

Thurrock Schools' Forum

23 June 2022, 10am to midday
Virtual meeting – Microsoft Teams

Agenda

Multi Academy Trusts	Name
Catalyst Academies Trust	Mr T Parfett
Harris Federation	Mrs N Graham
Ormiston Park	To be advised
Ortu Federation	Dr Sophina Asong
Osborne Co-operative Academy Trust	Mr Griffiths
REAch2 Academy Trust	Mr E Samuel
South West Essex Community Education Trust	Mr S Munday
The Gateway Learning Community Trust (GLC)	Mr K Sadler
Vine Schools Trust	Mrs E Wigmore
Christus Catholic Trust	Mrs J Seymour
Secondary Voluntary-Aided School	Name
Grays Convent	Mrs P Johnson
Standalone Academy Trusts	Name
Woodside Academy	Mr E Caines
Giffards Primary	Mrs N Haslam-Davis
Infrastructure Groups	Name
TASS	Mr S Bell
TPHA	Mrs P Black
Alternative Provision	Name
Olive AP	Mr M Vickers
Special Schools	Name
Treetops Academy	Mr J Brewer
Beacon Hill Academy	Mrs Sue Hewitt
Non-school members	Name
Diocese of Chelmsford	Miss S Jones
Diocese of Brentwood	Mrs M Shepherd
0-5 EYFS Representative	Mr A Melbourne
0-11 Representative	Ms Alison Jones
11-19 Representative	Dr J Revell

Thurrock Schools' Forum

Number	Item	Time guide
Introductory items		
1.	Welcome from Chair	10am
2.	Apologies for absence	10:02am
3.	Agreement of agenda, time-guide and notification of 'Any Other Business'	10:03am
Items for decision		
4.	Dedicated Schools Grant 2021/22 and 2022/23 presented by David May	10:05am
5.	Permanent Exclusions presented by Sarah Williams	10:15am
6.	Union Facility Time presented by Sue Lamkin	10:25am
7.	ESFA Consultation – Implementing the Direct National Funding Formula presented by David May	10:30am
8.	Meeting dates for academic year 2022/23 presented by Sarah Williams	11:05am
Items for information		
9.	Education Skills National Drivers update presented by Andrea Winstone	11:10am
10.	Free Schools update verbal update by Sarah Williams	11:20am
11.	Schools' Forum Forward Plan presented by Sarah Williams	11:25am
Closing items		
12.	Minutes of the previous meeting held on 17 March 2022	11:30am
13.	Matters arising	11:45am
14.	Any other business	11:50am
15.	Next meeting date to be confirmed	

THURROCK SCHOOLS FORUM REPORT

DATE: 23 June 2022
SUBJECT: Dedicated Schools Grant 2021/22 and 2022/23
REPORT OF: David May
THE REPORT IS: For Decision

1. EXECUTIVE SUMMARY

- 1.1 The DSG reserve outturn position is a deficit of £1.705m. This is an overall improvement of £0.178m achieved through an improved in year position.
- 1.2 The significant areas of financial risk are:
- Continued increase in demand for EHCPs
 - Sufficiency of local offer to prevent high-cost external placements; and
 - Costs incurred in providing education for pupils not in school.
- 1.3 The final 2021/22 Early Year funding allocation will not be confirmed by ESFA until November 2022. As part of finalising the accounts an additional £0.625m funding has been calculated based on termly census data returns made to the ESFA in 2021/22.
- 1.4 The outturn position has been considered and the 2022/23 budget has been updated and aligned with 2021/22 outturn position.

2. RECOMMENDATIONS

- 2.1. The Schools Forum is recommended to:
- a) Note the contents of the report and offer support and challenge.
 - b) Agree the financial position for 2021/22 that will be included in returns to be made to the ESFA.
 - c) Agree to receive regular updates on the 2022/23 projected outturn position.

3. PURPOSE OF THE REPORT

- 3.1 To inform members of the Schools Forum of the outturn position in relation to the Dedicated Schools Grant (DSG) for 2021/22 and impact on 2022/23 budget, in accordance with the Schools Forums (England) Regulations 2012.

4. DEDICATED SCHOOLS GRANT 2021/22

- 4.1 The final outturn position is an underspend of £0.178m as shown below:

DSG 2021/22	Funding Settlement	Academy Recoupment	Funding Block Transfer	Final DSG	Early Years Adjust	Early Years Adjust	Final DSG	Outturn	Variance
	£m	£m	£m	£m	£m	£m	£m	£m	£m
Schools	140.936	(135.074)	(0.673)	5.189			5.189	4.519	(0.670)
Central Services	1.783	0.000	(0.200)	1.583			1.583	1.506	(0.077)
High Needs	28.092	(5.606)	0.873	23.359			23.359	23.930	0.571
Early Years	11.985	0.000	0.000	11.985	0.136	0.625	12.745	12.743	(0.002)
Total	182.796	(140.680)	0.000	42.116	0.136	0.625	42.876	42.699	(0.178)

- 4.2 The outturn position reflects the following key areas:

- Schools Block – Pupil Growth, in line with projections, has an underspend of £0.670m.
- Central Services Block – Staffing underspends and maximisation of external funding.
- High Needs Block – An overspend of £0.571m, a reduction of £0.600m from that previously reported. The change relates to Post 16 funding, with the place funding element not being paid by Thurrock. Officers will continue to monitor and consider the impact on the 2022/23 import export adjustment applied to the HNB funding allocation.

The overspend reflects increased demand for EHCP and specialist places.

- Early Year Block – As part of finalising the accounts an additional £0.625m funding has been calculated based on termly census data returns made to the ESFA in 2021/22. The final value of funding to be received in respect of 2021/22 will not be confirmed by ESFA until November 2022.

Appendix A provides further detail in the key areas of expenditure.

- 4.3 The High Needs Block data for the number of EHCP's by age and primary need are shown in the tables below. The projections are a linear forecast continuing the current increase in numbers. A number of initiatives have been implemented recently and Officers are challenging the forecasted numbers to consider the impact and reduction in future EHCP numbers. Updated information will be reported at the next meeting as part of the DSG Management Plan update.

Actuals and Linear forecast - Unmitigated EHCP numbers	Actuals					2022-2026 Linear Forecast				
	2018	2019	2020	2021 Jan	2021 Mar	2022	2023	2024	2025	2026
EHCPs Maintained by Thurrock										
Under 5	58	72	72	92	144	145	164	184	203	222
Age 5 to 10	482	548	617	609	729	764	819	875	930	986
Age 11 to 15	474	521	582	641	697	753	809	866	923	979
Age 16 to 19	290	344	303	318	302	311	311	310	310	310
Age 20 to 25	27	53	87	101	69	107	120	133	147	160
Total number by Age Group	1,331	1,538	1,661	1,761	1,941	2,079	2,224	2,368	2,512	2,657
Percentage Increase by Year		16%	8%	6%	10%	7%	7%	6%	6%	6%

Total number of EHCPs by primary need	Actuals					2022-2026 Linear Forecast				
	2018	2019	2020	2021	2022	2023	2024	2025	2026	
Autistic Spectrum Disorder	292	333	393	570	614	656	693	728	765	
Hearing Impairment	27	28	33	31	43	45	46	47	49	
Moderate Learning Difficulty	239	228	298	330	342	369	396	423	449	
Multi- Sensory Impairment	3	3	3	4	4	4	5	5	5	
Physical Disability	89	94	105	110	115	124	132	141	149	
Profound & Multiple Learning Difficulty	14	13	13	20	22	23	24	24	24	
Social, Emotional and Mental Health	219	245	125	353	384	407	435	461	490	
Speech, Language and Communications needs	246	273	323	421	444	476	514	553	589	
Severe Learning Difficulty	21	24	26	31	35	38	38	38	38	
Specific Learning Difficulty	21	17	22	20	21	23	24	26	27	
Visual Impairment	21	19	22	20	23	24	26	28	30	
Other Difficulty/Disability	28	26	34	31	32	35	37	39	41	
SEN support	-	-	3	-	-	-	-	-	-	
Total number of EHCPs by primary need	1220	1303	1400	1941	2079	2224	2368	2512	2657	

5. DSG Reserve

- 5.1 The DSG has a carried forward deficit of £1.705m into 2022/23. The movement is reflected in the table below:

DSG Deficit - Summary	£m	Deficit % of DSG
DSG unfunded 31-03-17	(1.343)	
DSG 2017/18	(2.703)	
Deficit unfunded 31-03-2018	(4.046)	2.78%
DSG 2018/19	1.389	
Historic Deficit 2018/19	(2.656)	1.74%
DSG 2019/20	0.678	
Deficit @ 31/03/2020	(1.978)	1.26%
DSG 2020/21	0.095	
Deficit @ 31/03/21	(1.883)	1.12%
DSG 2020/21	0.178	
Deficit @ 31/03/22	(1.705)	0.93%

- 5.2 As a result of having a DSG deficit, a DSG management plan is required to be submitted to the ESFA that outlines the reason the deficit has occurred and actions to be taken to contain expenditure within the funding envelope provided.
- 5.3 The 2021/22 outturn position demonstrates that expenditure has been contained within the resource available, although each funding block has its own story to tell. The ongoing problem is how to recover the deficit position whilst continuing to meet increased demand and cost within the High Needs Block.
- 5.4 The position in Thurrock reflects that being experienced by a significant number of local authorities, with two thirds having deficits in their DSG budgets as a result of high needs cost pressures. By the end of 2020/21, the national total deficit was over £1billion.
- 5.5 A meeting is expected with the ESFA to discuss the DSG management plan and HNB position within Thurrock.

6. Dedicated Schools Grant Note to the Accounts 2021/22

- 6.1 As part of the Statement of Accounts the Local Authority is required to include a note within its accounts, which sets out how the DSG has been deployed in accordance with the regulations. The note sets out the position included in this report and will be included in returns to be made to ESFA on the use of the DSG and use of reserves.

7. DEDICATED SCHOOLS GRANT 2022/23

- 7.1 Officers have considered the outturn position alongside 2022/23 budget and spend to date. The revised budgets shown below have been actioned:

<u>Dedicated Schools Grant</u>	<u>2021/22</u> <u>Outturn</u>	<u>2021/22</u> <u>Variance</u>	<u>2022/23</u> <u>Budget</u>	<u>2022/23</u> <u>Revised</u> <u>Budget</u>	<u>2022/23</u> <u>Revised Budget</u> <u>Comments</u>
	<u>£m</u>	<u>£m</u>	<u>£m</u>	<u>£m</u>	
Place Funding	0.000	(0.078)	0.313	0.027	Reflects known changes
Top Up Funding - Thurrock Academies	3.206	0.306	3.502	3.352	Reduced to balance
Top Up Funding - Thurrock Resource Provisions	2.979	(0.164)	4.069	3.788	Reflects known changes
Top Up Funding - Thurrock Special Schools	5.158	(0.299)	5.859	6.489	Reflects known changes
Top Up Funding - Thurrock Alternative Provision	1.526	0.023	1.581	1.658	Reflects known changes
Top Up Funding - Other Local Authorities (4-16)	1.143	(0.007)	1.300	1.300	ok
Top Up Funding - Post 16	2.262	0.262	3.000	2.477	Reflects Outturn
Pupils not in School	0.373	0.073	0.450	0.400	ok
Medical Tuition	0.208	0.208	0.000	0.200	To create a budget
Residential - Non Maintained and Independent	1.395	(0.005)	1.250	1.400	Reflects known changes
Non Residential - Non Maintained and Independent	1.900	0.021	2.050	2.000	Reflects known changes
Commissioned Services	1.138	0.009	1.175	1.123	Reflects known changes
Additional High Needs Targeted	0.301	0.201	0.100	0.300	Reflects known changes
Home Hospital Education Services	0.024	0.024	0.000	0.050	To create a budget
Travellers Team	0.042	(0.003)	0.050	0.050	ok
Home to School Transport	1.600	0.000	1.600	1.600	ok
High Needs Central Team	0.675	0.000	0.675	0.675	ok
Contribution to DSG Deficit	0.000	0.000	0.200	0.000	Used to support above
Decrease in DSG grant to be received	0.000	0.000	(0.130)	0.000	Reflects known changes
	23.931	0.572	27.045	26.889	

7.2 The current projected outturn for 2022/23 is a breakeven position as shown below:

DSG 2022/23	Funding Settlement	Academy Recoupment	Funding Block Transfer	Early Years Adjust	Final DSG	Outturn	Variance
	£m	£m	£m	£m	£m	£m	£m
Schools	146.520	(140.961)	(0.700)	0.000	4.858	4.704	(0.154)
Central Services	1.688	0.000	0.000	0.000	1.688	1.626	(0.061)
High Needs	32.689	(6.500)	0.700	0.000	26.889	27.104	0.214
Early Years	10.734	0.000	0.000	0.000	10.734	10.735	0.000
Total	191.631	(147.461)	0.000	0.000	44.170	44.169	(0.000)

7.3 Appendix A shows the 2021/22 outturn position alongside the 2022/23 budget. The key area remains the High Needs Block.

7.4 At this stage pupil movement, with the schools and high needs block, for the new academic year is not fully known. This will be included in the information to be reported in September and allow a more accurate picture of the projected outturn to be known.

8. REFERENCES TO OTHER KEY DOCUMENTS / PREVIOUS REPORTS

- School Forum meeting March 2022 – Dedicated Schools Grant 2021/22 and 2022/23

9. CONTACT DETAILS OF LEAD OFFICER / AUTHOR

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact

Name: David May
Role: Strategic Lead, Corporate Finance
E-Mail: dmay@thurrock.gov.uk

Appendix A

<u>Dedicated Schools Grant</u>	<u>2021/22 Outturn</u>	<u>2022/23 Budget</u>	<u>2022/23 Projected Outturn</u>	<u>2022/23 Variance</u>
	<u>£m</u>	<u>£m</u>		<u>£m</u>
Schools Block	139.593	145.819	145.666	(0.154)
Central Services Block	1.504	1.688	1.626	(0.061)
High Needs Block	29.536	33.389	33.604	0.214
Early Years Block	12.745	10.734	10.735	0.000
Dedicated Schools Grant Funding Settlement	183.379	191.631	191.630	(0.000)
Less Academy Recoupment	(140.680)	(147.461)	(147.461)	0.000
Dedicated Schools Grant Received	(42.877)	(44.170)	(44.170)	0.000
(Under) / Overspend	(0.178)	(0.000)	0.000	(0.000)
Maintained Schools Budgets	3.787	3.814	3.814	0.000
Growth Fund	0.601	1.044	0.890	(0.154)
Statutory and Regulatory duties - Education	0.379	0.444	0.444	0.000
Statutory and Regulatory duties - Finance	0.140	0.140	0.140	0.000
School Place planning	0.029	0.027	0.027	0.000
Admissions	0.190	0.280	0.219	(0.061)
Schools Forum	0.006	0.010	0.010	0.000
SACRE	0.017	0.010	0.010	0.000
School Licences	0.131	0.137	0.137	0.000
Contribution to Combined budgets	0.745	0.640	0.640	0.000
Place Funding	0.000	0.027	0.027	0.000
Top Up Funding - Thurrock Academies	3.206	3.352	3.466	0.114
Top Up Funding - Thurrock Resource Provisions	2.979	3.788	3.888	0.100
Top Up Funding - Thurrock Special Schools	5.158	6.489	6.489	(0.000)
Top Up Funding - Thurrock Alternative Provision	1.526	1.658	1.658	0.000
Top Up Funding - Other Local Authorities (4-16)	1.103	1.300	1.300	(0.000)
Top Up Funding - Post 16	2.237	2.477	2.477	0.000
Pupils not in School	0.422	0.400	0.400	0.000
Medical Tuition	0.224	0.200	0.200	0.000
Residential - Non Maintained and Independent	1.395	1.400	1.400	0.000
Non Residential - Non Maintained and Independent	1.900	2.000	2.000	(0.000)
Commissioned Services	1.138	1.123	1.123	0.000
Additional High Needs Targeted	0.301	0.300	0.300	0.000
Home Hospital Education Services	0.024	0.050	0.050	(0.000)
Travellers Team	0.042	0.050	0.050	(0.000)
Home to School Transport	1.600	1.600	1.600	0.000
High Needs Central Team	0.675	0.675	0.675	0.000
3&4 Year old	10.531	9.192	9.257	0.065
2 year olds	1.696	1.106	1.042	(0.065)
Early Years Central Team	0.516	0.436	0.436	(0.000)
Dedicated Schools Grant	42.699	44.170	44.169	(0.000)

THURROCK SCHOOLS FORUM REPORT

DATE: 23 June 2022
SUBJECT: Proposed funding arrangements for permanent exclusions
REPORT OF: Michele Lucas
THE REPORT IS: For Decision

1. EXECUTIVE SUMMARY

- 1.1 This report provides an update relating to the contribution to the education of permanently excluded children which was agreed by Schools Forum in March 2021.
- 1.2 To update the financial contribution, we will seek from schools from September 2022 to support children and young people who have been permanently excluded.
- 1.3 To continue on the principal of funding following the child or young person.

2. RECOMMENDATIONS

- 2.1 Schools' Forum members are asked to approve the increase in the financial contribution from Schools from September 2022 as shown in Appendix A.

3. PURPOSE OF THE REPORT

- 3.1 To seek agreement from Schools Forum to update the financial for pupils permanently excluded from mainstream schools and academies.

4. BACKGROUND –NUMBER OF PERMANENT EXCLUSIONS

- 4.1 Table 1 details the number of permanent exclusions by academic year since 2016/17.

Table 1 Number of Permanent Exclusions by Academic Year

Academic year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 To date
Primary	4	16	9	2	1	2
Secondary	19	27	35	29	25	29
Total	23	43	44	31	26	31

- 4.2 The lower level of permanent exclusions has offered some support to the High Needs Block, however the continued pressure on the high needs expenditure remains unsustainable.
- 4.3 The LA buys places for excluded pupils upfront from Alternative Providers or Specialist Resource bases to ensure that permanently excluded pupils have access to education (6-day provision). There is a finite amount of DSG budget that the LA can use to do this with and if the number of places is exceeded then additional budget will need to be found to spot purchase places. The contributions received from schools has supported with some of the DSG overspend in high needs funding.

5. MAINSTREAM SCHOOLS EXCLUSION CHARGES

- 5.1 The methodology for the calculation of exclusion charges for mainstream pupils is set out within the School Finance Regulations.
- 5.2 The purpose of the charge is to provide a contribution to the cost of alternative school provision as part of the arrangements for pupils educated out of school and if the pupil is admitted to another mainstream school within the funding period, the admitting school's will receive the budget share in accordance with the complete weeks remaining in the funding period during which the pupil is a pupil at the admitting school
- 5.3 The School and Early Years Finance (England) Regulations states that, where a child is permanently excluded, the Local Authority must re-determine an excluding school's budget share.

6. CURRENT METHOD USED IN THURROCK

- 6.1 For excluded pupils, the charges will be as per the Schools and Early Years Finance (England) Regulations. This means that when a pupil is permanently excluded, the authority will re-determine the excluding school's budget share. The excluding school's budget share will be reduced by the minimum per pupil rate at individual school level, as shown in Appendix A, and any pupil premium attributable to the child. This will be pro-rated based on the weeks remaining in the funding period.
- 6.2 The funding period is the academic year.
- 6.3 At the date of the permanent exclusion the financial information available will be used to determine the funding to be withdrawn or provided. No retrospective adjustment will be made.
- 6.4 The charge to be calculated will be the full funding period.
- 6.5 In a small number of cases, a school will agree to admit a pupil outside of the October census date, in these cases an individual discussion will be held on the funding to be withdrawn unique to the individual circumstances surrounding the child.

7. REFERENCES TO OTHER KEY DOCUMENTS / PREVIOUS REPORTS

- 7.1 School Forum Report 18th March 2021 - Proposed funding arrangements for permanent exclusions
- 7.2 School Forum Report 12th March 2020 - Funding arrangements for permanent exclusions 2020/21

8. CONTACT DETAILS OF LEAD OFFICER / AUTHOR

NAME: Michele Lucas
ROLE: Assistant Director, Education and Skills
E-MAIL: mlucas@thurrock.gov.uk
PHONE: 01375 652092

Thurrock School Funding Formula - Individual School Level Values

Appendix A

LAESTAB	Phase	School Name	Per Pupil Value 2021/22	Per Pupil Value 2022/23
8833822	Primary	Abbots Hall Primary School	£4,261.44	£4,316.43
8832439	Primary	Arthur Bugler Primary School	£4,191.77	£4,265.00
8832014	Primary	Aveley Primary School	£4,406.51	£4,631.48
8832542	Primary	Belmont Castle Academy	£4,200.26	£4,285.64
8832003	Primary	Benyon Primary School	£4,626.48	£4,665.41
8832722	Primary	Bonnygate Primary School	£4,404.27	£4,502.69
8832013	Primary	Bulphan Church of England Academy	£5,446.51	£5,540.14
8832011	Primary	Chadwell St Mary Primary School	£5,024.90	£5,094.30
8832462	Primary	Deneholm Primary School	£4,194.15	£4,350.72
8832622	Primary	Dilkes Academy	£4,336.74	£4,441.06
8832824	Primary	East Tilbury Primary School	£4,217.04	£4,321.69
8832942	Primary	Giffards Primary School	£4,200.19	£4,347.56
8832137	Primary	Graham James Primary Academy	£4,196.74	£4,265.00
8832987	Primary	Harris Primary Academy Chafford Hundred	£4,224.52	£4,265.00
8832008	Primary	Harris Primary Academy Mayflower	£4,197.41	£4,265.00
8832644	Primary	Herringham Primary Academy	£4,552.49	£4,756.96
8833605	Primary	Holy Cross Catholic Primary School	£4,580.23	£4,679.01
8835281	Primary	Horndon-On-the-Hill CofE Primary School	£4,277.45	£4,360.74
8835266	Primary	Kenningtons Primary Academy	£4,311.44	£4,433.04
8832000	Primary	Lansdowne Primary Academy	£4,772.92	£4,943.04
8832015	Primary	Little Thurrock Primary School	£4,199.85	£4,265.00
8833502	Primary	Orsett Church of England Primary School	£4,257.68	£4,392.71
8832006	Primary	Ortu Corringham Primary School	£4,199.33	£4,265.00
8832002	Primary	Purfleet Primary Academy	£4,406.95	£4,621.73
8832005	Primary	Quarry Hill Academy	£4,423.97	£4,526.13
8832985	Primary	Shaw Primary Academy	£4,415.18	£4,542.00
8832429	Primary	Somers Heath Primary School	£4,465.26	£4,584.08
8833512	Primary	St Joseph's Catholic Primary School	£4,423.79	£4,547.14
8833522	Primary	St Mary's Catholic Primary School	£4,880.22	£4,995.61
8833603	Primary	St Thomas of Canterbury Catholic Primary School	£4,199.09	£4,265.00
8832004	Primary	Stanford-Le-Hope Primary School	£4,257.06	£4,351.87
8832009	Primary	Stifford Clays Primary School	£4,196.90	£4,265.00
8832001	Primary	Thameside Primary School	£4,540.84	£4,675.70
8832024	Primary	The Gateway Primary Free School	£4,821.24	£4,973.00
8832007	Primary	Tilbury Pioneer Academy	£4,708.96	£4,864.72
8832984	Primary	Tudor Court Primary School	£4,205.30	£4,268.73
8832078	Primary	Warren Primary School	£4,206.84	£4,265.00
8832592	Primary	West Thurrock Academy	£4,340.57	£4,380.33
8832472	Primary	Woodside Academy	£4,195.77	£4,265.00

Thurrock School Funding Formula - Individual School Level Values

Appendix A

LAESTAB	Phase	School Name	Per Pupil Value 2021/22	Per Pupil Value 2022/23
8834733	Secondary	Grays Convent High School	£5,739.13	£5,950.74
8834394	Secondary	Harris Academy Chafford Hundred	£5,464.55	£5,528.13
8834003	Secondary	Harris Academy Ockendon	£5,939.48	£6,090.69
8834002	Secondary	Harris Academy Riverside	£5,779.60	£5,988.39
8836906	Secondary	Ormiston Park Academy	£6,316.35	£6,499.48
8834004	Secondary	Orsett Heath Academy	£6,178.79	£6,047.15
8835439	Secondary	Ortu Gable Hall School	£5,716.50	£5,881.67
8834001	Secondary	Ortu Hassenbrook Academy	£6,187.94	£6,294.93
8835440	Secondary	St Clere's School	£5,744.64	£5,939.39
8834005	Secondary	Thames Park Secondary School	£6,212.87	£6,150.10
8836905	Secondary	The Gateway Academy	£6,479.85	£6,652.54
8834000	Secondary	The Hathaway Academy	£6,108.07	£6,343.56
8835438	Secondary	William Edwards School	£5,525.27	£5,715.62

THURROCK SCHOOLS FORUM REPORT

DATE: 23 June 2022
SUBJECT: Union Facility Time
REPORT OF: Sue Lamkin
THE REPORT IS: For Decision

1.0 EXECUTIVE SUMMARY

This report provides an annual update to the Forum on the administration of Union Facility Time. The Forum requested for the administration of this service to be reviewed on an annual basis so that a decision could be made by members on whether they wished Thurrock Council to continue with the administration.

2.0 RECOMMENDATIONS

That the Forum decides on how it wishes to proceed with the administration of this scheme.

That the Forum decides on the contribution rate for schools for 2022/2023

3.0 Introduction

Thurrock Council administrates the Union Facility Time budget on behalf of all schools in Thurrock. The administration duties cover:

- design and management of claim forms along with guidance notes,
- managing and monitoring of the budget,
- reviewing claims for legitimacy,
- recording and raising debtors requests to charge all schools that have signed up to facility time,
- recording and raising creditor payments for claims received,
- reviewing and monitoring any changes to ACAS code of practice in relation to facility time
- updating documentation if and when required
- providing a reconciliation of the account to the Forum on an annual basis.

We propose that the Council annual service charge for 2022/2023 is set at £500.

4.0 Union Facility Time Cost to Schools

A charge of 10p per pupil was agreed for the 2018/2019 academic year. There is a complete buy in from all schools within the borough.

It was agreed by Schools Forum no charge would be made to schools for the year 2019/2020, 2020/2021 and 2021/2022 as the balance was sufficient to cover claims.

During the year 2021/2022 three claims have been received, processed, and subsequently been reimbursed. The total amount claimed in financial year ending March 2021 was £2714.60. As at the close of business on the 3rd June 2021 the Union Facility time balance is £15196.68.

Based on the current surplus, the Forum may wish to consider that no contributions are required for 2022/2023

FINANCIAL / RESOURCE IMPLICATIONS

This scheme is self-financing from the schools income and is reliant on all schools buying back into the scheme and the amount of contribution set for the following academic year.

5.0 CONTACT DETAILS OF LEAD OFFICER / AUTHOR

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact

ROLE: Childcare Sufficiency Officer and Business Support
Officer School Effectiveness Team Children's Services

E-MAIL: salamkin@thurrock.gov.uk

PHONE: 01375 652744

NAME: Sue Lamkin

Union Facility Time - 2021/2022

Apr-21	Little Thurrock	Rosemary Knight Little Thurrock	NEU Rep meetings	Teacher	27.91	35	1562.96	Jan-21	07/05/2021
Apr-21	Little Thurrock	Rosemary Knight Little Thurrock	NEU Rep meetings	Teacher	27.91	28	781.48	Feb-21	07/05/2021
Jul-21	Belmont Castle	Sarah Smith Belmont Castle	Union training	LSA	13.22	28	370.16	Jul-21	16/07/2021
Aug-21	Thurrock Council	Sue Lamkin	Admin charge				500	Aug-21	10/08/2021

THURROCK SCHOOLS FORUM REPORT

DATE:	23 June 2022
SUBJECT:	ESFA Consultation - Implementing the Direct National Funding Formula
REPORT OF:	David May
THE REPORT IS:	For Decision

1. INFORMATION RELEASED

- 1.1 The Government on the 7 June released Implementing the Direct National Funding Formula with responses required by 9 September 2022.
- 1.2 A summary of the Implementing the Direct National Funding Formula and consultation questions is included in this report. Officers will continue to work through the detail and a presentation will be made at the meeting.
- 1.3 In line with previous consultations, it is hoped a combined response from Thurrock, Thurrock's Schools Forum and Thurrock's schools can be submitted by 9 September 2022

2. IMPLEMENTING THE DIRECT NATIONAL FUNDING FORMULA

- 2.1 In 2021 the Government held the first-stage consultation on the direct national funding formula (NFF) for schools: Fair school funding for all: completing our reforms to the National Funding Formula. Following the feedback to that consultation, in March 2022 the Government published its response, which confirmed its commitment to introduce the direct NFF.
- 2.2 The first consultation on the direct NFF focused on the principle of moving to a direct formula, and proposals on how to transition towards this end point. Following the consultation, the Government have confirmed that they will begin moving towards the direct NFF from the 2023-24 funding year.
- 2.3 This current consultation focuses further on the detail of the implementation of the direct NFF. It does not restate the broad proposals for reform, which are outlined in the first consultation and the response.
- 2.4 The consultation sets out proposals for:
 - Interaction between direct NFF and high needs funding
 - Determination of notional SEN budgets
 - System for funding growth and falling rolls
 - How the Minimum funding guarantee and funding floor will operate
 - How the funding cycle should operate in the direct NFF

Within the consultation the Government expect to have moved to the direct NFF within the next five years and no later than the 2027-28 funding year.

- 2.5 The 25 consultation questions being asked as part of the Implementing the Direct National Funding Formula are shown at Appendix A.
- 2.6 Officers will continue to work through the detail and a presentation will be made at the meeting to formulate a combined response to the consultation.

3. RECOMMENDATIONS

- 3.1 The Schools Forum is recommended to:
- a) Note the contents of the report.
 - b) Consider and agree appropriate response based on the presentation to be made at the meeting.

4. REFERENCES TO OTHER KEY DOCUMENTS / PREVIOUS REPORTS

ESFA publications:

[Implementing the direct national funding formula - government consultation \(education.gov.uk\)](https://www.education.gov.uk/government/consultations/consultation-on-education-funding)

[Completing the reforms to the National Funding Formula - government consultation response \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/consultations/consultation-on-education-funding)

5. CONTACT DETAILS OF LEAD OFFICER / AUTHOR

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact

Name: David May
Role: Strategic Lead, Corporate Finance
E-Mail: dmay@thurrock.gov.uk
Phone: 01375 652092

Appendix A

Implementing the Direct National Funding Formula

Government consultation

Launch date 7 June 2022

Respond by 9 September 2022

1. Question 1: Do you agree that local authorities' applications for transfers from mainstream schools to local education budgets should identify their preferred form of adjustment to NFF allocations, from a standard short menu of options?

Do you have any other comments on the proposals for the operation of transfers of funding from mainstream schools to high needs?

2. Question 2: Do you agree that the direct NFF should include an indicative SEND budget, set nationally rather than locally?
3. Question 3: Do you have any comments on the proposals to place further requirements on how local authorities can operate their growth and falling rolls funding?
4. Question 4: Do you believe that the restriction that falling rolls funding can only be provided to schools judged "Good" or "Outstanding" by Ofsted should be removed?
5. Question 5: Do you have any comments on how we propose to allocate growth and falling rolls funding to local authorities?
6. Question 6: Do you agree that we should explicitly expand the use of growth and falling rolls funding to supporting local authorities in repurposing and removing space?
7. Question 7: Do you agree that the Government should favour a local, flexible approach over the national, standardised system for allocating growth and falling rolls funding; and that we should implement the changes for 2024-25?
8. Question 8: Do you have any comments on the proposed approach to popular growth?
9. Question 9: Do you agree we should allocate split site funding on the basis of both a schools' 'basic eligibility' and 'distance eligibility'?
10. Question 10: Do you agree with our proposed criteria for split site 'basic eligibility'?
11. Question 11: Do you agree with our proposed split site distance criterion of 500m?
12. Question 12: Do you agree with total available split sites funding being 60% of the NFF lump sum factor?
13. Question 13: Do you agree that distance eligibility should be funded at twice the rate of basic eligibility?

14. Question 14: Do you agree with our proposed approach to data collection on split sites?
15. Question 15: Do you have any comments on our proposed approach to split sites funding?
16. Question 16: Do you agree with our proposed approach to the exceptional circumstances factor?
17. Question 17: Do you have any comments on the proposed approach to exceptional circumstances?
18. Question 18: Do you agree that we should use local formulae baselines (actual GAG allocations, for academies) for the minimum funding guarantee (MFG) in the year that we transition to the direct NFF?
19. Question 19: Do you agree that we should move to using a simplified pupil-led funding protection for the MFG under the direct NFF?
20. Question 20: Do you have any comments on our proposals for the operation of the minimum funding guarantee under the direct NFF?
21. Question 21: What do you think would be most useful for schools to plan their budgets before they receive confirmation of their final allocations: (i) notional allocations, or (ii) a calculator tool?
22. Question 22: Do you have any comments on our proposals for the funding cycle in the direct NFF, including how we could provide early information to schools to help their budget planning?
23. Question 23: Do you have any comments on the two options presented for data collections in regard to school reorganisations and pupil numbers? When would this information be available to local authorities to submit to DfE?
24. Question 24: Regarding de-delegation, would you prefer the Department to undertake one single data collection in March covering all local authorities, or several smaller bespoke data collections for mid-year converters?
25. Question 25: Do you have any other comments on our proposals regarding the timing and nature of data collections to be carried out under a direct NFF?

THURROCK SCHOOLS FORUM REPORT

DATE: 23 June 2022
SUBJECT: Meeting dates for academic year 2022-2023
REPORT OF: Sarah Williams
THE REPORT IS: For Decision

1.0 EXECUTIVE SUMMARY

The report provides proposed meeting dates for the next academic year based on the current academic year meeting dates.

2.0 RECOMMENDATIONS

That the Forum agrees the new proposed meetings dates/times for the next academic year 2022-2023. That forum also agrees future meetings continue to be held virtually going forward at the time of 10:00.

3.0 INTRODUCTION

Future meeting dates

Proposed future meeting dates for the academic year have been identified and are provided below. All meetings are proposed to take place 10am to midday on a Thursday except for the meeting in January which will take place on a Tuesday.

1. Thursday 22 September 2022
2. Thursday 17 November 2022
3. Tuesday 17 January 2023
4. Thursday 16 March 2023
5. Thursday 22 June 2023

FINANCIAL / RESOURCE IMPLICATIONS

None.

4.0 CONTACT DETAILS OF LEAD OFFICER / AUTHOR

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact

NAME: Sarah Williams
ROLE: Strategic Lead, Education Support Service
E-MAIL: sjwilliams@thurrock.gov.uk
PHONE: 01375 652971

THURROCK SCHOOLS FORUM REPORT

DATE:	23 June 2022
SUBJECT:	NATIONAL DRIVERS - Schools White Paper, SEND & AP Green Paper, The Skills & Post 16 Act, working together to improve school attendance guidance.
REPORT OF:	Michele Lucas
THE REPORT IS:	For Information

1. Executive Summary

- 1.1 As part of the Government's Levelling Up Agenda there has been a significant number of announcements made in recent months. This paper is to provide an overview of these announcements to school's forum.
- 1.2 These national drivers are in the form of a White Paper, Green Paper, Act of Parliament, Policy Paper or guidance.
- Schools White Paper: Opportunity for all: Strong schools with great teachers for your child (28/03/2022)
 - Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Green Paper: Right support, right place, right time. (29/03/2022)
 - The Skills and Post 16 Education Act (28/04/2022)
 - Working together to improve school attendance guidance (06/05/2022)

2. Recommendation

That Schools Forum recognises the amount of change and amendments to education over the next few years and the potential impact on budgets.

3. Introduction and Background:

As part of the Government's Levelling Up Agenda there have been a significant number of announcements made in recent months. This paper is for information on the different aspects of these announcements.

3.0 Schools White Paper: Opportunity for all: Strong schools with great teachers for your child (28/03/2022)

- 3.1 Schools will identify children who need help, provide targeted support via a range of proven methods such as small group tuition, and keep parents informed about their child's progress.

- 3.2 The Parent Pledge will support the government's Levelling Up mission for education, previously set out in the Levelling Up White Paper, for 90% of primary school children to achieve the expected standard in Key Stage 2 reading, writing and maths by 2030.
- 3.3 A second ambition for secondary schools aims to see the national average GCSE grade in both English language and maths increase from 4.5 in 2019 to 5 by 2030.
- 3.4 The Schools White Paper sets out a series of new measures to support the delivery of these ambitions, including:
- Schools will offer a minimum school week of 32.5 hours by September 2023
 - Ofsted will inspect every school by 2025, including the backlog of 'outstanding' schools that haven't been inspected for many years
 - By 2030 all children will benefit from being taught in a school in, or in the process of joining, a strong multi-academy trust, which will help transform underperforming schools and deliver the best possible outcomes for children
 - At least £100m to put the Education Endowment Foundation on a long-term footing so they can continue to evaluate and spread best practice in education across the country
- 3.5 Other plans in the White Paper to deliver on the missions for children's attainment at the end of primary and secondary include:
- 500,000 teacher training and development opportunities by 2024
 - £30,000 starting salaries to attract and retain the best teachers
 - Payments to recruit and keep talented physics, chemistry, computing and maths teachers working in disadvantaged schools
 - A register for children not in school to make sure no child is lost from the system
 - Every school to have access to funded training for a senior mental health lead to deliver a whole school approach to health and wellbeing
 - Oak National Academy becoming a government body with sole focus on supporting teachers to deliver the very best lesson content
 - Up to 6 million tutoring courses by 2024 and action to cement tuition as a permanent feature of the school system
 - The school system working as a whole to raise standards with trusts responsible for running schools while local authorities are empowered to champion the interests of children and to be given legal powers to establish trusts and to request their non-academy schools join a trust, where that is the right approach for local schools.

4.0 SEND and AP Green Paper: Right support, right place, right time. (29/03/2022)

- 4.1 On March 29th 2022 the government launched their much anticipated SEND and Alternative Provision Review Green paper.

- 4.2 This outlines the changes they are proposing to improve the lives of children and young people with special educational needs and disabilities.
- 4.3 The review focuses on SEND alongside alternative provision and outlines some suggested key changes. These include:
- A desire to increase early intervention for children with SEND and introduce a single system combining SEND and alternative education provision.
 - The creation of new national standards across education, health and care to build for a higher performing SEND system.
 - A national framework for councils for banding and tariffs of high needs support to offer clarity on the level of support expected and try to put the system on a financially sustainable footing in the future.
 - A legal duty on councils to introduce “local inclusion plans” across early years, schools and post-16 education with health and care services in a bid to provide greater clarity over which agency has responsibility for services.
 - The creation of a “local inclusion dashboard” which will set out the role and responsibilities of partners offering provision for children and young people with SEND aged 0 to 25.
 - An updated Local Area SEND Inspection Framework from Ofsted and the Care Quality Commission will be used to hold local authorities to account over failures to create inclusion plans.
 - Education, Health and Care plans (EHCP) to be moved online, to make them more flexible, reducing bureaucracy and supporting parents to make informed choices via a list of appropriate placements tailored to their child’s needs, meaning less time spent researching the right school.
 - Plans to “streamline” the redress process which will mean tribunals will only be used for the most challenging cases.
 - The green paper also puts forward a raft of proposals to improve mainstream provision for pupils with SEND based on plans highlighted in the recent schools white paper including a duty on all schools to part of a multi-academy trust by 2030 and plans to increase total investment in core schools budgets by £7bn by 2024/25. (CYP Now, 2022)
- 4.4 This is a 16 week consultation and anyone can make comments on these proposed changes up until the 22nd July 2022, 11:45pm. To read the full green paper follow the link: [READ THE FULL SEND REVIEW GREEN PAPER.](#)

5.0 The Skills and Post 16 Education Act (28/04/2022)

- 5.1 The government’s purpose of the Bill
- To legislate for reforms that the government say will transform post-16 education and training, boost skills and get more people into work as set out in the government’s Skills for Jobs white paper.
 - To deliver on the ambition to bring closer together the further and higher education systems.
 - To support the Prime Minister’s Lifetime Skills Guarantee, as part of the blueprint for a post-16 education system that will ensure everyone, no

matter where they live or their background, can gain the skills they need to progress in work at any stage of their lives.

- To increase productivity, support growth industries and give individuals opportunities to progress in their careers.
- To put beyond doubt the Office for Students' ability to regulate in relation to minimum requirements for quality.

5.2 What does the Government say the main benefits of the Bill are?

- Offering adults across the country the opportunity to retrain throughout their lives through the Lifetime Skills Guarantee, helping them to gain in-demand skills and open up further job opportunities.
- Realigning the system around the needs of employers so that people are trained for the skills gaps that exist now and, in the future, in sectors the economy needs, including construction, digital, clean energy and manufacturing.
- Improving the quality of training available by making sure that providers are better run, qualifications are better regulated, and that providers' performance can be effectively assessed.

5.3 What does the Government say the main elements of the Bill are?

- To put employers at the heart of the post-16 skills system through local skills improvement plans, by enabling employers and providers to collaborate to develop skills plans aimed at ensuring local skills provision meets local needs.
- To introduce the powers needed for the Lifelong Loan Entitlement, which will give individuals access to the equivalent of up to four years' worth of student loans for level 4–6 qualifications that they can use flexibly across their lifetime, at colleges as well as universities.
- To strengthen the system of accountability by extending existing powers for the Secretary of State to intervene where colleges have failed to meet local needs, to direct structural change where required to secure improvement, and by amending the regulation of post-16 education and training providers to ensure quality.
- To put beyond doubt the ability of the Office for Students to determine minimum requirements for quality by reference to absolute performance levels for student outcomes, and to use these when it makes decisions on registration and compliance.

6.0 Working together to improve school attendance guidance (06/05/2022)

6.1 This is guidance from the Department for Education (DfE). This guidance is non-statutory, and has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance. Following public consultation earlier this year, and subject to Parliament, the Secretary of State has committed to this guidance becoming statutory when parliamentary time allows (this will be no sooner than September 2023).

6.2 All local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
- Communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
- Targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
- Multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
- Legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- Monitor and improve the attendance of children with a social worker through their Virtual School.

6.3 Many local authorities will need time to transition to meet these expectations, including those that need to revise or bring to an end to models of trading or service level agreements. Therefore, whilst local authorities should meet these expectations as far as possible for academic year 2022-2023, the School Attendance Support Team should be available to all schools free of charge (and free from any service level agreement) by no later than September 2023.

Conclusion

As outlined in the paper we have a number of significant changes to the national education landscape. Thurrock has continued to develop its partnership approach with schools. The LA will continue to work in partnership to ensure that children and young people access high quality educational opportunities that give them the skills to move into careers pathways.

7.0 CONTACT DETAILS OF LEAD OFFICER / AUTHOR

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact

Name: Andrea Winstone
Role: Strategic Lead School Effectiveness and SEND
E-Mail: awinstone@thurrock.gov.uk

Thurrock School Forum Forward Plan for 2022 – 2023

Date of Meeting	Agenda Item / Focus
<p style="text-align: center;">Thursday 22 September 2022</p>	Forum Membership Review and Election of Chair and Vice Chair
	Dedicated Schools Grant – Finance Report – Decision
	ESFA Consultations – Standing
	Thurrock Code of Practice for delivery of early education for 2, 3&4 year olds – Standing
	Pupil Place Planning Review – Standing
	Review of Forward Plan 2022/23 – Standing
<p style="text-align: center;">Thursday 17 November 2022</p>	Dedicated Schools Grant – Finance Report – Decision
	Dedicated Schools Grant Management Plan – Decision
	High Needs Block 2023/24 – Decision
	ESFA Consultations – Standing
	Outcomes of disadvantaged young people
	Childcare Sufficiency – Standing
	Pupil Place Planning Review – Standing Review of Forward Plan 2022/23 – Standing
<p style="text-align: center;">Tuesday 17 January 2023</p>	Dedicated Schools Grant – Finance Report & Presentation
	Growth Fund 2023/24
	ESFA Consultations – Standing
	Outcomes of disadvantaged young people
	Pupil Place Planning Review – Standing
	Review of Forward Plan 2022/23 – Standing
<p style="text-align: center;">Thursday 16 March 2023</p>	Thurrock Budget – Children’s Services
	Dedicated Schools Grant – Finance Report – Decision
	Dedicated Schools Grant Management Plan – Decision
	ESFA Consultations – Standing
	Pupil Place Planning Review – Standing
	Review of Forward Plan 2022/23 – Standing
<p style="text-align: center;">Thursday 22 June 2023</p>	Dedicated Schools Grant – Finance Report – Decision
	Dedicated Schools Grant Management Plan – Decision
	ESFA Consultations – Standing
	Union Facility Time Annual Review
	Pupil Place Planning Review – Standing
	Outcomes of disadvantaged young people
	Review of Forward Plan 2022/23 – Standing

Schools Forum

Draft Minutes of Meeting held 17 March 2022 at 10am
Microsoft Teams

In Attendance:

Multi Academy Trusts

Catalyst Academies Trust
ORTU Federation
Osborne Co-operative Academy Trust
South West Essex Community Education Trust
The Gateway Learning Community Trust (GLC)
CEO REAch2 Academy Trust
Vines Schools Trust

Name

Mr T Parfett (Chair)
Dr Sophina Asong
Mr P Griffiths
Mr S Munday
Mr K Sadler
Mr E Samuel
Mr S Santhaguru

Secondary Voluntary Aided School

Grays Convent

Name

Mrs P Johnson

Standalone Academy Trusts

Woodside Academy

Name

Mr E Caines

Infrastructure Groups

TASS
TPHA

Name

Mr S Bell
Mrs J Sawtell-Haines

Alternative Provision

Olive AP

Name

Ms Jo Gillman

Special Schools

Treetops Academy
Beacon Hill Academy

Name

Mr J Brewer
Mrs Sue Hewitt

Non-school members

11-19 Representative
0-5 EYFS Representative

Name

Dr J Revell
Mr A Melbourne

Also in Attendance

Mrs Michelle Lucas
Mr Malcolm Taylor
Mr David May
Miss Sarah Williams

Miss Teresa Lydon

Assistant Director, Education Skills
Strategic Lead – Specialist Provision/PEP
Strategic Lead – DSG and Schools
Service Manager, Education Support
Service
Clerk

1. Welcome

The Chair opened the meeting and welcomed everyone.

2. Apologies for Absence:

Apologies received from Mr M Vickers and Ms A Winstone.

3. Agreement of Agenda, Time-Guide and Notification of Any Other Business

- i) The Forum agreed the agenda and time guide. Dr Asong asked if Item 10 could be moved to the start of the meeting. Mr J Revell advised he would be late to the meeting therefore this item was discussed after Item 8.
- ii) Any Other Business – Mr E Caines would like to discuss refugees from Ukraine and schooling.

4. Dedicated Schools Grant 2021/22 and 2022/23

Mr D May advised that The DSG 2021/22 current forecast is a deficit of £0.760m, an increase of £0.348m. The reserve outturn position would therefore increase the deficit to £2.643m into 2022/23. Mr D May went through a presentation with the members. He advised that the High Needs Block continues to be the significant area of financial risk, with an increase in EHCP's, increases in number accessing Post 16, increases in tuition for pupils not in school (+0.300m) and an increase in targeted support (+£0.171m).

He advised they have received £0.136m for Early Years Block that reduces the outturn by £0.050m to £0.235m.

He commented that the ongoing problem is how to recover the deficit position whilst continuing to meet increased demand and cost with the High Needs Block. An increase in funds to be received in 2022/23 will assist in developing a realistic budget. The main challenge is how to control increased demands for services.

He advised there will be a 2.7% increase in Pupil Premium funding rates in 2022/23. The eligible pupils will be determined by October 2021 census.

Mr D May spoke about the proposal for the High Needs Block Supplementary grant and 2 options were discussed consistent with the value to be received by Mainstream Schools and Academies.
Option A - A rate of £670 per pupil
Option B – A 5% uplift to Top Up values
to be paid to Special and AP schools in 2022/23 with a cost implication of £0.377m.
This will be paid in 2 parts a one-off payment to cover the period April to August 2022 and an increase to the band values to be paid from September 2022. This enables the current band values for 2021/22 to remain unchanged.

Mr J Brewer remarked that at Treetops they have a high number of Band 1 and 2 and therefore would support Option A but feels that Beacon Hill will be better off with the % increase to Band values. He commented that the students attending their school have far more complex needs but remain in the same bands as the mainstream schools. Mr D May advised they will be reviewing the band values in 2022/23 for change to be implemented September 2023. With regards to the Supplementary Grant, it is more about the principle. Option B targets more money to those that incur more staff costs.

Action: Mr D May and Mr M Taylor to review the Band values in 2022/23.

Mr E Caines advised that some of the children attending his school should be in a special school as their needs are so complex, they need 1 to 1 all the time. He commented they do not get funded for this. He feels that the higher needs students need this money.

Mr M Taylor agreed they need to look at the Treetops banding and make sure the additional money is put in the fairest way. He also agreed with Mr E Caines comment but will talk later about the increase in spaces at their resource bases.

Mrs S Hewitt also agrees that as Beacon Hill has the most complex children, they do get more money in the banding, but she also agrees with Mr J Brewer that the Banding needs to be look at again.

Mr P Griffiths also agreed that the Banding must be looked at. He also feels that in their mainstream schools they have very complex children but also thinks they will need to compromise for now until the review of the bands. Mr D May advised that this is additional money to what was previously discussed.

AGREED

- a) All Forum members noted contents of the report and offered support and challenge
- b) All Forum members considered the 2021/22 outturn position and discussed options to contain continued increase in HNB expenditure in 2022/23.
- c) 2 Forum members voted for Option A £670 per pupil for Special and AP Schools consistent with that to be paid to Mainstream schools and academies in 2022/23. 12 forum members voted for Option B 5% increase to top up values for Special and AP schools. Option B was agreed.
- d) All Forum members approved band values (Appendix B) to be applied from September 2022 with the caveat that Mr D May reviews the Band Values in 2022/23
- e) All Forum members considered the DSG Management Plan as part of information to be presented at the meeting.

5. Dedicated Schools Grant Management Plan 2021/22

Mr D May advised the DSG conditions of grant require that any LA with an overall deficit on its DSG account at the end of the financial year, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend. Management plans should reflect the most current forecast DSG position and be signed off by the relevant leads in finance and special educational needs (SEN) areas.

Mr D May spoke about the 5 Key areas in the High Needs Block:

- Education Health & Care Plans
- Data
- Funding
- Out of Borough Data
- Training and development with the SEND team and school SENCOs to support the person-centred planning approach.

EHCP continue to increase year on year and is higher than any benchmarking marking data. The Deep Dive report in 2021 provides the context to why and more local provision is required. Mr D May commented that reducing health inequalities will have an impact in the long term on the need for SEND provision. Schools must the notional SEND budget before making requests for additional funding.

Data – Mr D May advised they know the current position but need to consider future projections to inform local provision both in the short and medium term. Mr D May shared with the members some projected data on the number of EHCPs by placement type. There is a forecast of a 7% increase year on year. The data projects an increase in demand with a significant increase in Post 16 numbers which is consistent with financial position. More local specialist provision is needed including SEMH -Secondary and ASD Primary. We also need to develop a pathway to learning to start reintegration back to school of the increased number of children being educated not in school.

Funding – Data sets have been used to project costs up until 2024/25. Treetop's Free school will have additional places Sept 2021 and Sept 2022. He advised that HNB funding is a national problem. He gave Member's a scenario where 3 pupils moved to Thurrock. While in their own borough they were costing £100,000. They moved to Thurrock, but we received no funding in 2022/23. We will get the funding in 2023/24. There were no placements for them in borough and the three placements out of borough could cost up to £1m. He advised we are also waiting for the outcome of the House of Commons review of SEN and this is expected before Easter break.

Mr D May advised that the out of borough placements are low in number but a very high cost. It is highly unlikely that the current children can be brought back to Thurrock. Further information required to be considered by primary need to further develop the local offer.

Training and development are key with the SEND team and school SENCOs to support the person-centred planning approach. We need to ensure schools access all training provided to ensure staff are aware of and trained in different aspects of SEND. We need to make sure that all SENCO's attend the SENCO forums where new processes and approaches will be introduced.

Mr D May went through the next steps needed:

- Management of EHCP's
- Use of Notional SEN within schools
- Closure of Plans as appropriate
- Need to develop long term options to support increased demand and the local offer
- Partnership Approach to support children not in school. Need to develop a pathway to learning to start reintegration back into school. Partnership with schools and outdoor education.
- Next Step ESFA Meeting – Summer 202

Mrs M Lucas advised that they are reviewing plans and will close if not needed especially with post 16 which are then supported by Inspire. She commented they are seeing an increased demand in early years which she feels has not been helped by closures due to COVID. They are trying to do some focused work to bring on speech and language. There is a lot of activity around trying to support children earlier. She advised they also need to keep an eye on the refugees and what their level of need will be.

AGREED

a) All Forum members noted contents of the presentation

6. ESFA Consultations

Mr D May advised that the Outcomes of the SEND review and next steps in National School Funding Formula consultations were expected this term:

AGREED

- a) All Forum members noted contents of the presentation

7. Thurrock Budget – Children’s Services

Mr D May advised that the projected outturn for 2021/22 is an overspend of 4.653m overspend mainly due to Key area placements and Home to school transport.

Medium Term Financial Strategy (MTFS) Growth of £3m is primarily around placement but also to support transport. He advised that savings of £3.5m are agreed for 2022/23 and 2023/24.

Mr D May spoke about finances in Thurrock for 2023/24 and beyond:

- The MTFS shows a funding gap remaining of £8.905m (2023/24) and £5.364m (2024/25) a total of £14.269m.
- This has arisen primarily from the projected long-term impact of Covid-19, including impact on both Adults’ and Children’s Social Care, the impact of higher inflation and the reversal of temporary support mechanisms.
- Need to reform services further for a sustainable medium/long term cost base. Further work is planning to start to develop options for future years.

AGREED

- a) All Forum members notes the content of the presentation

8. Education Offer for SEND pupils

Mr M Taylor advised that in terms of autism in the primary stage there is a greater demand. They have identified two Trusts, Catalyst and the SWECET Trust for additional resource bases. It has been agreed that these resource bases will open at Aveley Primary and Stifford Clays Primary. Mr M Taylor advised they are hoping to open in the summer term. Aveley Primary will initially take 4 pupils moving to 6 and 10 in the longer term. Stifford Clays Primary will also go to 10 in the longer term.

He advised that they have significant demand for autism and several children who are being supported in primary schools. As the bases open, they will look at the need and whether they will need to open more mainstream resource bases. This will be looked at in September. Treetops and Treetops Free school have also increased their numbers. The Free school is under construction but in the interim they have put in some additional accommodation. He also commented they will always need residential accommodation for certain pupils, and this is the case across all LAs. SEMH is more complicated and more often they are having to look for residential placements.

AGREED

- a) All Forum members noted contents of the report

9. Pupil Place Planning Review

Miss S Williams went through a presentation on Pupil Place Planning (PPP).

She advised that she has a PPP team who meet monthly to discuss review current vacancies and identify sufficiency concerns. The PPP document for 2022-2026 is almost ready to be sent out for consultation.

She commented that the planning areas remain the same but will be looking at these once the local plan is finalised.

The birth data has dropped by 7% since last year and by 16% since 2015/16 which was the highest birth data in Thurrock.

Mr J Revell asked about migration and if it is equal in and equal out. Miss S Williams advised that although we can get data for children moving to the borough, we do not have any data on those who are moving out. Mr J Revell asked if we had any data on Post 16. Miss S Williams advised she will come back to him with this information.

Action: Miss S Williams to look at Post 16 data

Mr J Revell would also like a slide on children with disabilities and how many there are. Miss S Williams advised she would discuss with Mrs A Winstone as this was her area.

Action: Miss S Williams to discuss with Mrs A Winstone figures on children with disabilities

Mrs M Lucas spoke about children attending school out of borough. She advised they are looking at this in more detail to try and find out why this happens. She feels that one reason is the lack of faith schools in secondary in the borough especially for boys. Mrs P Johnson commented that most of their in-year transfers from her school are moving north for social housing. They lose very few children to other Thurrock schools.

Mr A Melbourne was surprised in the birth data dropping for 2020/21. He feels there will be a need for growth in the early years sector in the future and that this is just a COVID blip.

Dr Asong asked if they could look at numbers of children being educated at home and feel this should be more visible.

Action: Miss S Williams to speak to Mrs A Winstone about figures for children being educated at home.

AGREED

a) All Forum members noted the process against the Pupil Place Plan 2022-2026

10. Outcomes for Disadvantaged Children

Dr Asong in the absence of Mr J Revell advised that the work about the outcomes for disadvantaged children started early in 2021. Data showed that black and minority groups did achieve well at 16. They now needed to look at groups that were not progressing as well by the age of 16. She commented it was difficult to find data for Traveller, Gypsy and Roma groups as it was not measured. The population is not very large in Thurrock and the total 0 to 16 pupils was 63. She advised that the budget last year they noted that £50,000 was being spent to support these children. It was difficult to see how this money was being spent and they will need to know what proportion is spent on services to this community not on salaries. She commented that the good news was that they now know what the action is. Also need to know the interventions taking place to help these groups of children. As part of the 11 to 25 partnership

they plan to track the children to see the outcomes for 11- to 16-year-olds. Their next step is to meet with officials in the council to identify what schools these children are attending and have a look at the interventions that have been put in place aimed at their advancement.

Mr A Melbourne thanked Dr Asong for her summary. He asked how well they know the details of disadvantaged children and Traveller, Gypsy and Roma children in early years. She advised that this currently is not done very well. They need to look at this along with the ages groups of 11 to 12 looking at whether they are dropping out between primary and secondary and the ages of 16 to 17 to see how many continue to Post 16.

Mrs M Lucas commented that this piece of work is to gather what is the story behind this and how they can support in the future the issues and affect change.

Mr J Revell joined the meeting and advised they have access to the data and are now looking at data from previous years.

M Taylor advised that the Traveller Support Service do very good work with transitioning pupils from primary to secondary and support parents in making applications and getting their children into school. He commented that lots of these families choose to home educate. Some families employ tutors to help. It is more difficult to monitor this. He also advised that there are cultural difficulties where travellers do not want their children especially girls attending school and mixing with other children. Boys go on from primary into employment with their families choosing this rather than continuing with their schooling. He advised there are also many settled families who may not formally identify as part of their data.

Dr Asong asked if Mr Taylor could join the sub-group as he has a lot of knowledge around this group of children. Mr Taylor is happy to support this group.

Dr Asong advised that they will be concentrating on disadvantaged white working-class boys' data to be discussed at the next meeting.

Dr Asong asked for the forum and Thurrock Council to keep this agenda item in case they need resources to support these groups but that for now they will access interventions through infrastructural partnerships.

Action: Miss S Williams to keep outcomes for disadvantaged children as an agenda item

11. Schools' Forum Forward Plan

Miss S Williams shared the Forward Plan. She advised that in June they will also set the meetings for the next academic year.

Miss S Hewitt would like an agenda item on the SEND review. Mr D May advised this would be part of the EFSA consultation but Miss S Williams will add as an item.

Mr D May also asked for permanent exclusions to be added to the next agenda. Dr Asong would like this broken down by groups so they can see the disadvantaged groups within this data.

Dr Asong advised that they will be looking at disadvantaged white working-class boys and will be discussing at the next meeting.

Action: Miss S Williams to add the above to the Forward Plan

12. Minutes of the previous meeting held on 18th January 2022

The Chair went through the minutes of the previous meeting for accuracy. All governors were happy with the content.

13. Matters Arising –
Actions outstanding:

- Action 1: Mrs A Winstone to look at where children with EHCPs are moving in from and look at any trends.
Action 2: Miss S Williams to send out to all members a copy of the principals for expansion.
Action 3: Mrs A Winstone to share with Miss S Williams where children with EHCPs move to after Year 11
Action 4: Mr M Taylor to discuss changes to wording in previous minutes with Mr T Parfett

14. Any Other Business

Mr E Caines would like to take children over numbers who are refugees from the Ukraine, however he needs re-assurance that he will not have to take other children over number though appeal. Mr M Taylor advised that they will centrally co-ordinate at the LA and will use the fair access process to place these children in school. He advised they will contact one school asking them to take if however, this is not possible they will approach the next nearest school. He advised there is money coming into the LA to support refugees, but we are currently waiting for more information on this funding. If schools get requests direct, they need to pass these to the school admissions teams to co-ordinate. Miss S Williams advised they are also checking with the LIAAG group to find out how they are administrating these applications for school. Mr M Taylor advised that if these children have SEN needs, they will look at giving interim momentary support without waiting for an EHCP. Mr A Melbourne asked if there are any details on the early years process. Mr M Taylor has asked for the early years settings to let the local authority know about number of refugees from the Ukraine attending their settings.

Mr E Caines spoke about fuel costs and commented that we should be looking at using less fuel. He commented we can all help by turning down the thermostat. Thurrock also need to be looking at Solar power.

Mrs J Sawtell-Haines spoke about the increased cost of their energy costs and would like to know if there is any extra money. Mr D May advised that this would have been included in their supplementary grant.

Mr A Melbourne commented that there are increased fuel costs for Early years, but they do not receive the supplementary grants.

15. Date of next meeting

Thursday 23 June 2022 – Virtual via MS Teams