the final phase of the pilot are being drafted.</p>
Engagement & Coproduction ⁴ <i>IP5:</i>	Ensure every step of our improvement journey is informed and shaped by the experiences, aspirations and ideas of children and young people with SEND and their families		<p>The SEND Engagement Development Officer is reaching out to other parent carer groups across the city, trialing an engagement template and developing an engagement SharePoint site and calendar. Communication with parent carers is being enhanced through Easy Read training for Local Offer staff and services across the partnership. Milestones on track for launching the calendar and developing the Coproduction Charter.</p>

³ Was previously First Call

⁴ Includes Local Offer

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
HNB Element 3 Funding (Top-Up)	A fairer more efficient process and funding matrix for schools to apply for support for children and young people to meet needs early and avoid needs escalating (will replace current Top Up Funding process)		Matrix of needs for all 4 areas of need completed and early engagement sessions with SENCOs and parents generated useful feedback. A digital interface for the Matrix is being developed with the web team which will deliver a significant improvement and reduce administrative burden on SENDCOs. Difficulties securing a resource to populate and test the financial elements of the matrix have impacted on original timescales. While this has now been addressed, due to the need to undertake citywide consultation to inform final proposal for Cabinet approval, the launch is delayed from May 2022 to September 2022.
SEND into EET	Ensure there is sufficient capacity to carry out research and contact functions to build an accurate picture of Bristol young people aged 19-25 with SEND. Capacity to carry out critical face to face support and IAG activities with young people with SEND aged 19-25 to secure positive progression. Work in partnership with schools and education settings to embed careers development into the curriculum, expand the number of employer pledges, and co-design exploratory career insights and experiences of work for young people aged 14-16 with SEND.		The original programme funded fixed-term appointments have concluded, however, on-going momentum is secured through a combination of capacity in the SEND team regarding support for young people with an EHCP into education (funded by the Programme) and the new We Work for Everyone employment support project (regarding support for young people with an EHCP into employment). Significant improvements evidenced through EET participation performance alongside improved data cleansing and reporting. Young people waiting for their EHCP to be ceased reduced from 195 to 92 during this period.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
Attendance & Belonging Task Group <i>IP1</i>	The Belonging and Attendance Task Group focuses on removing systemic barriers and resolving problems that perpetuate failure, so that success can be built upon. It is recognised that teams must work together with solutions co-produced and this will involve partners across the local authority, together with schools, settings, parents and carers to build a better future for all our young people,		The Attendance Strategy Manager was appointed and in post in March 2020. However, the strategic work aligned to priorities laid out in the programme was set aside due to the need to respond to the Covid crisis which required significant effort in terms of tracking attendance of vulnerable pupils. The Belonging & Attendance Task Group was launched jointly by Directors of Education and Children Social Care. Performance is showing positive for attendance and fixed term exclusions of pupils with SEND ⁵ . Datasets have been developed for Attendance and FTE and are enabling identification of cohorts most at risk which are being used to develop strategies and deliver targeted interventions. To expand capacity in supporting in this area of work two Attendance and Belonging Officers have been appointed in September and October 2021.

⁵ Caveat: attendance and exclusions data trends are not representative this year, given repeated lockdowns and school closures.

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
SEND School Improvement Offer <i>IP2</i>	Delivering a SEND school improvement offer to all education settings to ensure the council is providing effective support and challenge to schools relating to what is 'ordinarily available' for all and the needs and outcomes of vulnerable learners		<p>Progress was impacted by Covid during 2020, however, the role of SEND SIO was successfully recruited with the new officer taking up post in January 2021.</p> <p>Regular briefings provide SENDCOs with clear information about how SEND is being implemented and supported in Bristol. They provide information from different teams supporting SEND, such as the SEN team and the Inclusion in Education Group (IEG). As well as information about processes such as Top Up funding. SENDCO surgeries have been introduced.</p> <p>SEMH PASS and GCI pilots were delayed due to Covid but now every school in both pilots has completed one full survey and as most schools will not be doing a second survey, dates have been booked to undertake two focus group-style, semi-structured interviews, to ascertain schools' experiences of the system they have piloted in their setting. The interviews and survey will provide the primary source of data for the final project report, including recommendations for a city-wide approach to wellbeing profiling in schools. The aim is to prepare the report in September.</p>
Support for Autism: Workforce Development	Offers a structured, cost-effective approach to training and advising staff in all educational settings to support autistic children and young people via reasonable adjustments and targeted support, which will increase successful inclusion in mainstream settings and reduce the demand on specialist resources and placements.		<p>Autism Education Trust (AET) 1,717 educational practitioners trained in total (across early years primary and secondary). Each setting has identified an area for development which they will complete within a given period and this will be monitored through advice clinics. A detailed, progressive 3-year plan for BAT competency framework, progression framework and AET standards is being embedded with school level agreement at cohort meetings. Two Autism Specialist Teachers have recently recruited and milestones to inform tracking and monitoring of impact are in development.</p>

Project <i>WSoA Ref</i>	Description	RAG ¹	Commentary & Impact
EHCP Time4Change IP3	An extensive project to deliver improvements across the statutory EHCP process.		<p>Over the past year the Time for Change project has gathered information and feedback from professionals and parents of children with SEND about how the Education Health and Care (EHC) Needs Assessment process could be improved in Bristol. This has resulted in wide ranging co-produced changes including:</p> <ul style="list-style-type: none"> • paperwork and guidance for gathering and recording the Child/Young Person's Views • paperwork and guidance for the Family Views and Aspirations • EHC Needs Assessment Contribution forms for Education, Health and Social Care professionals • process for professionals to complete their contributions digitally (either via the Professional Portal or directly on EHM) • Complete re-design of the EHCP template • guidance/leaflets for young people and parents/carers to support them through the process • letter templates <p>The complexity of multiple system changes requires a period of further development and testing. The launch date will be determined by the outcomes from this current test phase.</p>

Appendix 1

	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun 22	Jul 22	Aug 22	Sep 22	Oct-Dec 22	2023	2024
Specialist Provision Phase 1	50 ASC 3 ASC 8 SEMH		12 SEMH									12 ASC 24 ASC 12 ASC	3+18 PMLD 24 SEMH			
Phase 1 reserve	8 ASC/ SEMH											16 ASC/ SEMH				
Specialist Provision Phase 2	Development of phase 2 schemes								Placement delivery							
Cumulative total	69	69	81	81	81	81	81	81	81	81	81	145	190	190	190	190

Page 24

Key:

-  Confirmed Placements
-  Placements on track

Bristol Schools Forum **DSG Budget Monitor 2021/22 P4**

Date of meeting:	28 September 2021
Time of meeting:	5.00 pm
Venue:	Virtual meeting

1 Purpose of report

- 1.1 This report provides information of the forecast financial position for the DSG overall as at Period 4 (to end July 2021).

2 Recommendation

2.1 **Schools Forum is invited to:**

- a) **note the in-year 2021/22 position for the overall DSG.**

3 Background

- 3.1 This is the first budget monitor paper for 2021/22 to be presented to Schools Forum, as result of the cancellation of the July Forum meeting.
- 3.2 The report updates Schools Forum on the position at Period 4 (end of July) 2021/22.

4 Budget monitoring 2021/22

- 4.1 The DSG ended the 2020/21 financial year with an overall deficit of £10.004m.
- 4.2 This first monitor is showing that the in-year forecast deficit is £11.108m, which when added to the brought forward balance will give a total deficit to carry forward at the end of the year of £20.112m. The main area for concern is the High Needs block which is forecasting an overspend in-year of £11.500m, this is despite an increase in funding in this block.

The Period 4 position is set out in **Table 1** with more detail set out in **Appendix 1**.

Table 1: Forecast position on overall DSG for 2021/22 at Period 4 (as at July 2021)

<i>All figures £'000</i>	<i>b/f Deficit</i>	<i>DSG Funding 2021/22</i>	<i>Forecast Outturn Period 04 2021/22</i>	<i>In-year variance</i>	<i>Forecast Carry- forward Period 04 2021/22</i>
Schools Block	(619)	295,864	294,930	(934)	(1,553)
De-delegation	(553)	0	0	0	(553)
Schools Central Block		2,627	2,627	0	0
Early Years	(621)	37,185	37,728	542	(79)
High Needs Block	12,609	67,681	79,182	11,500	23,297
Education Transformation Funding	(812)	1,400	1,400	0	0
Total	10,004	0	10,143	11,107	21,111

- 4.3 **Schools Block (-£0.934m underspend).** All of the formula funding for maintained mainstream schools and academies has been allocated. Scope for variation is in the growth fund, or if schools close during the year. Three schools (St Pius X, St George and St Michael on the Mount) are closing at the end of August 2021, and one new school (Willow Park) opening on 1st September, and it is these movements which account for £0.407m the forecast variance on Schools Block. Spend on the growth fund will depend on the pupil number information included on the October 2020 pupil census, any variation will be calculated and reported following receipt of this data, but at this stage known growth commitments are expected at £2.334m against funding of £2.861m, an underspend of £0.527m.
- 4.4 **De-delegated resources (Nil variance).** At this stage of the year it is anticipated that this will be in a balanced position. Any variance will be carried forwards to future years.
- 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 (£0.542m forecast overspend).** Early Years income and expenditure is based on participation throughout the academic year, so the reported position will change in subsequent reports. Early Years is experiencing significant pressure in emerging SEN; the current overspend in this area is £0.6m.
- 4.7 **High Needs Block (£11.500m forecast overspend).** The High Needs block is forecasting an in-year overspend of £11.500m at this stage of the year.
- 4.8 Top-up funding remains the single greatest pressure, with a significant forecast in movement of £1.685m from 2020/21. There are further panels

to be convened in 2021-22 which may result further deviation from this present outturn.

- 4.9 Detailed reports relating to SEND demand, forecasting and short to longer term changes in spend are being developed, these will be presented at future meetings, alongside the DSG Management Plan.
- 4.10 The Education Transformation Programme commenced in 2020-21 and is primarily concerned with SEN and consequently the High Needs Block, this will need to reduce future cost pressures in the block and make it more sustainable. Nationally High Needs continues to be challenging and in Bristol this has been exacerbated by work to clear the backlog of EHCP.
- 4.11 Following agreement of Forum, the amount transferred from the Schools Block in 2021/22 is being used to contribute towards the Education Transformation Programme. We are currently forecasting that this funding of £1.4m will be fully utilised in 2021/22.
- 4.12 **Funding (Nil Variance).** £404.757m is the latest DSG amount notified by the ESFA at 19th July.

**Appendix 1 - Forecast position for Overall DSG 2021/22 as at Period 4
(Block financing position)**

	Brought forward 1.4.21 £'000	Funding 2021/22 £'000	Forecast Period 04 2021/22 £'000	In-year movement £'000	Carry forward 31.3.22 £'000
Maintained Schools		84,395	83,988	(407)	
Academy Recoupment		208,608	208,608		
Growth Fund		2,861	2,334	(527)	
Schools Block	(619)	295,864	294,936	(934)	(1,553)
De-delegation Services	(553)				(553)
Admissions		526	526		
Centrally Retained		2,101	2,101		
Schools Central Services		2,627	2,627		
National Formula		29,269	29,269		
2 Year Old Funding		3,448	3,448		
Pupil Premium (EYPP)		538	538		
Additional Support Services		871	873	2	
SEN Top up		1,275	1,844	569	
Staffing		1,680	1,651	(28)	
Disability Access Fund		105	105		
Early Years Block	(621)	37,185	37,728	542	(79)
Commissioned Services		2,301	3,137	836	
Core Place Funding		8,675	8,819	144	
Staffing		1,160	1,305	145	
Top Up		32,037	39,738	7,702	
Placements		9,044	11,808	2,764	
Pupil Support		814	725	(89)	
HOPE Virtual School		236	235	(1)	
Academy Recoupment		13,415	13,415		
Education Transformation		1,400	1,400		
High Needs Block	11,797	69,081	80,582	11,500	23,297
Funding		(404,757)	(404,757)		
Total	10,004	0	10,143	11,107	21,111

Bristol Schools Forum **Update on DSG 2022-23 with potential funding levels**

Date of meeting:	28 September 2021
Time of meeting:	5.00 pm
Venue:	Virtual meeting

1 Purpose of report

- 1.1 This report provides an outline of emerging DSG funding levels for 2022/23, and updates on any changes to regulations surrounding DSG. As details on allocations are yet to be confirmed any figures are indicative and should be treated with caution.

2 Recommendation

2.1 Schools Forum is invited to:

- a) **note the potential 2022/23 indicative funding levels.**
- b) **note the proposed restrictions relating to the DSG.**
- c) **Note that the LA will consult with schools on items in the local formula, particularly MFG, transfers between blocks, and formula factors.**
- d) **note that the LA will consult with schools on their views on de-delegation, and report the results of the consultation to Forum for their decision at the meeting in November.**
- e) **Agree to the Re-establishment of a Finance Sub-group to consider funding formula proposals for 2022-23**
- f) **Note that the proposed funding levels are subject to change following update of the Spending Review 2021 and the Autumn 2021 census data**

3 Background

- 3.1 The ESFA released some details of the Pre-16 schools revenue funding for 2022/2023 on Monday 19th July.
- 3.2 This information included provisional allocations for Schools Block (excluding Growth), High Needs Block and Central School Services Block for 2022-23, based on current pupil data. Actual allocations and the Growth allocations will be determined later in the Autumn, based on Autumn 2021 school census data. There was no information on Early Years funding in this release.

- 3.3 For 2022/23 the 2019 Income Deprivation Affecting Children Index remains the data set in use, having been first applied to the 2021-22 round.
- 3.4 Whilst funding in schools and high needs blocks is distributed to individual LAs using National Funding Formula (NFF), the LA retains discretion over the local formula in to distributing the schools block to individual schools.
- 3.5 On 8th July 2021 the ESFA launched a consultation on establishing a firm, or hard national funding formula. The intent of the consultation is to obtain views of LAs, academy trusts, schools and other stakeholders on the introduction of a hard national funding formula from 2023-24.
- 3.6 Details of the proposals contained in the consultation are discussed later in this paper.

4 Funding levels for 2022/23

- 4.1 The announcement has stated that national funding for schools will increase by 3.2% overall, as compared to 2021/22, including 2.8% directed to the pupil led factors. The funding floor is increasing by 2%, as are the minimum per pupil funding levels and the NFF value for FSM. The Primary age rate is increasing, from £4180 to £4265 and Secondary is increasing to an average £5525 (with KS3 going from £5215 to £5321, and KS4 from £5715 to £5831).
- 4.2 The NFF factor unit values for Basic Entitlement (AWPU) FSM6, IDACI, Low Attainment, EAL and the lump sum are being increased 3%, however forum will be aware Bristol funds these factors at a higher rate than NFF.
- 4.3 The provisional Schools Block allocation for Bristol has been published at £302.8m, before growth funding, with actual allocations expected to be published in December 2021.
- 4.4 As introduced in 2021/22, the funding previously paid separately as the teacher pay grant and the teacher pension employer contribution grant remain incorporated into the Schools Block for 2022/23.
- 4.5 Nationally high needs funding is to increase by £780m (9.6%) in 2022/23, with each LA receiving an increase of at least 8% per head of population.. The provisional High Needs Block allocation for Bristol has been published at £75.2m (a £6.8m increase from 2021/22), with actual allocations expected to be published in December 2021.
- 4.6 Again as introduced last year, and as in line with Schools Block mainstream funding, the teachers' pay grant and the teachers' pension employer contribution grant amounts for High Needs are incorporated within the block.
- 4.7 Nationally central schools services funding in 2022 to 2023 will increase by 2% for the ongoing responsibilities that local authorities continue to have for all schools, while funding for historic commitments within this block will decrease by a further 20%. The provisional Central School Services Block allocation for Bristol has been published at £2.7m, with actual allocations expected to be published in December 2021. This is an overall reduction of £36k reflecting a £149k reduction in historical prudential borrowing, offset by an increase (+£112k) in funding for ongoing responsibilities.
- 4.8 These provisional allocations are based on current pupil data. Final allocations of the 2022/23 funding will use information from the Autumn 2021 census are expected to be issued in December 2021.
- 4.9 Table 1 shows the potential funding and comparative increases in the DSG blocks for Bristol for 2022/23.

Table 1: Indicative 2022/23 DSG funding

Comparative allocations	2021/22 DSG allocation		Indicative 2022/23 DSG allocation	% increase
	£m		£m	
Schools Block excl growth	294.9		302.8	2.7%
Central School Services Block	2.8		2.7	-1.3%
High Needs Block	68.4		75.2	9.7%
Total	366.1		380.7	4.0%
Early Years	37.2		No data	-

5 Restrictions on use and allocations

- 5.1 For 2022/23 we will continue to set a local schools formula. The government has confirmed again its intention to move to a single 'hard' national funding formula to determine every school's budget. We have heard this message in previous years, however this year the ESFA is consulting on introducing a hard national funding formula from 2023/24.
- 5.2 Minimum funding levels per pupil are set as described above and remain a mandatory factor in the local formula.
- 5.3 MFG for 2022/23 must again be set at between +0.5% and +2%. An MFG of +0.5% was applied for 2021/22. Forum will need to discuss and agree what MFG rate is set for 2022/23 within this range.
- 5.4 The ESFA is indicating that again local authorities will be able to transfer up to 0.5% of their schools block to other blocks of the Dedicated Schools Grant (DSG), with schools forum approval.. A disapplication will be required for transfers above 0.5%, or for any amount where schools forum does not approve.
- 5.5 In 2021/22 we transferred £1.400m (0.5%) from the schools block to high needs block, this was earmarked specifically to contribute towards the Education Transformation Programme.
- 5.6 Consultation will be carried out with schools, prior to the November forum meeting to seek their views of the following items;
 - Level of MFG to be applied.
 - Changes to formula factors
 - Transfers between blocks

6 De-delegation of services to Maintained Mainstream Schools

- 6.1 In order that schools and academies can be funded on the same basis, the funding for a number of services have been identified by the DfE as services that must be delegated as part of the initial formula.
- 6.2 Maintained mainstream schools, by a majority vote of the Schools Forum in each sector, can opt to 'de-delegate' the funding for their sector i.e. the LA will hold the funding centrally for the agreed services with the funding spent

on that sector only. The agreed retention will not be given to maintained schools in the formula.

6.3 The LA will consult with maintained mainstream schools to canvass opinion on the de-delegated services. The result of this consultation will be reported to the November meeting of Schools Forum where the maintained school representatives will vote on which services to de-delegate for 2022/23.

6.4 The de-delegated services in scope of the consultation are:

Primary schools

- Premises & employee insurance
- FSM assessment
- Maternity Supply Cover
- Trade Union Facility time
- Health & Safety Reps
- Education Psychology
- Support for schools in financial difficulty

Secondary schools

- Premises & employee insurance
- FSM assessment
- Maternity Supply Cover
- Trade Union Facility time
- Health & Safety Reps
- Education Psychology

6.5 Forum members will recall the vote in 2021/22 was to continue to support de-delegation of funding for some, and not all, of these areas. Primary representatives voted not to de-delegate new funding for Trade Union Facility Time, Health and Safety Reps or Schools in Financial Difficulty, instead these areas to utilise surpluses accumulated over previous years in 2021-22. School Forum is to consider support for de-delegation of funding for these areas in 2022-23 at the meeting in November.

6.6 The report officers will bring to School Forum in November will include information on the accumulated surpluses of de-delegated areas in order to inform the vote for 2022/23.

7 ESFA consultation on introduction of hard national funding formula

- 7.1 On 8th July 2021 the ESFA launched their consultation on the introduction of a hard funding formula.
- 7.2 In addition to discussing the transition from a soft funding formula, where LAs have some discretion over allocating funding, to a hard funding formula the consultation also seeks views on maintained schools adopting a funding year aligned to the academic year.
- 7.3 At the meeting scheduled for November 2021, School Forum will be asked to make decisions in principle for the 2022/23 formula. The consultation document suggests that if a hard formula is introduced for 2023/24, then 2022/23 will be the final year where LAs and School Forum will have this degree of influence over school funding for schools in the local authority area, and that outcomes from these decisions will be influential in establishing funding for schools in future years, if the ESFA maintains a degree of protection through funding guarantees or other floor mechanisms.