

DUDLEY SCHOOLS FORUM

TUESDAY 9TH JULY, 2013

**AT 6.00PM
AT SALTWELLS EDUCATION
DEVELOPMENT CENTRE
BOWLING GREEN ROAD
NETHERTON
DUDLEY
DY2 9LY**

If you (or anyone you know) is attending the meeting and requires assistance to access the venue and/or its facilities, could you please contact Democratic Services in advance and we will do our best to help you

**HELEN SHEPHERD
ASSISTANT DEMOCRATIC SERVICES OFFICER**

Internal Ext – 5236

External – 01384 815236

E-mail – helen.shepherd@dudley.gov.uk

**You can view information about Dudley MBC on
www.dudley.gov.uk**



IMPORTANT NOTICE

MEETINGS AT SALTWELLS EDUCATION DEVELOPMENT CENTRE, NETHERTON

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Centre

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There is to be no smoking on the premises in line with national legislation. It is an offence to smoke in or on these premises.

Please turn off your mobile phones and mobile communication devices during the meeting.

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Directorate of Corporate Resources

Law and Governance, Council House, Priory Road, Dudley, West Midlands DY1 1HF
Tel: 0300 555 2345
www.dudley.gov.uk



Your ref:

Our ref:
HS

Please ask for:
Helen Shepherd

Telephone No.
01384 815236

27th June, 2013

Dear Member

Dudley Schools Forum – Tuesday 9th July, 2013

You are requested to attend a meeting of the Dudley Schools Forum, which will be held at Saltwells Education Development Centre, Bowling Green Road, Netherton, Dudley, DY2 9LY on Tuesday 9th July, 2013 at 6.00 pm, to consider the business set out in the Agenda below.

Light refreshments will be available from 5.30 pm.

Yours sincerely

Director of Corporate Resources

Distribution:-

All Members of the Dudley Schools Forum, namely:-

Mrs Belcher	Mr Conway	Mr Dallaway	Mr Derham	Mrs Garratt
Mrs Hannaway	Mr Harris	Mrs Hazlehurst	Mr Hudson	Mr Jones
Mr Kelleher	Mr Kirk	Mr Nesbitt	Mr Patterson	Ms Pearce
Mr Platford	Mrs Quigley	Ms Richards	Mr Ridley	Mrs P Rogers
Mrs Ruffles	Mr Shaw	Mr Ward	Mr Warren	Mr Weaver
Mrs Withers				

c.c - Councillor Crumpton – Cabinet Member for Integrated Children's Services;
Councillor Marrey – Chair of the Children's Services Scrutiny Committee;
Jane Porter – Director of Children's Services;
Ian McGuff – Assistant Director of Children's Services;
Karen Cocker – Children's Services Finance Manager, Directorate of Corporate Resources;
Sue Coates – Principal Accountant, Directorate of Corporate Resources.

AGENDA

1. INTRODUCTIONS BY THE CHAIR
2. APOLOGIES FOR ABSENCE
To receive apologies for absence from the meeting.
3. APPOINTMENT OF SUBSTITUTE MEMBERS
To report the appointment of any substitutes for this meeting of the Forum.
4. MINUTES
To approve as a correct record and sign the minutes of the meeting of the Forum held on 4th June, 2013 (attached).
5. MATTERS ARISING FROM THE MINUTES
Any other matters arising from the Minutes of the meeting of the Forum held on 4th June, 2013 not included on the agenda for this meeting.
6. SCHOOLS FORUM MEMBERSHIP – UPDATES (PAGES 1 - 7)
To consider the report of the Director of Children's Services.
7. DUDLEY'S SCHEME FOR FINANCING SCHOOLS – APPROVAL FOR CONSULTATION (PAGES 8 - 13)
To consider the report of the Director of Children's Services.
8. DUDLEY'S PUPIL REFERRAL UNIT SERVICE REVIEW (PAGES 14 - 18)
To consider the report of the Director of Children's Services.
9. REPORT ON THE DfE REVIEW OF 2013/14 SCHOOL FUNDING ARRANGEMENTS (PAGES 19 - 37)
To consider the report of the Director of Children's Services.
10. REPORT ON THE DfE SCHOOL FUNDING ARRANGEMENTS FOR 2014/15 (PAGES 38 - 87)
To consider the report of the Director of Children's Services.
11. BUDGET FACT SHEET - JUNE (PAGES 88 - 89)
To consider the report of the Director of Children's Services.

12. SCHOOLS FORUM WEBSITE

To receive a verbal presentation from the Director of Children's Services.

13. SCHOOLS FORUM PROPOSED MEETINGS 2013/14 ACADEMIC YEAR
(PAGES 90 - 93)

To consider the report of the Director of Children's Services.

DUDLEY SCHOOLS FORUM

Tuesday, 4th June, 2013 at 6.00 pm
at Saltwells Education Development Centre,
Bowling Green Road, Netherton, Dudley

PRESENT:-

Mrs Belcher, Mr Conway, Mr Derham, Mrs Garratt, Mrs Hannaway, Mrs Hazlehurst, Mr Kirk, Mr Patterson, Ms Pearce, Mr Ridley, Mrs Rogers, Mrs Ruffles, Mr Shaw, Mr Weaver and Mrs Withers.

Persons not a member of the Forum but having an entitlement to attend meetings and speak

Cabinet Member for Integrated Children's Services (Councillor Crumpton) and the Director of Children's Services

Officers

Children's Services Finance Manager, Senior Principal Accountant and Miss Helen Shepherd (Directorate of Corporate Resources)

Member of the Public

Mr P Nesbitt - Observing

1. ELECTION OF CHAIR

RESOLVED

That Mr Ridley be elected Chair of the Forum for the 2013/14 municipal year.

2. APPOINTMENT OF VICE-CHAIR

RESOLVED

That Mr Patterson be appointed Vice-Chair of the Forum for the 2013/14 municipal year.

3. APOLOGIES FOR ABSENCE

Apologies for absence from the meeting were received on behalf of Mr Jones, Mr Kelleher, Mr Ward and Mr Warren.

4. MINUTES

The Pupil Referral Unit representative requested that Minute No. 7 be amended to read:-

- Secondary Short Stay School.
- Cherry Tree Learning Centre.

RESOLVED

That, subject to the amendment of Minute No. 7, as indicated above, the minutes of the meeting of the Forum held on 19th March, 2013, be approved as a correct record and signed.

5. MATTERS ARISING FROM THE MINUTES

In response to a question raised, the Children's Services Finance Manager reiterated her comments made at the previous meeting that a further update in respect of the Pupil Referral Unit review and the additional finance support required, would be provided at the summer term meeting.

6. SCHOOLS FORUM MEMBERSHIP – UPDATE

A report of the Director of Children's Services was submitted on appointments to the membership of Schools Forum.

RESOLVED

That the report submitted in relation to Dudley Schools Forum membership appointments from May 2013, be noted.

7. DEDICATED SCHOOLS GRANT OUTTURN 2012/13

A report of the Director of Children's Services was submitted on financial data in respect of the Schools Budget for the 2012/13 financial year, which ended 31st March, 2013.

The Children's Services Finance Manager presented the report in detail, referring members of the Forum to paragraphs of specific importance.

Reference was made in particular to Table 1 of the report submitted and the £2.46m balance that was still to be allocated. The Director of Children's Services stated that there were specific criteria to which this could be allocated and that discussion with the Head Teachers Consultative Forum - Budget Working Group would continue to establish a spending plan for the Forum to consider.

A Primary School Headteacher representative referred to a previous forum meeting where this issue had been discussed and reminded Members that it was suggested that any available funds would be considered to be allocated to early years Special Educational Needs, as it was acknowledged that this was an area in need of additional support.

The Director of Children's Services requested members to inform their Head Teachers Consultative Forum - Budget Working Group representative of any areas they wished to be taken into consideration.

In response to a question raised by a Secondary School Governor representative, the Director of Children's Services stated that the £100,000 commitment in 2013/14 in relation to the Pensnett security and support to closed building, would still be relevant as the site was in the process of being closed and that the sports facilities on site was still being used by the Community and Community Groups and therefore had a commitment to keep it open. A further paper would be submitted to the forum meeting in the autumn, updating members on the next steps for the site.

Reference was made to Table 2 in the report submitted in relation to Schools Reserves and the Director of Children's Services highlighted the importance that these reserves should be used for today's children and that excessive amounts had been noted nationally with the possibility that these reserves could be pulled back into the system. She also requested that if money had been reserved for future planning developments the correct procedure was followed and that it was recorded on the Capital Programme accordingly.

The Cabinet Member for Integrated Children's Services reiterated the Director of Children's Services comments and requested that if a School had a development project planned for the future, that they informed their local Councillors, so that Members were aware of these local projects.

RESOLVED

- (i) That the report submitted in relation to the 2012/13 Outturn in respect of the Schools Budget, funded by the DSG and the planned use of the roll forward, as detailed in Table 1 of the report, be noted.
- (ii) That deliberation continues with the Head Teachers Consultative Forum - Budget Working Group to establish a spending plan in relation to the Central DSG Reserve balance to be allocated, for consideration at a future Forum meeting.
- (iii) That a report on the next steps for the Pensnett School site, be submitted to the Forum meeting in the Autumn term.

8. COMBINED SERVICES BUDGET OUTTURN 2012/13

A report of the Director of Children's Services was submitted on financial data in respect of the Combined Services Budget for the 2012/13 financial year, which ended 31st March 2013.

The Children's Services Finance Manager presented the report and made particular reference to the changes referred to in paragraph 5 of the report submitted in relation to combined budgets.

RESOLVED

That the report submitted in respect of the combined services budget outturn for 2012/13 and the ongoing budget set aside to continue the projects in 2013/14, be noted.

9. REVIEW OF 2013/14 SCHOOL FUNDING ARRANGEMENTS

The Children's Services Finance Manager reported verbally in relation to the review of 2013/14 school funding arrangements and referred to the National School Funding Conference that was held in May 2013. A document highlighting the main issues raised at the conference was circulated at the meeting.

Consideration was given to comments made by the new DfE Director of Education Funding as indicated in the document circulated at the meeting and reference to the possibility of a review of School Reserve balances to ensure funds were being used effectively, reinforced comments made by the Director of Children's Services in minute no. 7 above.

The Senior Principal Accountant reported verbally, in relation to the 12 formula factors introduced in 2013/14 for 2014/15 budget, referring members of the Forum to bullet points on the document circulated of specific importance and stated that a detailed report would be submitted to the Forum in July.

Reference was made to the likely outcomes of the DfE 2013/14 School Funding Review. The Senior Principal Accountant confirmed that Dudley exceeded the national minimum percentage for the primary and secondary AWPU funding and that the sparsity funding rules would change but would be more relevant to rural areas and would be unlikely to affect schools within the Dudley Borough. She stated that the Lump Sum maximum would be £175,000 and this could be varied by phase of School but the £175,000 could not be exceeded. The Early Years Foundation Stage Profile and Key Stage 2 assessment data was changing and that the attainment indicators for children not achieving in reading, writing, maths and English would be expanded. She also stated that Dudley had already adopted the £6000 Notional SEN for mainstream schools; that it was expected that the Minimum Funding Guarantee (MFG) top-up funding would not be reduced by more than 1.5% per pupil and that there would be no increase in the DSG flat cash amount. Further details and clarifications were still awaited.

RESOLVED

That the verbal presentation and the information circulated at the meeting, in relation to the review of 2013/14 school funding arrangements, be noted.

10. EDUCATION FUNDING AGENCY OBSERVER STATUS REPRESENTATIVE

The Children's Services Finance Manager reported verbally in relation to the Education Funding Agency (EFA) Observer Status representative and stated that at the National School Funding Conference it was confirmed that EFA Observer representatives had visited 57 out of the 154 School Forums with the intention of visiting 90 groups before the end of the 2012/13 School year. It was stated that feedback from visited groups had been positive and that if an EFA representative were to attend a meeting there would be prior notification of this.

The forum was also informed that there would be a change in membership composition in October 2013 when the School Forum Regulations were updated to replace the 14-19 Strategic Partnership member with a Post 16 provider representative and to incorporate a review of Academy representation due to the increase in schools converting to Academy status.

RESOLVED

That the verbal information presented to the forum in relation to the Education Funding Agency Observer Status representative and a future review of School Forum membership composition, be noted.

11. DATES OF FUTURE MEETINGS OF THE FORUM

RESOLVED

It was noted that the last meeting of the Forum in the current academic year was scheduled for Tuesday, 9th July, 2013 at 6.00pm at Saltwells EDC.

The meeting ended at 7.05pm.

CHAIR

Dudley Schools Forum - 9 July 2013

Report of the Director of Children's Services

Schools Forum Membership - Update

Purpose of Report

1. The purpose of this report is to advise on the appointments to the membership of Schools Forum and to highlight membership changes required in the Autumn.

Budget Working Group Discussed

2. Yes – 8 July 2013

Schools Forum Role and Responsibilities

3. Schools Forum is responsible for ensuring that the constitution and membership meet the legislative requirements detailed in the School Forum (England) Regulations 2012, effective from 1 October 2012.

Action for Schools Forum

4. To note the report and the appointments to the membership of Schools Forum.
5. To note the estimated changes to the membership composition for School Members as a result of schools converting to Academy status during 2013/14.

Attachments to Report

6. Appendix A – The current list of Schools Forum members.

Karen Cocker
Children's Services Finance Manager
24 June 2013

Schools Forum 9 July 2013

Report of the Director of Children's Services

Schools Forum Membership - Update

Purpose of Report

1. The purpose of this report is to advise on the appointments to the membership of Schools Forum and to highlight membership changes required in the Autumn.

Schools Forum Membership

Membership

2. The Constitution of Schools Forum currently totals 29 members, of which there are 22 School members, 2 Academy members, and 5 Non-School members.
3. Members are elected on a three year rolling programme with Headteacher and the Pupil Referral Unit manager posts from the 1 November and all other posts from the 1 May.

Appointments, Amendments and Vacancies

School Members

4. There is currently one School Members vacancy relating to Secondary School Governors. This vacancy remained unfilled during the election process in January 2013 and relates to the Brierley Hill or North Dudley township.

Academy Members

5. This appointment of Mr S. Platford the Deputy Head at High Arcal Academy to a Schools Forum Academy representative has now been formalised through the Council's decision making process effective from 27 May 13.

Non School Members

Unions and Professional Associations

6. On the 30 April 2013 the Recognised Unions and Professional Associations Schools Forum member three year term of office held by Mr M. Lynch expired. The Director of Children's Services wrote to the staff side of the Directorate Joint Consultative Committee (DJCC) on the 3 May 2013 and invited them to nominate a representative.
7. The Director was informed on the 23 May that the DJCC had nominated Mr P Nesbitt of the Earls High School as the Recognised Unions and Professional Associations Schools Forum member to represent the Dudley NASUWT. The term of office for this post is for a three year period from 1 May 2013 to the 30 April 2016. However, the Mr Nesbitt's membership will be effective from the date the decision is formally published by the Council, which is estimated to be 2 July 2013.

Catholic Schools Commission

8. There remains a vacancy for a representative of the Catholic Schools Commission nominated by the Commission. This post has been vacant since July 2012.

Dudley 14–19 Strategic Partnership

9. There remains a vacancy for a representative of the Dudley 14–19 Strategic Partnership, nominated by the Partnership. However, the DfE are proposing to amend the Regulations in the Autumn 2013 to replace this mandatory requirement for a 14-19 Partnership Member with one elected representative from an institution (other than from a school or academy) providing education beyond age 16 (but may also be providing education for 14-16 year olds).
10. The Schools Forum Constitution will be updated when the DfE issue the Regulations and the new Member can then be elected.

Membership Changes Autumn 2013

11. The DfE Schools Forum 2012 Regulations state that primary schools, secondary schools and Academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered.
12. Currently, for School Members, there are 10 primary headteachers and governors, 8 secondary headteachers and governors and 2 Academy representatives.
13. Academy members must be elected to the schools forum by the proprietors of the Academies in the authority's area.
14. With impending school conversions to Academy status it is estimated that by September 2013 the pupil numbers could be as detailed in Table 1.

Table 1 Schools Forum Membership estimated at September 2013

Sector	Maintained Pupils	Academy Pupils—estimated by Sept 2013	Maintained %	Academy %	Maintained Schools Forum Reps	Academy Schools Forum Reps
Primary	24,043	801	96.7	3.3	9.7 = 10	0.3 = 0
Secondary	11,368	7,628	59.9	40.1	6.0 = 6	4.0 = 4
Number of schools	88	10				
Schools Forum Representation Estimated September 2013					16 (18)	4 (2)
Primary Headteachers					5 (5)	4 (2)
Secondary Headteachers					3 (4)	
Primary Governors					5 (5)	
Secondary Governors					3 (4)	
Academy Representatives						

The data in () indicates the current membership arrangements

15. The DfE advise that Regulations will be issued shortly to effect their proposed changes for the 14-19 Partnership Member to a Post 16 Provider. At this point Dudley's School Forum constitution will be updated and the proportionality ratio of School Members will be revised. It is estimated that this will be early in the Autumn term.

16. Assuming Table 1 represents the School Member representative numbers for September, then there will be a need to reduce both the secondary Headteachers and Governors each by one representative. The secondary Headteacher appointments are effective from 1 November and there is already a secondary Governor vacancy, paragraph 4 above refers, which will be released.

Finance

17. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.

18. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.

19. From 1 April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

Law

20. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

21. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

22. Schools Forum to note the contents of the report provided in respect of Dudley's Schools Forum membership appointments and forthcoming changes for the Autumn term.

A handwritten signature in black ink, appearing to read 'J. Porter', with a horizontal line drawn underneath it.

Jane Porter
Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager
Karen.cocker@dudley.gov.uk Tel: 01384 815382

APPENDIX A

<u>SCHOOL MEMBERS</u>	<u>DUDLEY SCHOOLS FORUM CONSTITUTION</u>
<u>Nursery School Headteachers</u>	<u>One nursery headteacher</u>
<u>Netherton Park Nursery</u>	Mrs Helen Ruffles, Netherton Park Children's Centre, Netherton, Dudley DY2 9QF
<u>Primary School Headteachers</u>	<u>One primary school headteacher for each of the five townships</u>
Brierley Hill	Mr Steve Hudson, Ashwood Park Primary School, Off Bells Lane, Ashwood Park Estate, Wordsley, Stourbridge, DY8 5DJ
Central Dudley	Mr Damien Ward, Sledmere Primary, The School Drive, Buffery Road, Dudley, DY2 8EH
Halesowen	Mrs Pauline Rogers, Hasbury CE Primary School, Hagley Road, Hasbury, Halesowen, B63 4QD
North Dudley	Mrs Pat Hazlehurst, Christ Church Primary School, Church Road, Coseley, Bilston, WV14 8YB
Stourbridge	Mrs J Quigley, Wollescote Primary School, Drummond Road, Wollescote, Stourbridge, DY9 8YA
<u>Primary School Governors</u>	<u>One primary school governor for each of the five townships</u>
Brierley Hill	Mr L Ridney, The Dingle Primary School
Central Dudley	Ms T Pearce, Northfield Road Primary School
Halesowen	Mike Weaver, Our Lady and St Kenelm Catholic School, Bundle Hill, Halesowen, West Midlands, B63 4AR
North Dudley	Mr Philip Harris, Christ Church Primary School
Stourbridge	Mrs Jill Belcher, Peters Hill Primary School, Peters Hill Road, Amblecote, Brierley Hill, West Midlands, DY5 2QH
<u>Secondary School Headteachers</u>	<u>One secondary school headteacher for each of the five townships - up to a maximum of four</u>
Brierley Hill	Mr Ben Warren, The Summerhill School, Lodge Lane, Kingswinford, DY6 9XE
Central Dudley	Mrs April Garratt, Hillcrest School and Community College, Simms Lane, Dudley, DY2 0PB
Halesowen	Neil Shaw, Leasowes Community College, Kent Road, Halesowen, B62 8PJ
North Dudley	Idle township until next elections (ex M Elwiss)
Stourbridge	Mr Peter Jones, Oldswinford Hospital School, Heath Lane, Stourbridge Dudley, DY8 1QX
<u>Secondary School Governors</u>	<u>One secondary school governor for each of the five townships up to a maximum of four</u>
Brierley Hill	Vacancy - ex L Ridney. 1 vacancy between Bhill and North Dudley
Central Dudley	Mr B Patterson, Hillcrest Secondary School
Halesowen	Mrs Gill Withers, Leasowes Secondary School
North Dudley	Vacancy - ex L Ridney. 1 vacancy between Bhill and North Dudley
Stourbridge	Mr Jim Conway, Ridgewood High School
<u>Special School Headteacher</u>	<u>One special school headteacher for all townships</u>
All townships	Mr David Kirk, Rosewood School, Belgrave Street, Coseley, West Midlands, WV14 8XJ

APPENDIX A

<u>SCHOOL MEMBERS</u>	<u>DUDLEY SCHOOLS FORUM CONSTITUTION</u>
<u>Special School Governor</u>	<u>One special school governor for all townships</u>
All townships	Mr I Dallaway, Pensmeadow School
<u>ACADEMY MEMBER</u>	<u>2 Academy Representatives</u>
1 Representative	S Platford, Deputy Headteacher at High Arcal school
1 Representative	Mr Joe Kelleher, (Parent Governor The Earls High School)
<u>Pupil Referral Units</u>	<u>1 PRU Representative</u>
All PRUs	Chris Derham - PRU Manager
<u>NON SCHOOL MEMBERS</u>	<u>Representatives from Bodies Approved By Schools Forum</u>
Unions and Professional Associations, nominated by the staff side of the Directorate Joint Consultative Committee	Mr P Nesbitt, Dudley National Union of Teachers, The Kahan Centre, High Street, Kingswinford, DY6 8AP
Worcester Diocesan Board of Education, nominated by the Board	Angela Hannaway , Headteacher, Halesowen CE Primary, High Street, Halesowen, B63 3BB
Catholic Schools Commission, nominated by the Commission	Vacancy EX Mrs Brenda Beale , (ex headteacher St Josephs Primary School, Stourbridge)
Early Years Provider Reference Group, nominated by the Group	Ann Richards, Cradley Play Nursery, 12 - 18 Lyde Green, Cradley, Halesowen, B63 2PG
Dudley 14–19 Strategic Partnership, nominated by the Partnership	Vacancy

Schools Forum 9 July 2013

Report of the Director of Children's Services

Dudley's Scheme for Financing Schools – Approval for consultation

Purpose of Report

1. To seek approval by Schools Forum for consultation with all schools in the Autumn Term 2013 regarding the proposed amendments required to Dudley's Scheme for Financing Schools.

Budget Working Group Discussed

2. Yes – 8 July 2013.

Schools Forum Role and Responsibilities

3. The School and Early Years Finance (England) Regulations 2012 advise on the approval, by the Schools Forum or the Secretary of State, of proposals to revise a local authority's scheme of financing:
 - a. Where a local authority submit a copy of their proposals to revise their scheme to their Schools Forum for approval, the members of the Schools Forum who represent schools maintained by the authority may:
 - i. approve any such proposals;
 - ii. approve any such proposals subject to modifications; or
 - iii. refuse to approve any such proposals.
 - b. Where the Schools Forum approves the proposals to revise the scheme, it may specify the date upon which the revised scheme is to come into force. Where:
 - i. the Schools Forum refuses to approve proposals, or approves any such proposals subject to modifications which are not acceptable to the local authority; or
 - ii. the local authority are not required to establish a schools forum for their area,the authority may apply to the Secretary of State for approval of such proposals.
 - c. The Secretary of State may:
 - i. approve any such proposals;
 - ii. approve any such proposals subject to modifications; or
 - iii. refuse to approve any such proposals.

- d. When approving proposals to revise the scheme, the Secretary of State may specify the date upon which the revised Scheme is to come into force.
- e. No revised scheme is to come into force unless approved by the Schools Forum or the Secretary of State in accordance with Part 4 of the School and Early Years Finance (England) Regulations 2012.

Action for Schools Forum

- 4. Schools Forum to note the proposed amendments required in respect of Dudley's Scheme for Financing Schools (as outlined in Appendix A) and to approve a period of consultation with all schools in the Autumn term 2013.

Attachments to Report

- 5. Appendix A – Summary of Proposed Changes

Rachael Parkes
Senior Accountant
24 June 2013

Schools Forum 9 July 2013

Report of the Director of Children's Services

Dudley's Scheme for Financing Schools – Approval for consultation

Purpose of Report

1. To seek approval by Schools Forum for consultation with all schools in the Autumn Term 2013 regarding the proposed amendments required to Dudley's Scheme for Financing Schools.

Background

2. Under section 48 of the Schools Standards and Framework Act 1998 all local authorities are required to establish and maintain a scheme for financing schools setting out the relationship between the local authority and the schools it maintains.
3. Any revision to the scheme for financing schools must be approved by the Schools Forum or the Secretary of State in accordance with Part 4 of the School and Early Years Finance (England) Regulations 2012.
4. The School and Early Years Finance (England) Regulations 2012, schedule 5, lists the issues that all schemes should address. The Department for Education (DfE) provides guidance to local authorities on the more detailed content of their schemes. This guidance is revised from time to time to reflect changes and amendments to legislation and policy directed through the School Finance Regulations.
5. Where the DfE issue revised Schools Finance Regulations, then Dudley's Scheme of Financing is automatically updated, there is no requirement for consultation on these occasions as the amendments are normally formal directions.
6. The Scheme for Financing Schools was last updated in March 2013 for directed revisions effective from 1 April 2012 as notified by the DfE on 22 February 2012.

Approval Process

7. Schools Forum has the power to approve amendments to the Scheme of Financing without the need for consultation with stakeholders. Full details can be found in Part 4 of the School and Early Years Finance (England) Regulations 2012.

Proposed Amendments

8. The scheme for financing schools has been updated to reflect both the statutory guidance issued by the DfE in March 2013 and a number of local amendments. A summary of the proposed changes are attached at Appendix A.
9. It is proposed that the full Scheme for Financing Schools is issued for a period of consultation to all schools and stakeholders in the Autumn term 2013. The standard 13 week consultation period will be adopted.
10. Responses to the consultation will be presented to Schools Forum at the January 2014 meeting for decision making and immediate implementation.

Finance

11. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
12. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
13. From 1st April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

Law

14. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

15. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

16. Schools Forum to note the proposed amendments required in respect of Dudley's Scheme for Financing Schools (as summarised in Appendix A) and to approve a period of consultation with all schools and stakeholders in the Autumn term 2013. The outcomes of the consultation will be presented to the January 2014 Schools Forum meeting.



Jane Porter

Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager
Karen.cocker@dudley.gov.uk Tel: 01384 815382

Scheme for Financing Schools – Summary of Changes

Estimated Scheme publication date: January 2014

Consultation Period - Autumn Term 2013

- During the Summer term 2013 a general update of the Scheme for Financing Schools has taken place. This update takes into account the statutory guidance released by the DfE to Local Authorities in March 2013 and a number of local amendments.

1. General

- The scheme applies to all community, nursery, voluntary, foundation, community special, foundation special schools and PRU's maintained by the Authority. Therefore all references throughout the document referring to schools apply to the above establishments.

2. Section 2 - Financial Controls

- The list of authorised financial institutions has been updated based in respect of bank and building society financial ratings and the Royal Bank of Scotland has now been removed from this listing.
- A section has been added to the scheme requiring each school to submit a multi year budget forecast to the authority by the 31 July each year.
- The efficiency and value for money section has been expanded reflecting the Government's emphasis on Heads and Governors to determine at school level how to best secure value for money and the benchmarking schools should be undertaking.
- The payment of salaries; payment of bills section has been updated to include the required standards a school would need to adhere to if the governing body wishes to enter into any arrangement or agreement with a person other than the Authority to provide payroll services.
- Schools converting to Academy status may be required to submit monthly financial outturn reports to the Local Authority for fixed period of time prior to conversion. This is to fulfil external audit requirements.

3. Section 3 - Instalments of Budget Share and Banking Arrangements

- Sections with references to the calculation of interest have been updated to reflect the interest rates applied:
 - The Council's General Fund Borrowing Rate prevailing at the time for equal pay interest calculations.

- The Council's General Fund Borrowing Rate prevailing at the time for interest calculations relating to in year deficits.
- The 5 year Public Works Loan Board lending rate prevailing at the time plus 1% administration for capital loan schemes.
- The Council's General Fund Borrowing Rate prevailing at the time will be used to calculate the interest lost by the LA in making available the budget share in advance.

4. Section 4 - The Treatment of Surpluses and Deficit Balances Arising in Relation to Budget Shares

- The basis for the calculation of school balances at year end for Special Schools and Pupil Referral Units has been amended to now include the top up funding as part of the budget share.

5. Section 6 – The charging of School Budget Shares

- The circumstances in which charges may be made has been updated to now include a paragraph stating *Local authorities may de-delegate funding for permitted services without the express permission of the governing body, provided this has been approved by the appropriate phase representatives of the Schools Forum.*

6. Section 12 - Miscellaneous

- A paragraph relating to pupil premium reporting requirements has now been included to inform schools' of the purposes for which the grant is intended to be spent and the payment terms of the grant.
- The Criminal Records Bureau section has now been replaced with a section detailing schools responsibilities in relation to its replacement policy Disclosure and Barring.
- A section has been added to refer schools to Dudley's *Redundancies and Premature Retirements Standard Operating Procedure* in relation to guidance on redundancy and early retirement costs.

7. Section 14 – Extended Schools

- This section has been enhanced to include the requirement for schools/governing bodies to submit an annual Income and Expenditure budget plan by 1 May each financial year.

Schools Forum 9 July 2013

Report of the Director of Children's Services

Dudley's Pupil Referral Unit Service Review

Purpose of Report

1. To provide Schools Forum with an update in respect of the review and restructure of Dudley's Pupil Referral Units (PRUs).

Discussed at HTCF – BWG

2. Yes –. 8 July 2013.

Schools Forum Role and Responsibilities

3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. The Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process
5. The Schools Forum Regulations 2012 include a section on the consultation on financial issues. Where the authority must consult the Schools Forum annually in respect of the authority's functions relating to the schools budget, in connection with the following:
 - arrangements for the education of pupils with special educational needs;
 - arrangements for the use of pupil referral units and the education of children otherwise than at school;
 - arrangements for early years provision;
 - administrative arrangements for the allocation of central government grants paid to schools via the authority.

The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

Actions for Schools Forum

6. For Schools Forum to note the information update in the respect of the Pupil Referral Unit review and restructure.

Attachments to Report

7. None.

Karen Cocker
Children's Services Finance Manager
24 June 2013

Schools Forum 9 July 2013

Report of the Director of Children's Services

Dudley's Pupil Referral Unit Service Review

Purpose of Report

1. To provide Schools Forum with an update in respect of the review and restructure of Dudley's Pupil Referral Units.

Background

2. At the March 2013 Schools Forum meeting the Dedicated Schools Grant budget planning report outlined the requirement for the local authority to consult with Schools Forum in respect of those functions relating to the schools budget, and in particular, the arrangements for the use of Pupil Referral Units and the education of children otherwise than at school was discussed. It was agreed at the meeting that a further update be provided at the Summer term meeting in respect of the Pupil Referral Unit review and the additional financial support required.

PRU Service

3. The Dudley behavioural PRU provision of 52 places is located at two sites; The Mere for primary pupils and the Sycamore Centre Short Stay School for secondary pupils.
4. The Dudley emotional and medical Home and Hospital Tuition PRU, with 76 places, is located at the Cherry Tree Learning Centre.

2013/14 School Funding Reforms

5. As part of the national School Funding Reforms there have been a number of significant funding changes to affect PRUs.
6. From April 2013 they now have:
 - a. A similar autonomy over budget and staffing decisions to maintained schools and access to freedoms offered under Academy status. In particular:
 - The management committees of PRUs will have delegated budgets together with responsibility for all other financial decisions necessary to manage and spend budgets effectively, such as signing contracts and ensuring accurate accounts are maintained. They will have the power to carry forward deficit or surplus budget balances at the year end.
 - PRUs will have primary responsibility for all decisions about the recruitment and management of staff (including appointing, appraising, suspending or dismissing members of staff) and this responsibility will sit with the management committee of a PRU, rather than the local

authority. As with community schools, however, the local authority as the employer will carry out the actual appointments of staff, based on the Management Committee's decisions and the local authority will remain the employer of staff in PRUs and will continue to be responsible for agreeing pay and conditions.

- The PRU Management Committee will be required to meet the requirements of the Consistent Financial Reporting (England) Regulations 2012 and will be responsible to meet the Schools Financial Value Standard (SFVS).
- b. For the behavioural PRUS, all direct state-funded Alternative Provision institutions (including PRUs) now receive base funding of £8,000 per planned place, topped up by funding from the commissioning local authority or school for each pupil admitted to the PRU.
- c. For the emotional and medical home and hospital education service, this is also funded on a planned place basis but the unit rate for 2013/14 has been protected at the 2012/13 service funded value; there is no top up funding.

2013/14 Funding

7. Behavioural PRUs - due to the small number of places commissioned, the school funding reforms have had an adverse impact on the funding arrangements for 2013/14 onwards which will make the transition from a centrally funded service to a delegated place led provision more challenging financially.
8. Emotional and Medical Home and Hospital Tuition PRU - the DfE has protected the 2013/14 funding at 2012/13 budget levels so this has allowed an easier transition for Cherry Tree Learning Centre to embrace the autonomy over budget and staffing decisions. Furthermore, the DfE have just announced that this funding arrangement will be in place for 2014/15, pending a review of the service provision nationally.

Financial Support for PRUs

9. The DfE accepted and advised local authorities as part of the school funding reforms that it may take a longer time than April 2013 to bring some PRU provision in line with the revised funding arrangements. They will therefore allow local authorities to provide additional financial support to PRUs on a contingency basis over and above the place plus top up funding approach.

Dudley's Behavioural PRU Review

10. It is estimated that, under the new funding arrangements, the shortfall of funding for Dudley's behavioral PRU service will be approximately £0.266m. This compares to the cost of the centrally provided service in 2012/13 of £1.161m and a place plus top up provision of £0.895m in 2013/14. A maximum budget of £0.266m has been earmarked for this purpose from the Dedicated Schools Grant. Careful monitoring of the PRU budget is underway to ensure that the shortfall is minimised. The behavioural PRUs budget position for 2013/14 outturn will show a nil position for rollforward purposes.

11. A significant reason for the funding shortfall relates to the disproportionate fixed costs experienced by smaller providers together with the outreach service provided to Dudley schools, particularly at Key Stage 1. For example, senior leadership is required in both primary and secondary provision and as the outreach service is not defined as place led then the local authority is unable to allocate any funding under a place led model.
12. To accommodate this funding shortfall there is a structural and accommodation review underway, to ensure that the provision is fit for purpose, both in terms of the new funding arrangements and also to provide for the changing behavioural needs of the pupils both within the PRU and in schools.
13. Staffing changes to date include the retirement of the Head at the Mere and the deputy from the Sycamore Centre. A further review of staffing and accommodation is underway with the PRU Manager and the Directorate Strategic Leadership Team.
14. In order to ensure that the outreach provision can continue and be sustainable, discussions are also underway with Primary Headteachers to agree a service specification and to explore funding options.
15. The Director of Children's Services has set a target date of September 2014 for the PRU behavioural service to be fully restructured and financially viable, at which point full delegation of budget can be agreed.

Home and Hospital Education Service

16. Funding allocated to the Cherry Tree Learning Centre for 2013/14 is £1.125m. This equates to a place led cost of £14,800 for each of the 76 places.
17. There is no financial requirement for the Centre to restructure in 2013/14 as a result of the school funding reforms. However the Centre will continue to assess the educational needs of the pupils and provide a service to meet these needs, as commissioned by the Director of Children's Services. Therefore Cherry Tree Learning Centre is now in a position to be responsible for the delegated budget for 2013/14.

Next Steps

18. It is proposed that a further update is provided to Schools Forum in the Autumn term.

Finance

19. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
20. Schools Forums are regulated by the regulated by the Schools Forums (England) Regulations 2012.
21. From 1st April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

Law

22. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

23. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

24. Schools Forum to note:

- the work underway in respect of the behavioural pupil referral unit service review; and
- that a further update will be provided in the Autumn term.

A handwritten signature in black ink, appearing to read 'R. J. Porter', with a horizontal line drawn underneath it.

Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager

Karen.cocker@dudley.gov.uk Tel: 01384 815382

Dudley Schools Forum - 9 July 2013

Report of the Director of Children's Services

Report on the DfE Review of 2013/14 School Funding Arrangements

Purpose of Report

1. To provide Schools Forum with financial benchmarking data in respect of the Schools Funding arrangements for 2013/14 financial year.

Budget Working Group Discussed

2. Yes -.17 June 2013.

Schools Forum Role and Responsibilities

3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. Schools Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process.

Action for Schools Forum

5. To note the financial benchmarking data in respect of statistical and regional neighbours for Dudley in respect of School Funding arrangements for 2013/14.
6. This data will be useful background information for decision making in the Autumn term when discussing the 2014/15 school funding arrangements.

Attachments to Report

7. Appendix A - Summary of Benchmarking data.
8. Appendix B - Benchmarking data 2013/14 – Regional Neighbours.
9. Appendix C - Benchmarking data 2013/14 – Statistical Neighbours.

Sue Coates
Senior Principal Accountant
24 June 2013

Agenda Item No.

Schools Forum 9 July 2013

Report of the Director of Children's Services

Report on the DfE Review of 2013/14 School Funding Arrangements

Purpose of Report

1. To provide Schools Forum with financial benchmarking data in respect of the Schools Funding arrangements for 2013/14 financial year.

Background

2. As a result of the School Funding Reforms introduced for 2013/14 each Local Authority was required to submit to the Education Funding Agency a pro-forma document which provided detail of their mainstream local funding formula. The pro-forma for Dudley was submitted on 22 January 2013 and circulated to Forum at the meeting on the same evening.
3. The DfE have now reviewed each pro forma and published the summarised results. Extracts of this data have been used for benchmarking purposes comparing Dudley with both its regional and statistical neighbours.
4. Whilst it is useful to consider the position for Dudley in comparison with regional neighbours, under the current DSG funding model each Local Authority receives different per pupil amounts of funding for reasons of demography and historical funding methodology. More accurate comparisons may be made when examining the position for Dudley in comparison with our statistical neighbours who have similar demography.
5. A summary of the benchmarking data is attached at Appendix A and details the position for Dudley together with comments in relation to the proposed areas for review and changes for 2014/15, announced recently by the DfE.
6. Full graphical presentation of this data is attached at Appendix B and Appendix C which shows the position for Dudley in relation to regional and statistical neighbours respectively.
7. The statistical data will be discussed further at the meeting.

Finance

8. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
9. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
10. From 1 April 2006, the Schools Budget has been funded by a direct grant: Dedicated School Grant (DSG).

Law

11. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

12. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

13. Schools Forum to note Dudley's benchmarking data for the school funding arrangements for 2013/14 and the possible impact for the 2014/15 funding arrangements.



Jane Porter

Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager
Karen.cocker@dudley.gov.uk Tel: 01384 815382

Appendix A

Summary of Benchmarking data Formula Funding 2013/14

Formula Factor	Statistical data	Ranking Statistical neighbours	Ranking Geographical neighbours	Comments
Basic Funding per pupil Primary KS3 KS4 % funding through basic	£3,125 £4,453 £4,453 82.7%	1/10 2/10 7/10 1/10	2/11 1/11 4/11 1/11	Dudley currently allocates the greatest percentage of its total funding through this factor compared to both statistical and regional neighbours Dudley currently funds both KS3 and KS4 pupils at the same unit rate, whilst 8/10 of our statistical neighbours and 4/11 of our regional neighbours fund at differential unit rates for KS3 and KS4
% funding through deprivation	3.9%	8/10	11/11	Both the methodology and quantum of funding (£7.465m for 2013/14) will be reviewed during the autumn term 2013.
% of funding through Low Cost High Incidence based on prior attainment)	4.1%	6/10	5/11	Dudley currently allocate £7.9m through this factor.
Looked After Children (LAC)	n/a	n/a	n/a	Dudley does not currently have a factor for LAC whilst 7/10 of our statistical neighbours and 4/11 of our regional neighbours do have a factor. Funding for LAC will be reviewed during the autumn term 2013 for 2015/16 financial year.

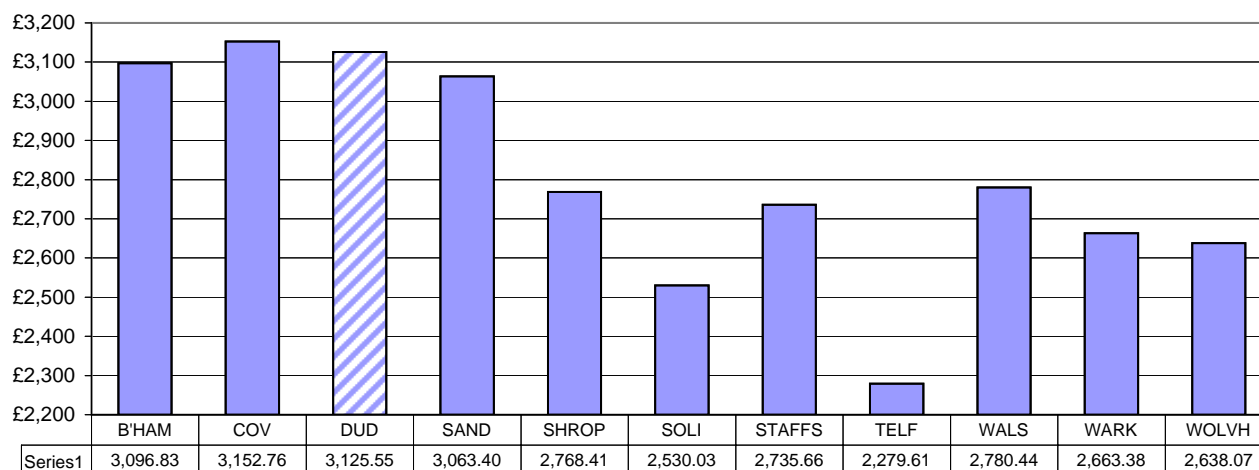
Formula Factor	Statistical data	Ranking Statistical neighbours	Ranking Geographical neighbours	Comments
% funding through EAL	0.85%	1/9	3/7	One of our statistical neighbours and four of our geographical neighbours do not have a separate funding factor for EAL
% funding through mobility	n/a	n/a	n/a	Only one of our statistical neighbours and two of our geographical neighbours have this factor the mandatory eligibility criteria for 2014/15 for L.A s that use this factor will be 10% for 2014/15.
% funding for sixth form commitments	0.09%	3/3	1/2	This factor reflects funding allocated to sixth form pupils in respect of ex- mainstreamed grants (£180k for 2013/14). Seven of our statistical neighbours and eight of our geographical neighbours do not have a factor for sixth form commitments.
Lump Sum allocation				
£ value	£130,000	6/10	6/11	Dudley are ranked mid range in £ value but low in % of funding allocated. The value of the Lump Sum is currently under review and consultation for 2014/15, when differential values for each sector will also be permitted.
% through Lump Sum factor	6.6%	10/10	10/11	
Primary : Secondary ratio	1:1.211	10/10	10/11	The current ratio remains low compared to both statistical and geographical neighbours but remains at the same approximate level as 2012/13.
Total % of pupil led funding	91.6%	1/10	1/11	Dudley allocates the highest percentage of funding through this factor.

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COV = COVENTRY
DUD = DUDLEY

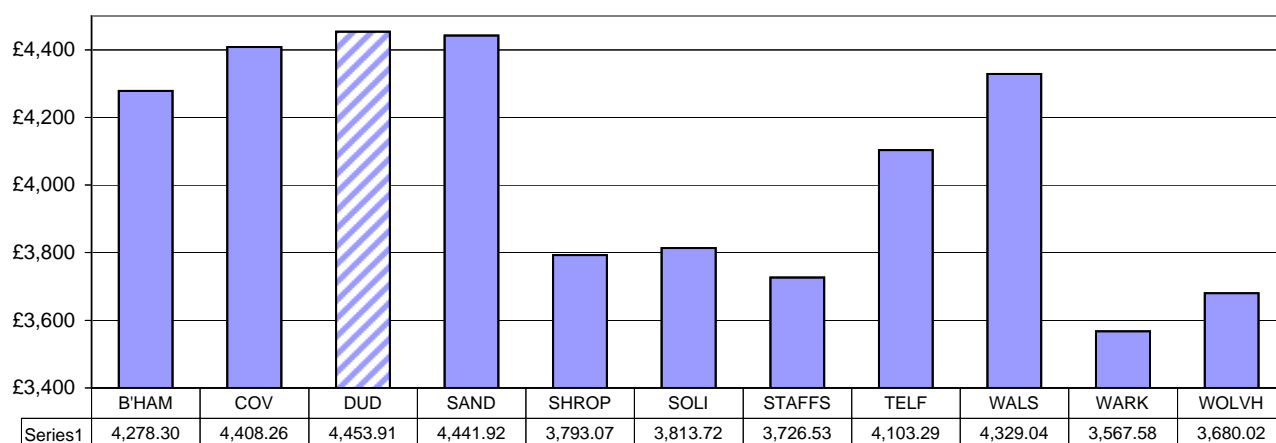
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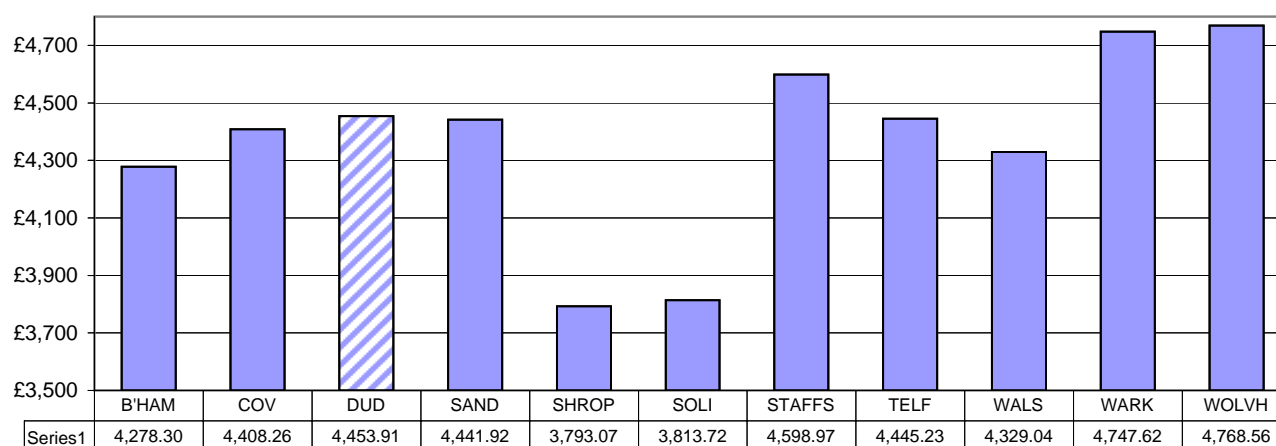
WARK = WARWICKSHIRE
WOLVH = WOLVERHAMPTON

BASIC : Primary amount per pupil

The graph identifies the basic amount per Primary pupil ranging from £2,279.61 to £3,152.76

BASIC : Key Stage 3 amount per pupil

The graph identifies the basic amount per Key stage 3 pupils ranging from £3,567.58 to £4,453.91

BASIC : Key Stage 4 amount per pupil

The graph identifies the basic amount per Key stage 4 pupils ranging from £3,793.07 to £4,768.56

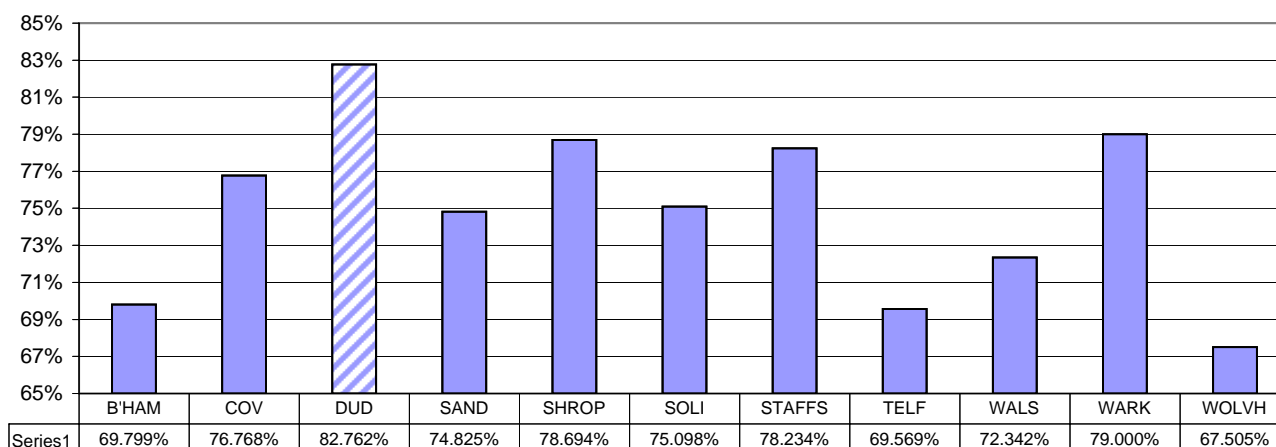
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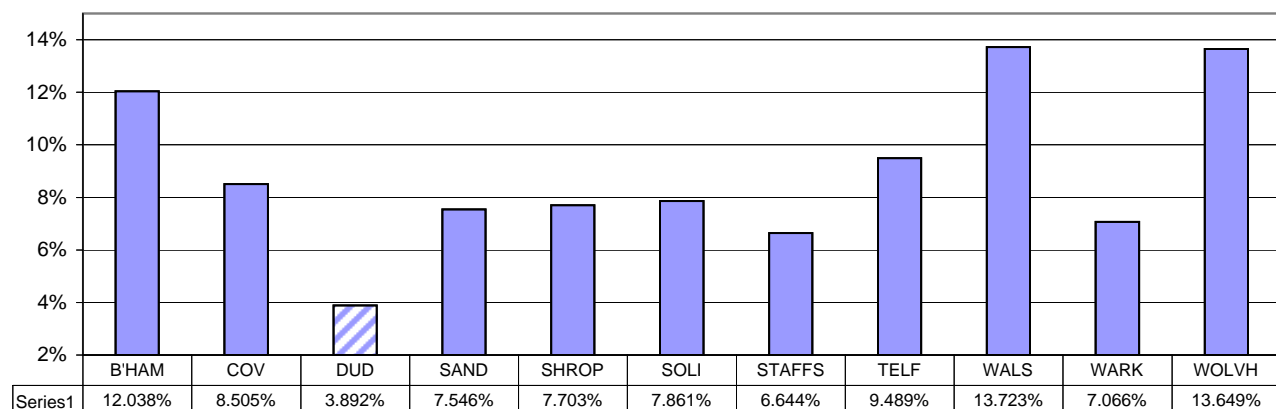
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% of funding through Basic Entitlement



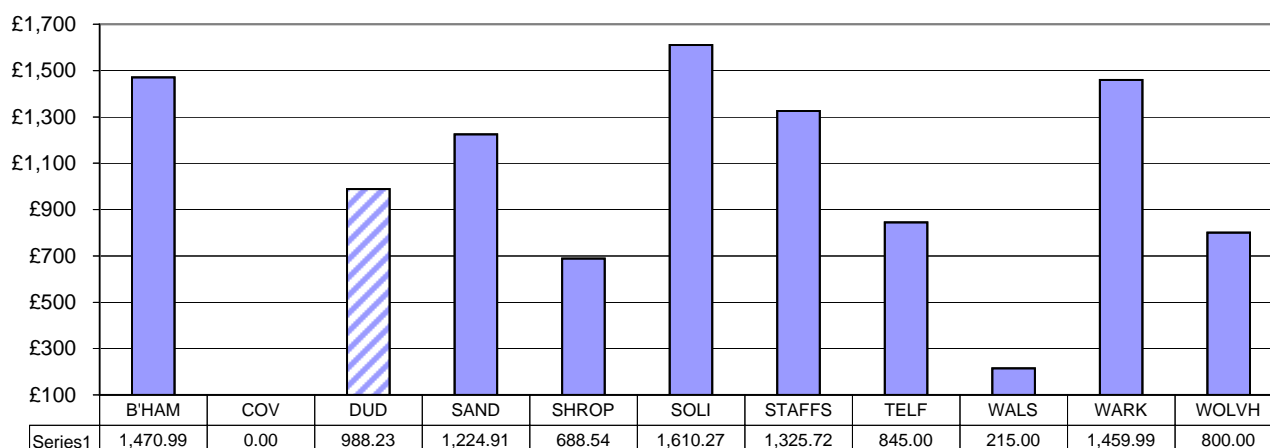
The graph identifies the % of funding targeted through basic ranging from 67.505% to 82.762%

% of funding through Deprivation



The graph identifies the % of funding targeted through Deprivation ranging from 3.892% to 13.723%

LCHI SEN : Primary indicator amount per pupil



The graph identifies the amount per primary pupil for LCHI SEN ranging from £215.00 to £1,610.27
1 authority does not apply this methodology

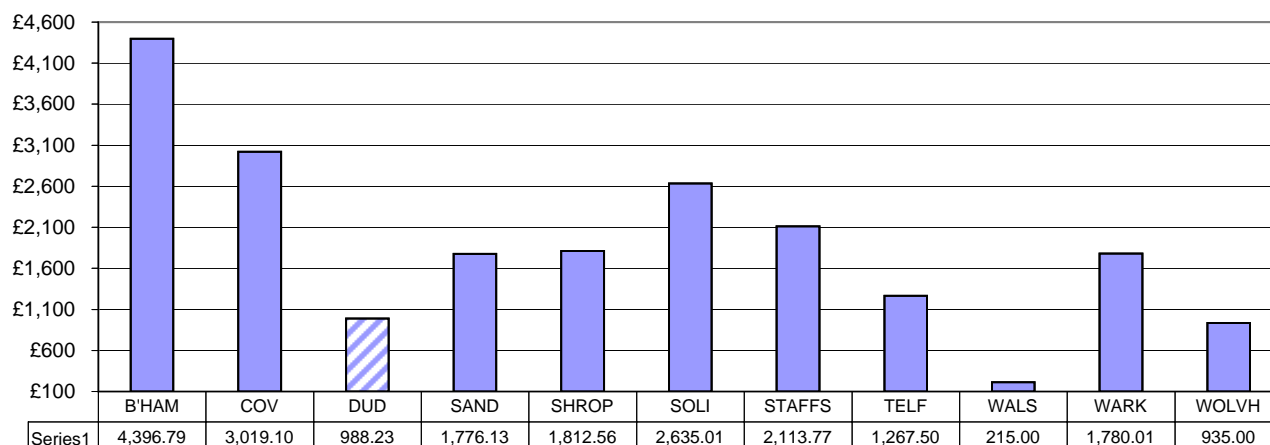
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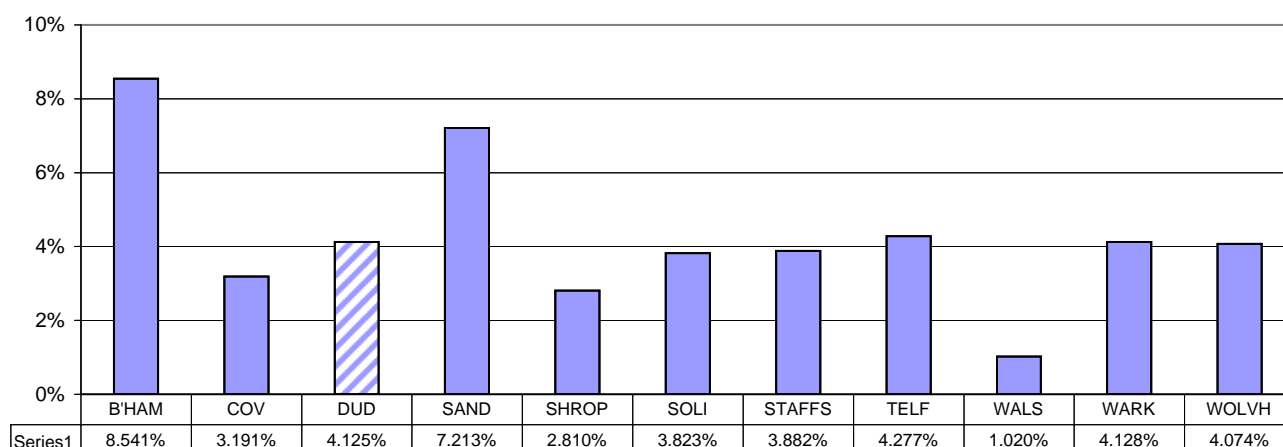
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LCHI SEN : Secondary indicator amount per pupil



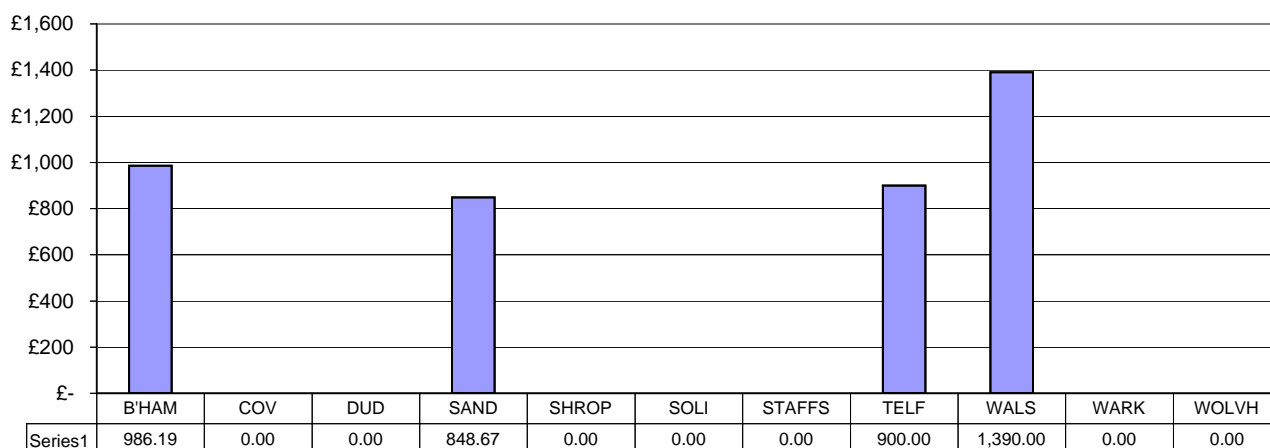
The graph identifies the amount per secondary pupil for LCHI SEN ranging from £215 to £4,396.79

% of funding through LCHI SEN



The graph identifies the % of funding targeted through LCHI SEN ranging from 1.02% to 8.54%

LOOKED AFTER CHILDREN : amount per pupil



The graph identifies the amount per pupil through LAC ranging from £848.67 to £1,390
Only 4 authorities use this methodology.

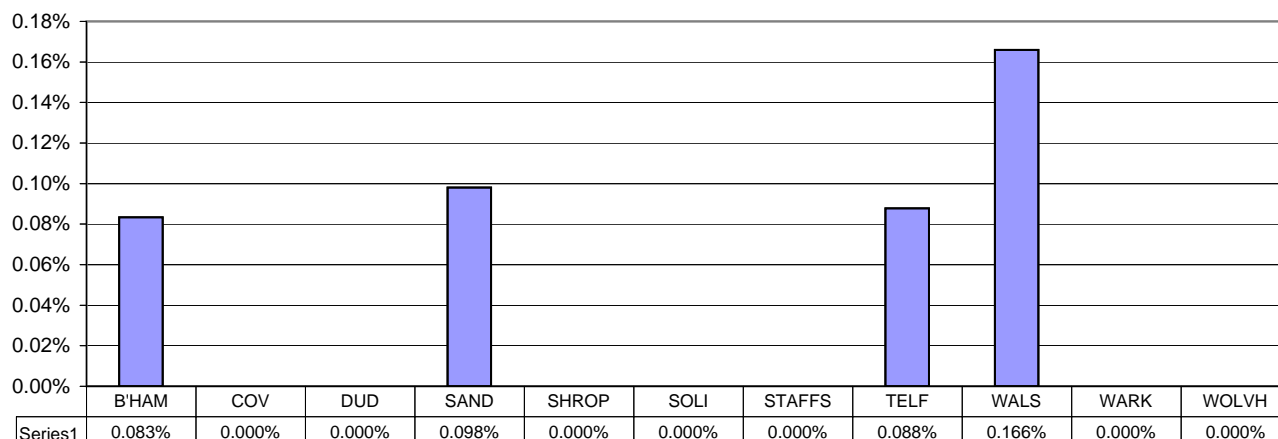
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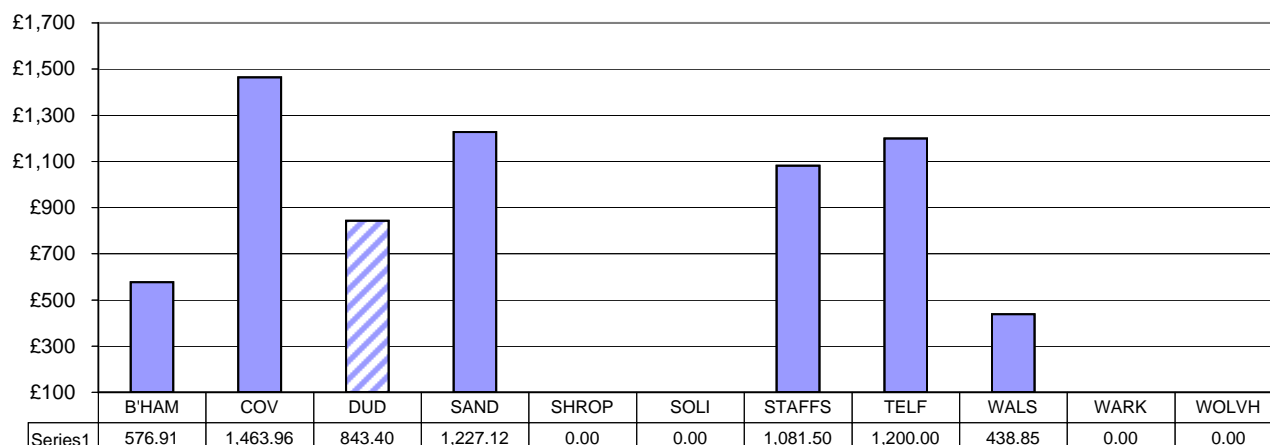
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% of funding through LAC



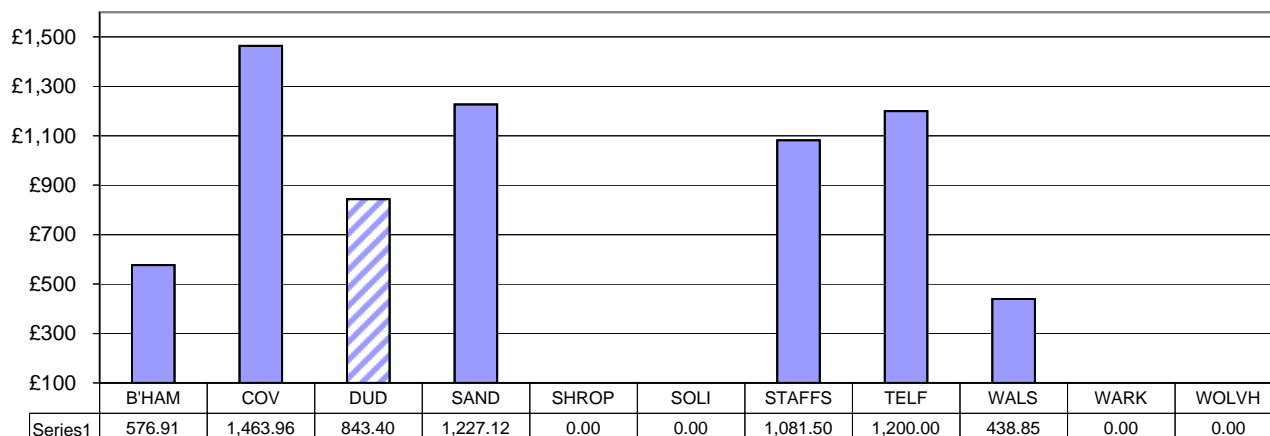
The graph identifies the % of funding targeted through LAC ranging from 0.083% to 0.166%
Only 4 authorities use this methodology.

EAL : Primary indicator amount per pupil



The graph identifies the amount per primary pupil through EAL ranging from £438.85 to £1,463.96
Only 7 authorities use this methodology.

EAL : Secondary indicator amount per pupil



The graph identifies the amount per secondary pupil through EAL ranging from £438.85 to £1,463.96
Only 7 authorities use this methodology.

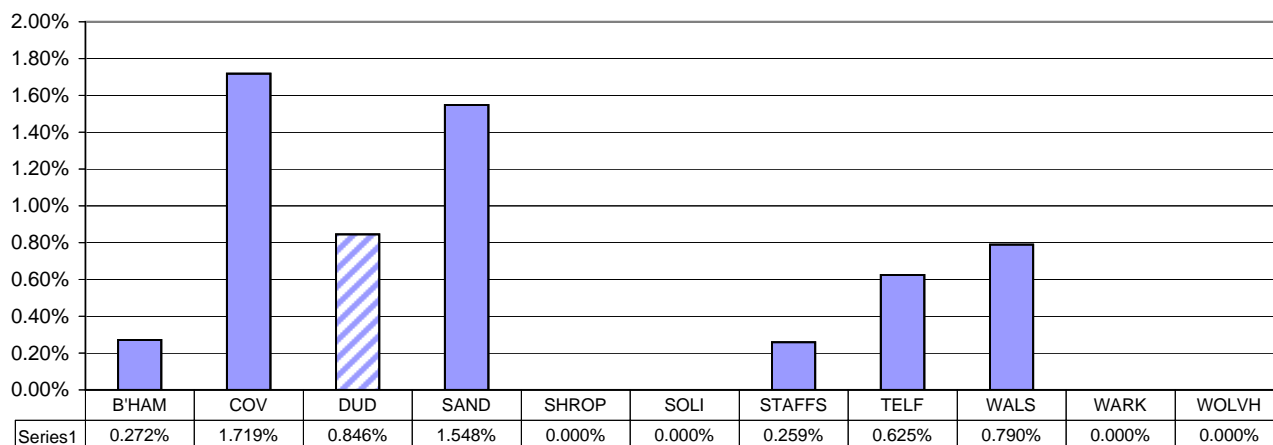
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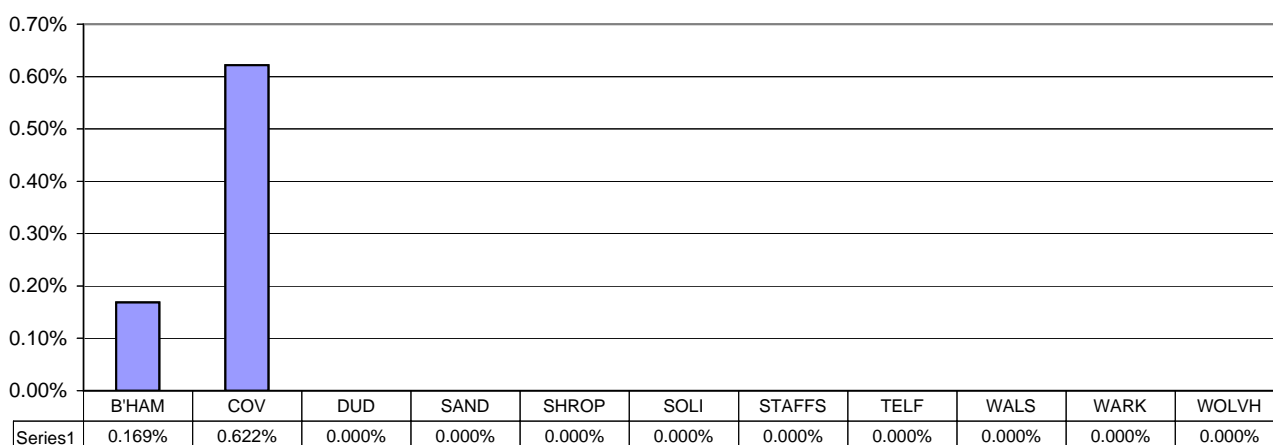
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% of funding through EAL



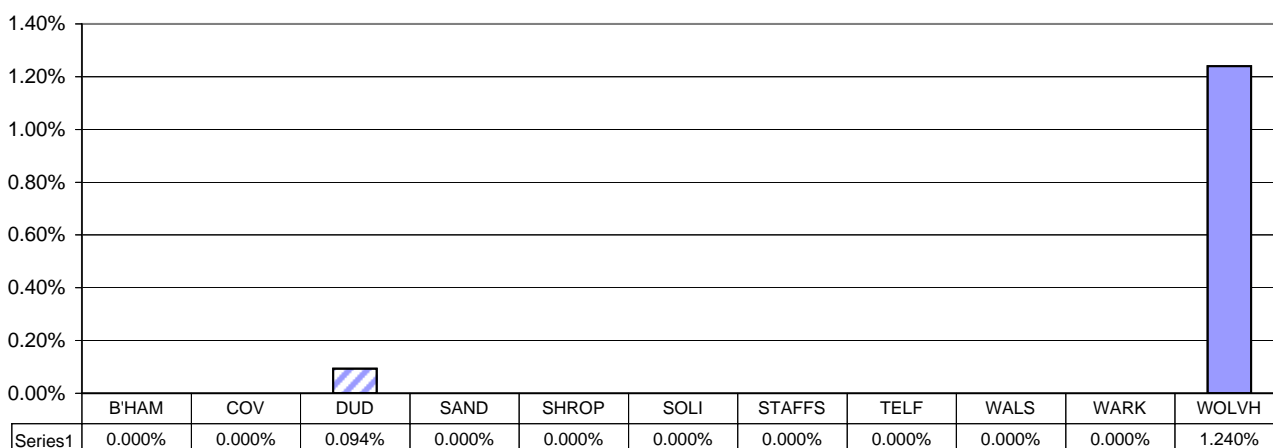
The graph identifies the % of funding targeted through EAL ranging from 0.259% to 1.719%
Only 7 authorities use this methodology.

% of funding through Mobility



The graph identifies the % of funding targeted through EAL ranging from 0.169% to 0.622%
Only 2 authorities use this methodology.

% of funding through Sixth form commitments



The graph identifies the % of funding targeted through Sixth form commitments ranging from 0.094% to 1.240%
Only 2 authorities use this methodology.

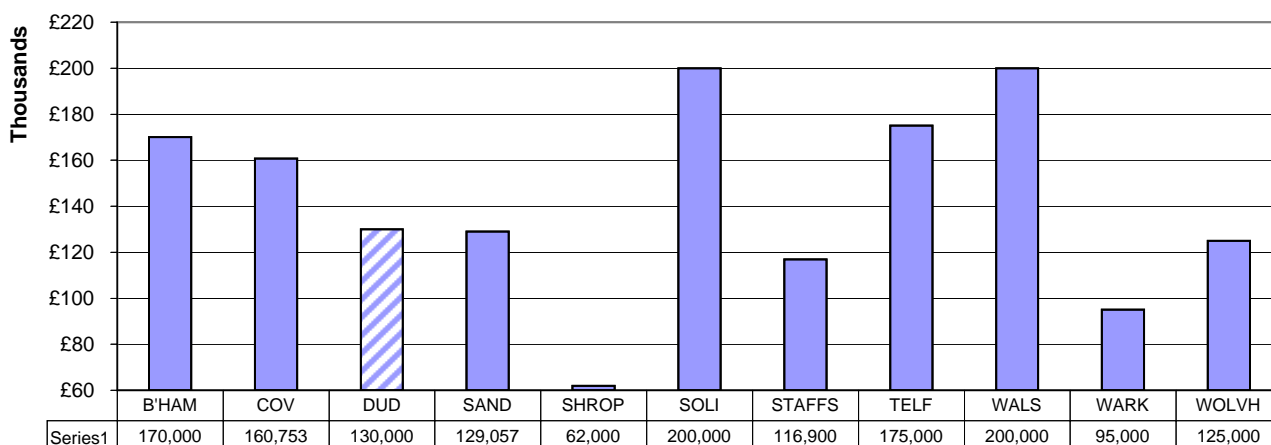
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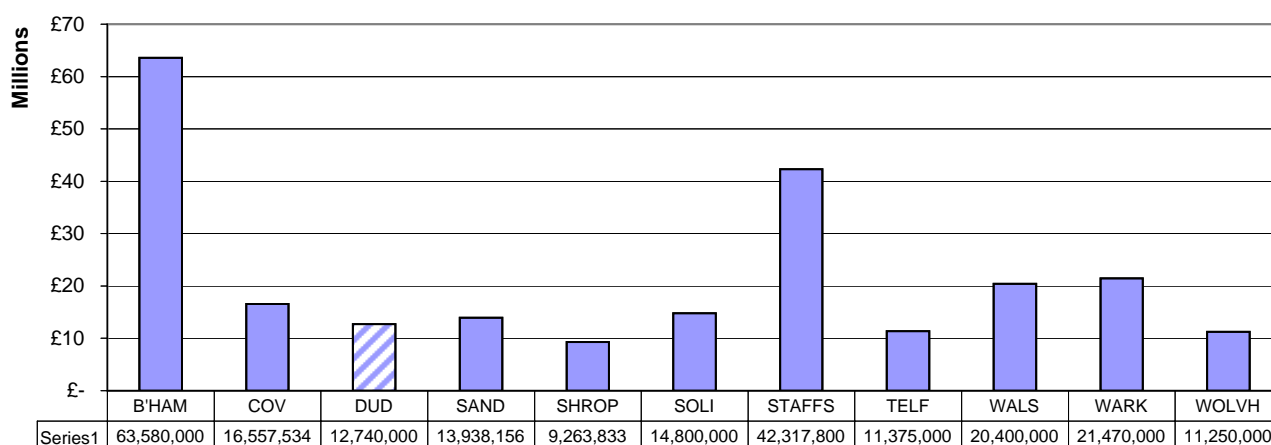
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Individual Lump Sum per school



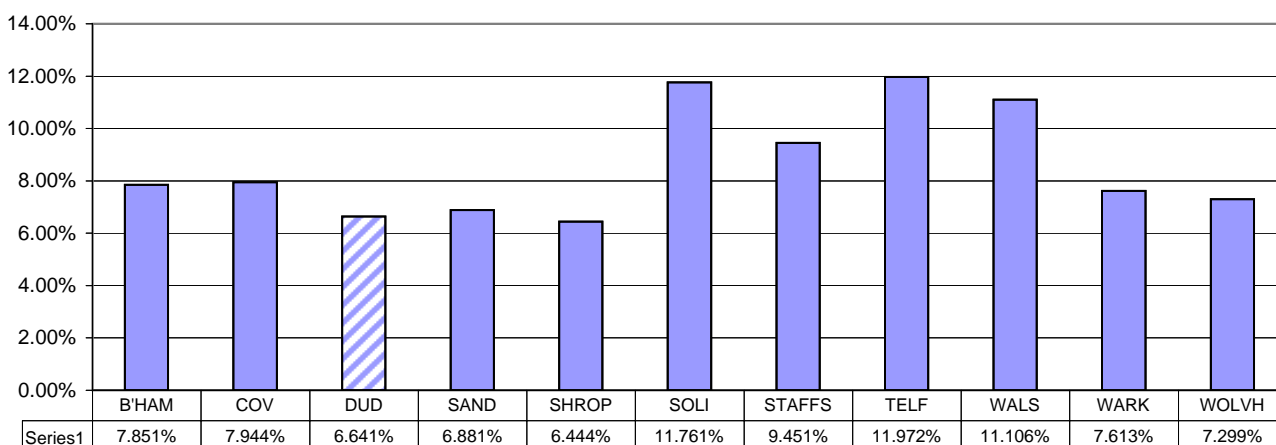
The graph identifies the individual lump sum per school ranging from £62,000 to £200,000

Total Lump Sum



The graph identifies the total Lump sum of funding ranging from £9,263,833 to £63,580,000

% of funding through Lump Sum



The graph identifies the total % of funding targeted through Lump sum ranging from 6.444% to 11.972%

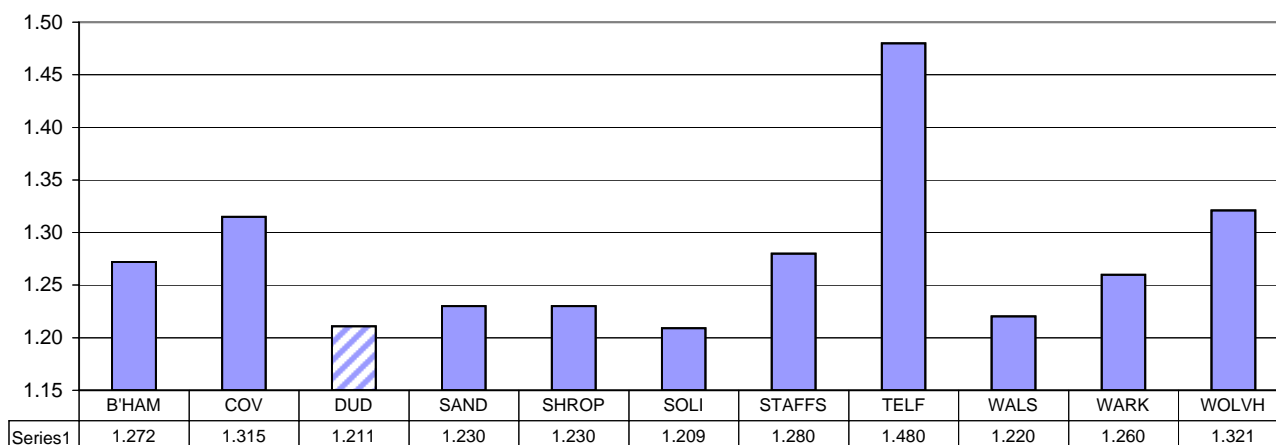
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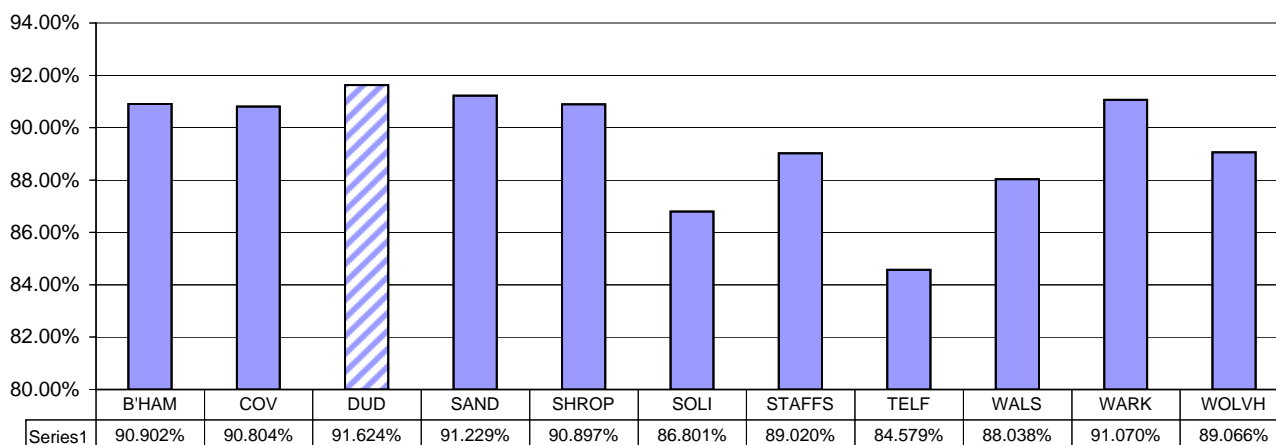
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Primary / Secondary Ratio



The graph identifies the Primary / Secondary Ratio ranging from 1.209 to 1.480

Total % of pupil led funding



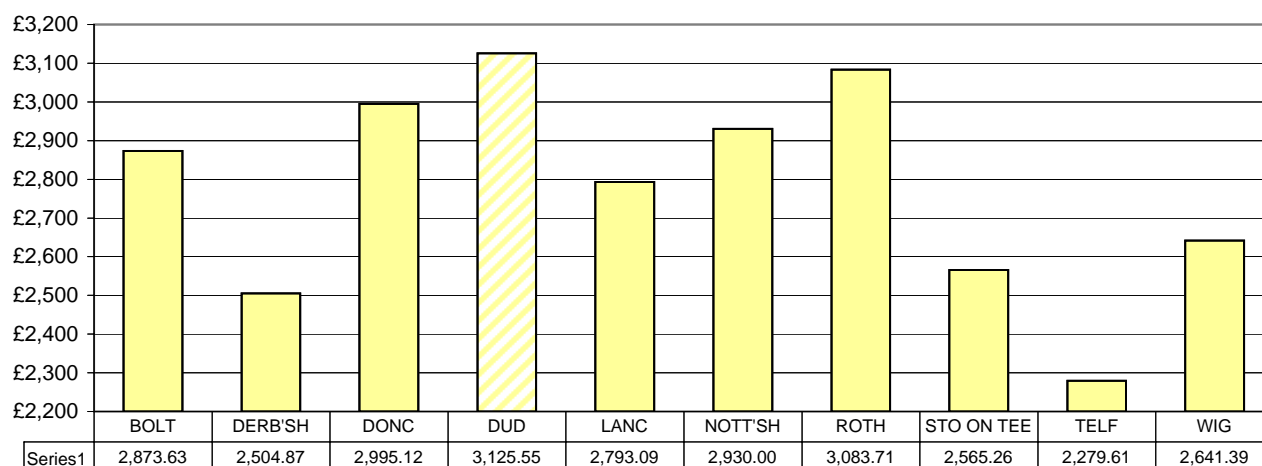
The graph identifies the total % of pupil led funding ranging from 84.579% to 91.624%

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DONC = DONCASTER

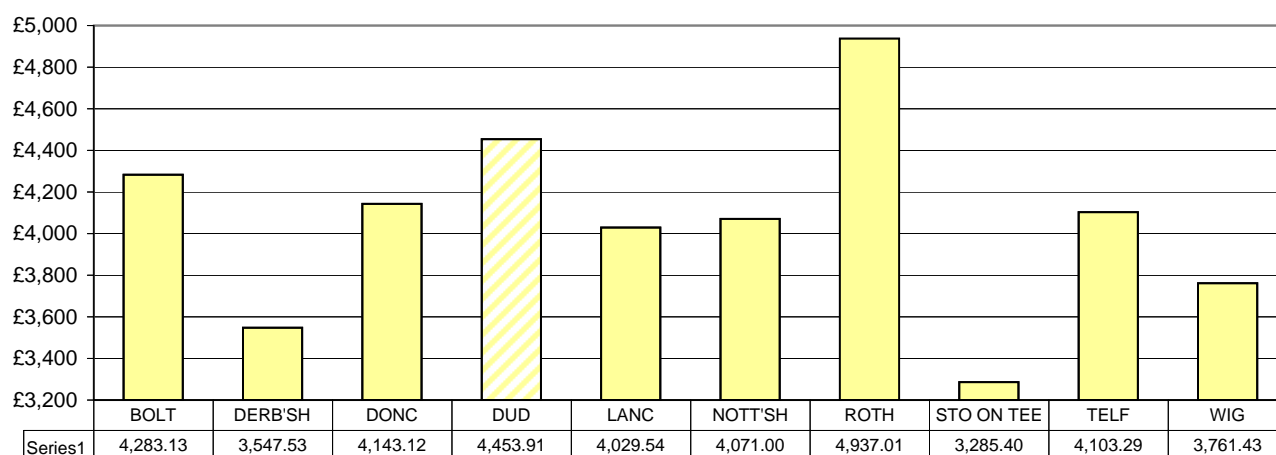
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LANC = LANCASTER
NOTT'SH = NOTTINGHAMSHIRE

ROTH = ROTHERHAM
STO ON TEE = STOCKTON ON TEES

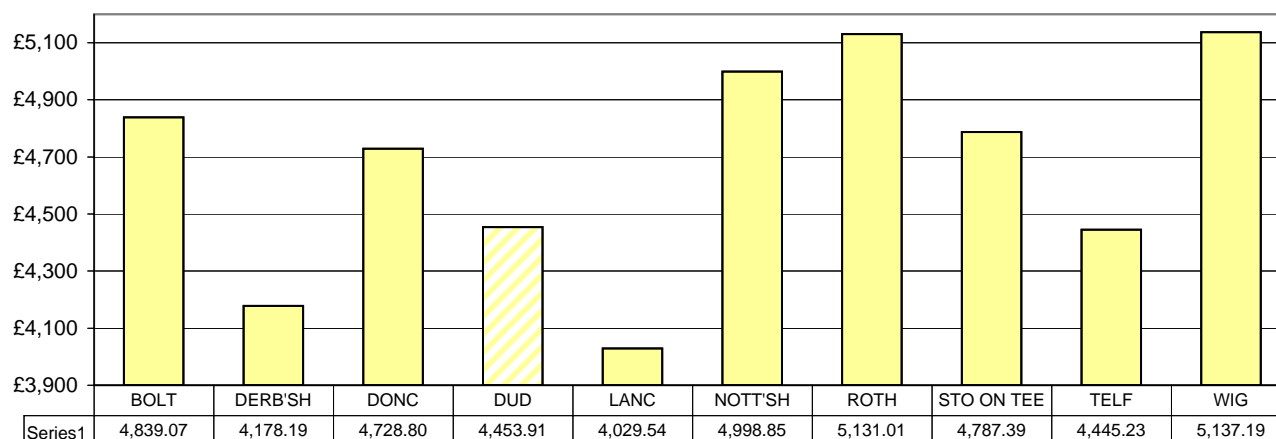
TELF = TELFORD
WIG = WIGAN

BASIC : Primary amount per pupil

The graph identifies the basic amount per Primary pupil ranging from £2,279.61 to £3,125.55

BASIC : Key Stage 3 amount per pupil

The graph identifies the basic amount per Key stage 3 pupils ranging from £3,285.40 to £4,937.01

BASIC : Key Stage 4 amount per pupil

The graph identifies the basic amount per Key stage 4 pupils ranging from £4,029.54 to £5,137.19

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DUD = DUDLEY

ROTH = ROTHERHAM

TELF = TELFORD

DERB'SH = DERBYSHIRE

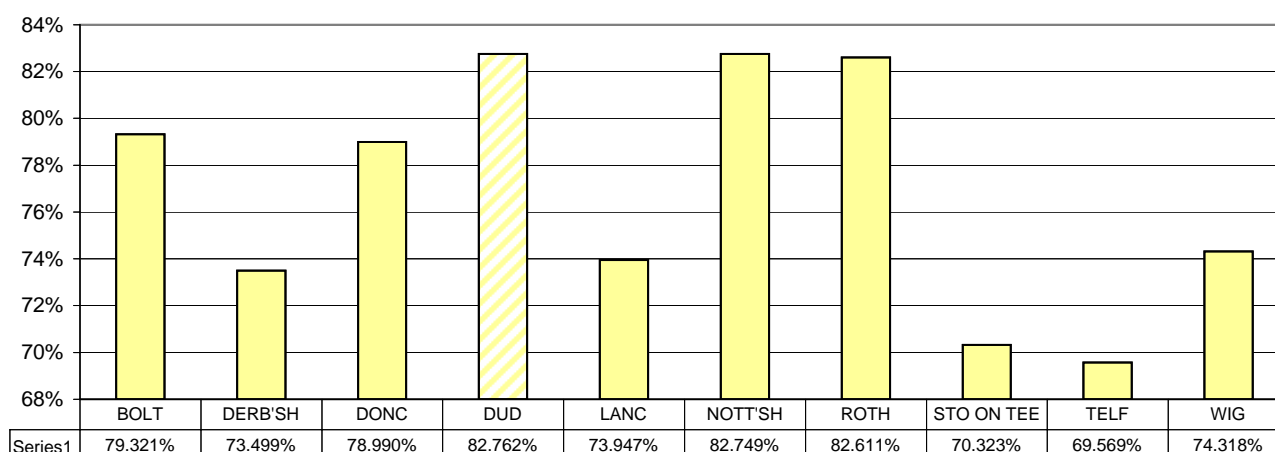
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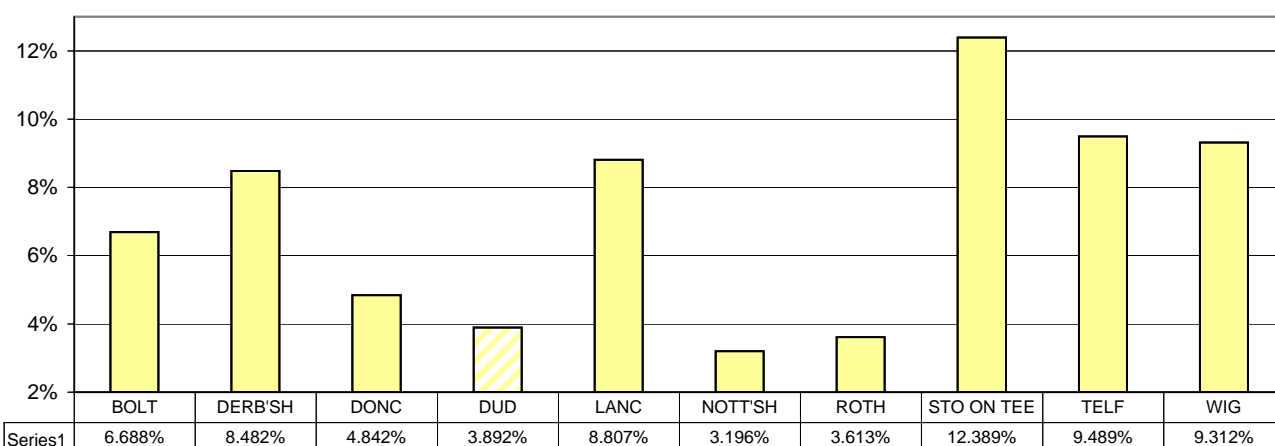
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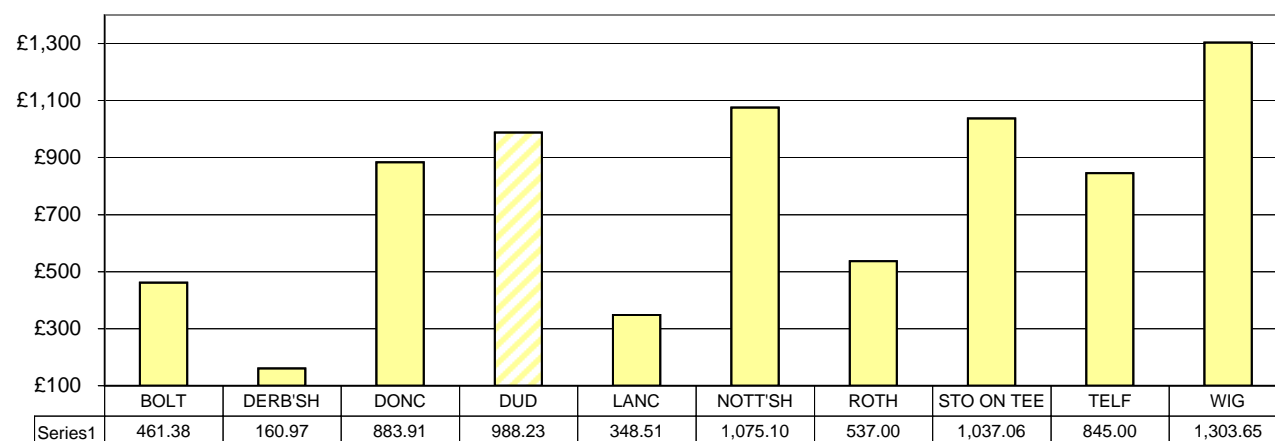
NOTT'SH = NOTTINGHAMSHIRE

% of funding through Basic Entitlement

The graph identifies the % of funding targeted through basic ranging from 69.569% to 82.762%

% of funding through Deprivation

The graph identifies the % of funding targeted through Deprivation ranging from 3.196% to 12.389%

LCHI SEN : Primary indicator amount per pupil

The graph identifies the amount per primary pupil for LCHI SEN ranging from £160.97 to £1,303.65

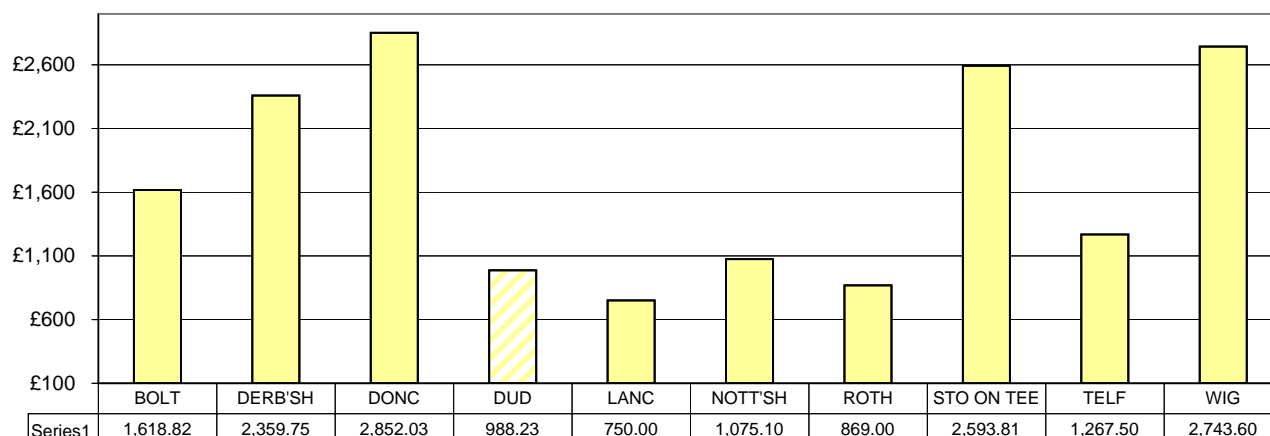
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 LANC = LANCASTER
 NOTT'SH = NOTTINGHAMSHIRE

ROTH = ROTHERHAM
 STO ON TEE = STOCKTON ON TEES

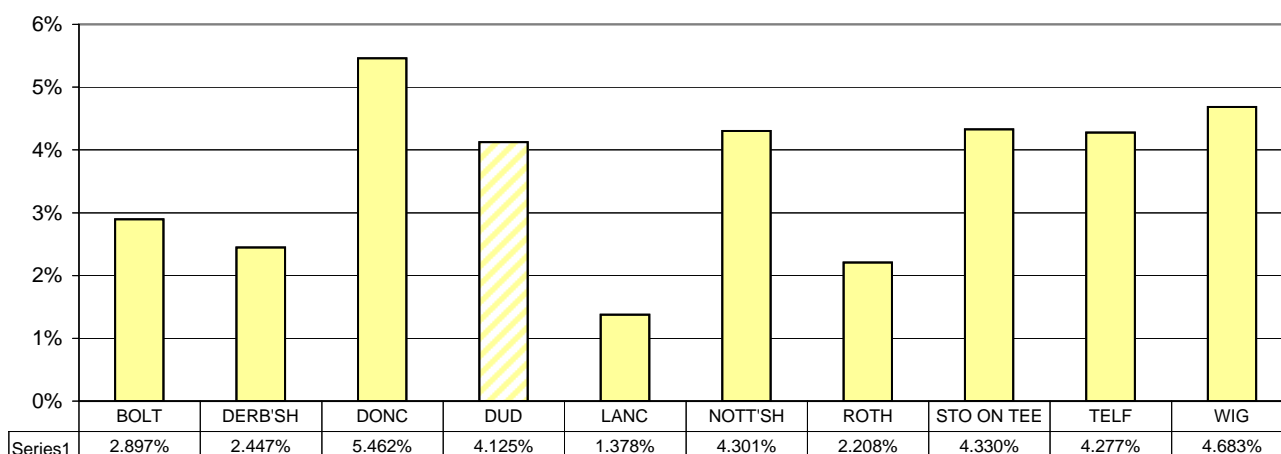
TELF = TELFORD
 WIG = WIGAN

LCHI SEN : Secondary indicator amount per pupil



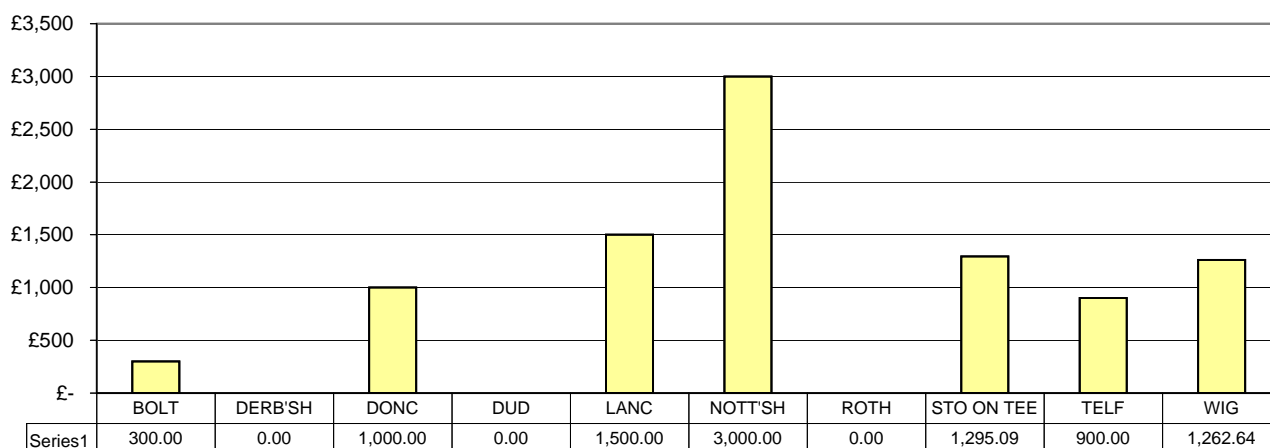
The graph identifies the amount per secondary pupil for LCHI SEN ranging from £750 to £2,852.03

% of funding through LCHI SEN



The graph identifies the % of funding targeted through LCHI SEN ranging from 1.378% to 5.462%

LOOKED AFTER CHILDREN : amount per pupil



The graph identifies the amount per pupil through LAC ranging from £300 to £3,000
 Only 7 authorities use this methodology.

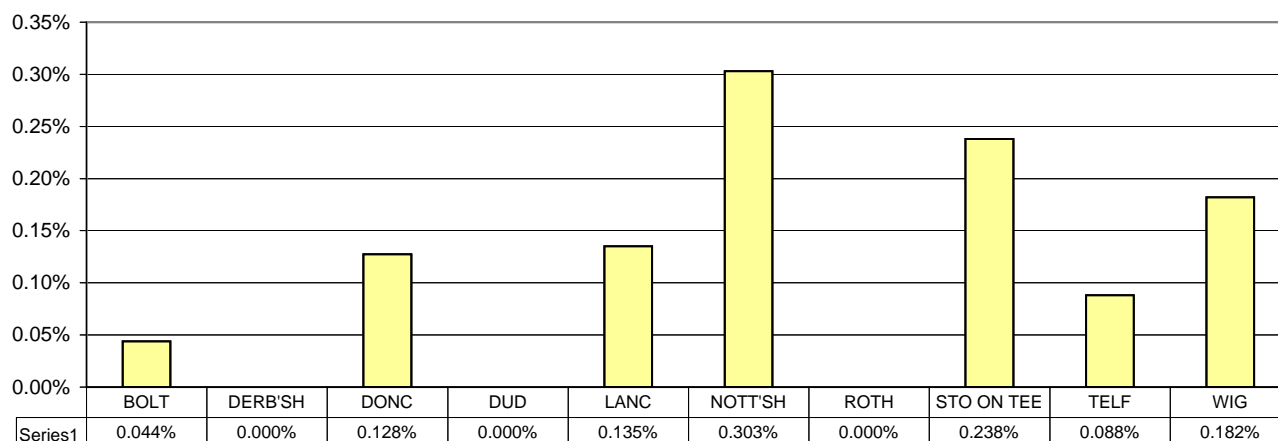
BOLT = BOLTON
DERB'SH = DERBYSHIRE
DONC = DONCASTER

DUD = DUDLEY
LANC = LANCASTER
NOTT'SH = NOTTINGHAMSHIRE

ROTH = ROTHERHAM
STO ON TEE = STOCKTON ON TEES

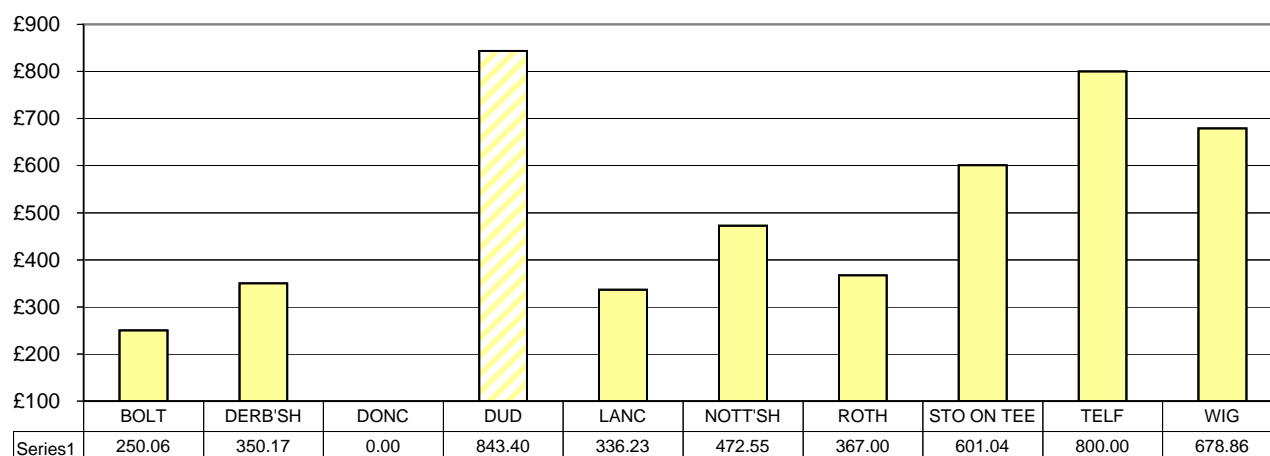
TELF = TELFORD
WIG = WIGAN

% of funding through LAC



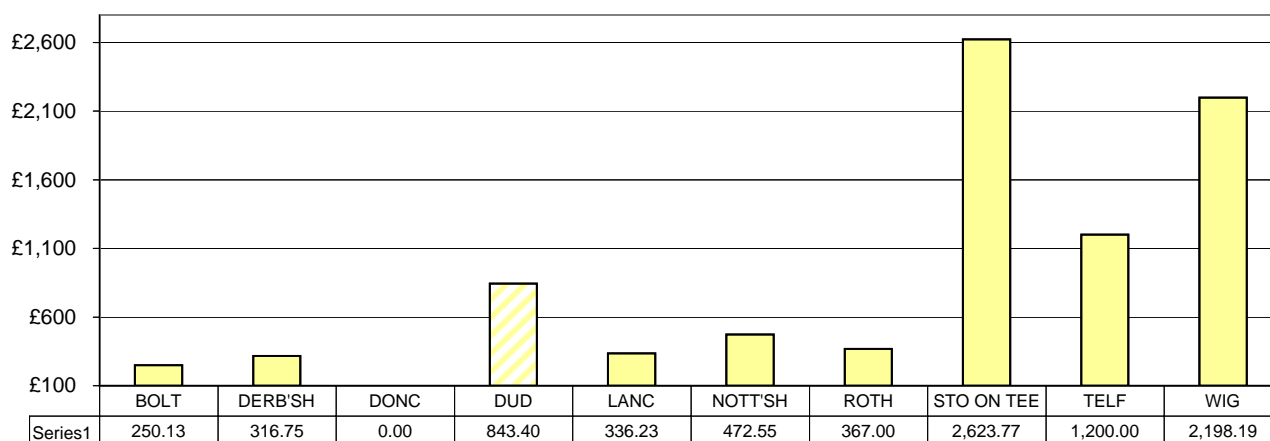
The graph identifies the % of funding targeted through LAC ranging from 0.044% to 0.303%
Only 7 authorities use this methodology.

EAL : Primary indicator amount per pupil



The graph identifies the amount per primary pupil through EAL ranging from £250.06 to £843.40
1 authority does not use this methodology.

EAL : Secondary indicator amount per pupil



The graph identifies the amount per secondary pupil through EAL ranging from £250.13 to £2,623.77
1 authority does not use this methodology

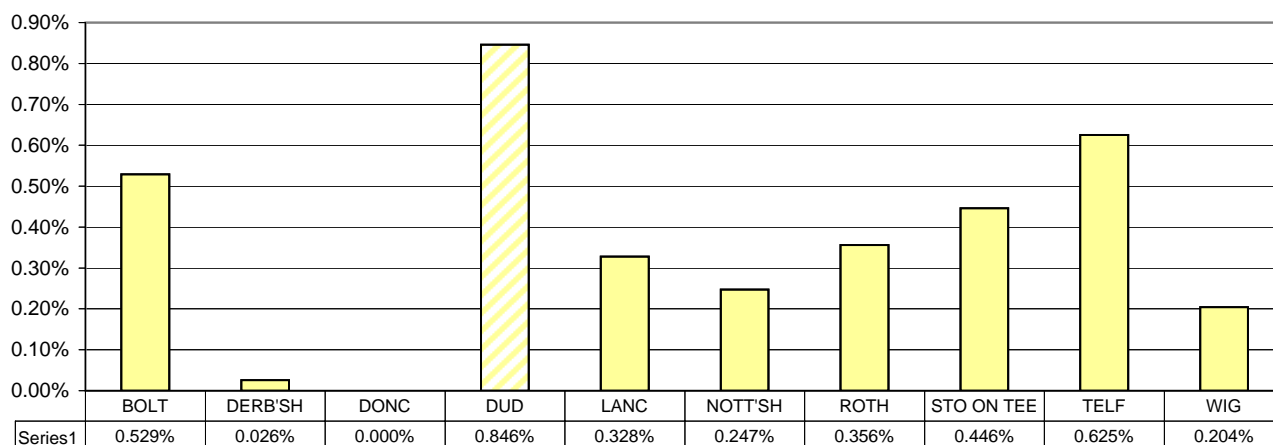
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 DERB'SH = DERBYSHIRE
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 NOTT'SH = NOTTINGHAMSHIRE

ROTH = ROTHERHAM
 STO ON TEE = STOCKTON ON TEES

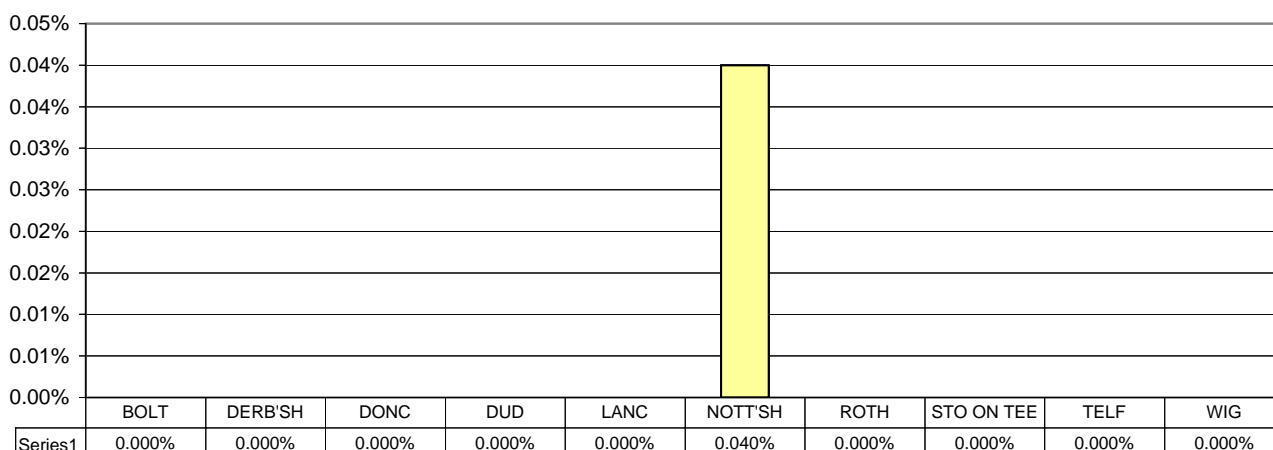
TELF = TELFORD
 WIG = WIGAN

% of funding through EAL



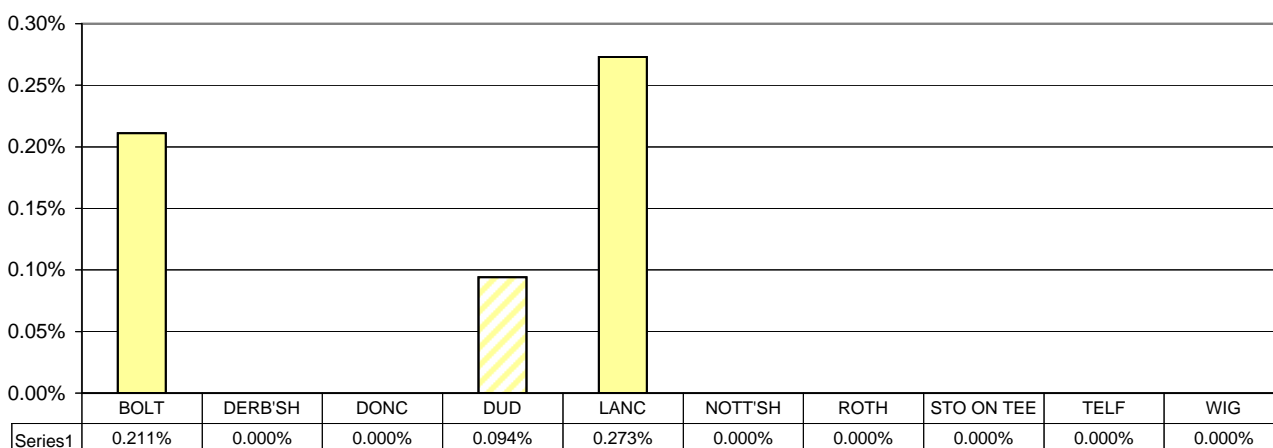
The graph identifies the % of funding targeted through EAL ranging from 0.026% to 0.846%
 1 authority does not use this methodology.

% of funding through Mobility



The graph identifies the % of funding targeted through EAL. Only 1 authority uses this methodology.

% of funding through Sixth form commitments



The graph identifies the % of funding targeted through Sixth form commitments ranging from 0.211% to 0.273%
 Only 3 authorities use this methodology.

BOLT = BOLTON

DUD = DUDLEY

ROTH = ROTHERHAM

TELF = TELFORD

DERB'SH = DERBYSHIRE

LANC = LANCASTER

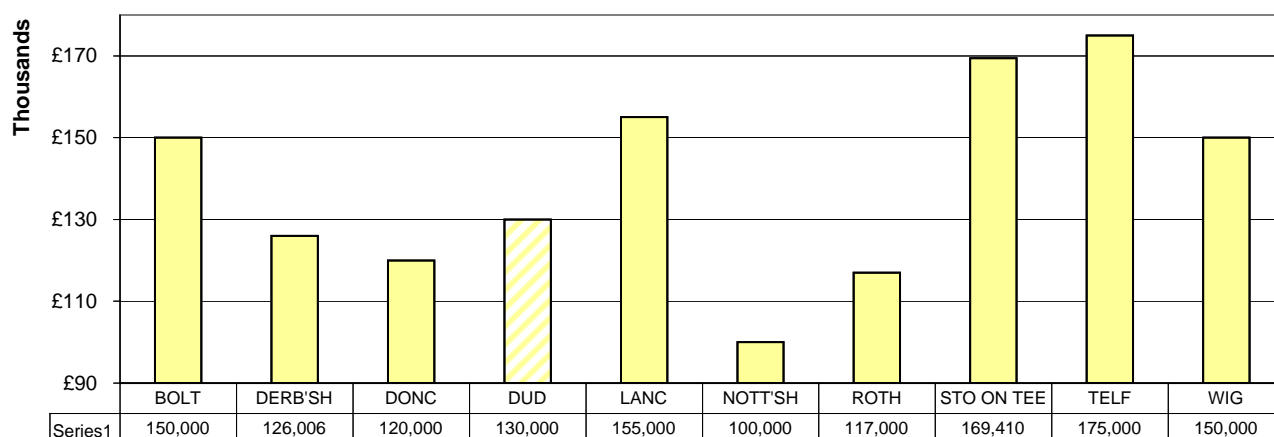
STO ON TEE = STOCKTON ON TEES

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DONC = DONCASTER

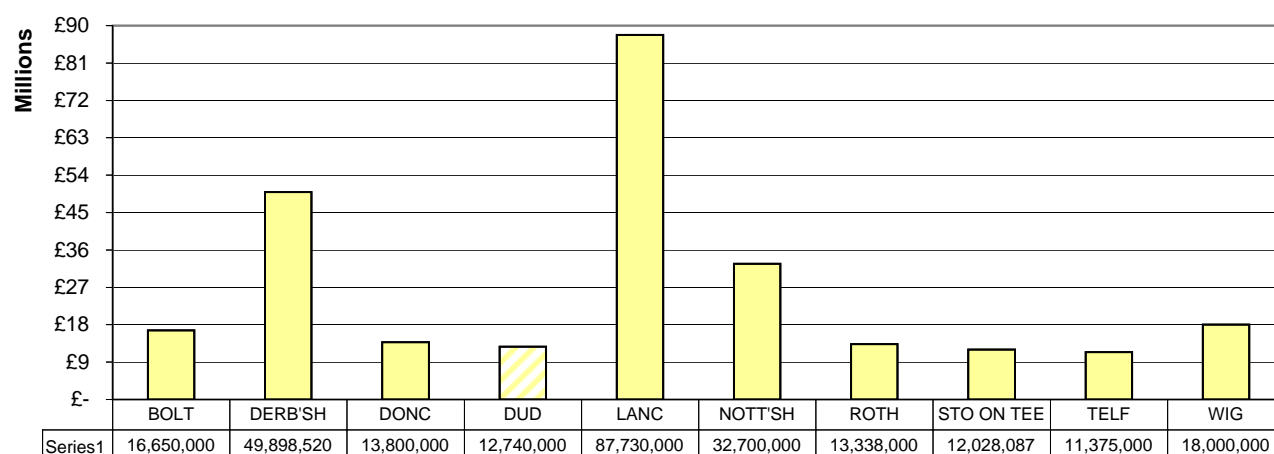
NOTT'SH = NOTTINGHAMSHIRE

Individual Lump Sum per school



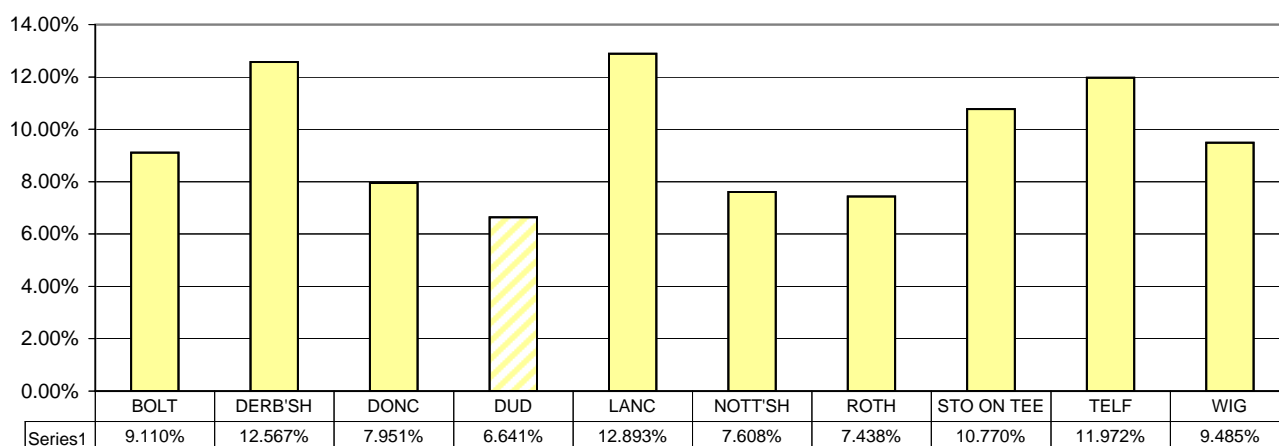
The graph identifies the individual lump sum per school ranging from £100,000 to £175,000

Total Lump Sum



The graph identifies the total Lump sum of funding ranging from £11,375,000 to £87,730,000

% of funding through Lump Sum



The graph identifies the total % of funding targeted through Lump sum ranging from 6.641% to 12.893%

BOLT = BOLTON

DUD = DUDLEY

ROTH = ROTHERHAM

TELF = TELFORD

DERB'SH = DERBYSHIRE

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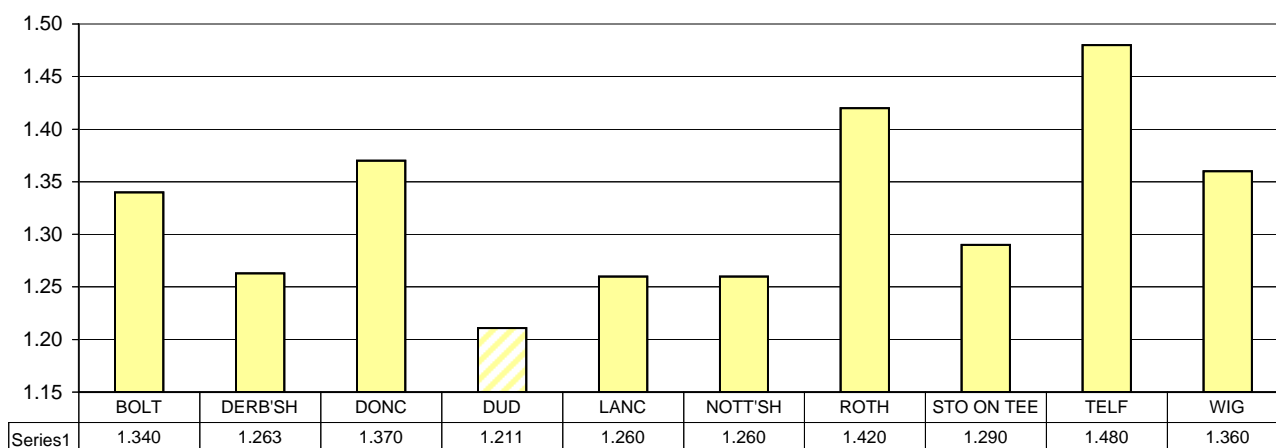
STO ON TEE = STOCKTON ON TEES

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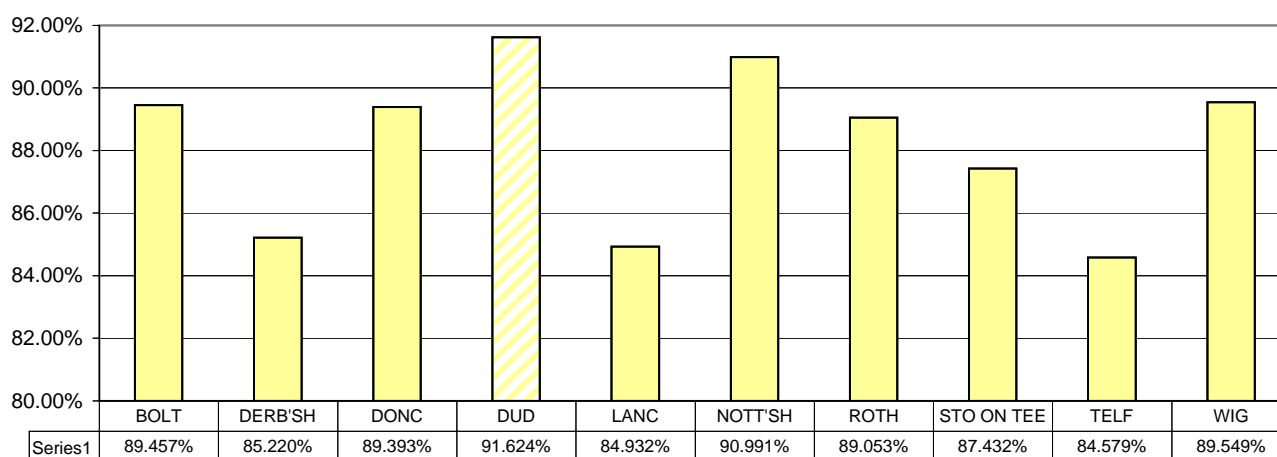
NOTT'SH = NOTTINGHAMSHIRE

Primary / Secondary Ratio



The graph identifies the Primary / Secondary Ratio ranging from 1.211 to 1.480

Total % of pupil led funding



The graph identifies the total % of pupil led funding ranging from 84.579% to 91.624%

Dudley Schools Forum - 9 July 2013

Report of the Director of Children's Services

Report on the DfE School Funding Arrangements for 2014/15

Purpose of Report

1. To provide Schools Forum with information in respect of the DfE School Funding Arrangements for 2014/15.

Budget Working Group Discussed

2. Yes – 8 July 2013.

Schools Forum Role and Responsibilities

3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. Schools Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process.

Action for Schools Forum

5. To note the DfE publication issued on 5 June 2013 in respect of the School Funding Arrangements for 2014/15.

Attachments to Report

6. Appendix A – DfE letter dated 4 June 2013 from the Director of Education Funding.
7. Appendix B – School Funding Reforms: Finding From the Review 2013-14 and Arrangements and Changes for 2014-15.

Karen Cocker
Children's Service Finance Manager
24 June 2013

Schools Forum 9 July 2013

Report of the Director of Children's Services

Report on the DfE School Funding Arrangements for 2014/15

Purpose of Report

1. To provide Schools Forum with information in respect of the DfE's School Funding Arrangements for 2014/15.

Background

2. At the 4 June 2013 Schools Forum meeting the Children's Services Finance Manager reported verbally in relation to the National School Funding Conference that was held in May 2013 and the DfE's review of the 2013/14 financial year school funding arrangements. A document highlighting the main issues raised at the conference was circulated at the meeting under agenda item 8.
3. The DfE published their document: School Funding Reforms: Findings from the Review 2013-14 and Arrangements and Changes for 2014-15 on the 5 June 2013. This is attached at Appendix B.
<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/a00221523/review-of-2013-14-school-funding-arrangements>
4. The document gives details of the small changes that are being made which will allow the DfE to move them closer to a national funding formula and will also address concerns that have been raised over recent months.
5. The information presented to Schools Forum at the June meeting was a comprehensive account of the document published by the DfE the next day. Those additional areas to note are in italics below.
6. The document covers:
 - Chapter 1 - Review Findings and Approach for 2014-15
 - Introduction
 - Findings from the Review and Approach for 2014-15
 - Pupil-led Funding
 - Prior Attainment
 - Deprivation
 - Because of the variation in levels of deprivation across the country, it would not be sensible to prescribe a minimum proportion of funding which should be allocated through the deprivation factor but the DfE are continuing to ask that Schools Forums and local authorities determine locally an appropriate proportion or quantum of their schools block funding to allocate through this factor*
 - Looked After Children

- Pupil Mobility and Service Children
 - Sparsity
 - Lump Sum Funding
 - Schools with Falling Rolls
The DfE will enable local authorities, using top-sliced DSG funding, to create a small fund to support schools with falling rolls in exceptional circumstances. They will expect the use of the fund to be considered at planning area level and Schools Forums will assess applications.
 - Schools Forums
- Chapter 2 – High Needs Funding
 - Notional SEN budget
In 2013-14 the DfE has allowed local authorities flexibility to use their high needs budget to make additional allocations outside the formula to schools that have a disproportionate population of pupils with high needs. They have stipulated that authorities should develop clear criteria for such allocations to their schools and academies, and that they should be applied equally to maintained schools and academies.
 - Pre- and Post-16 Arrangements and Dissemination of Good Practice.
- Chapter 3 – Next Steps
 - Introduction
 - Formula Factors for 2014-15
 - Minimum Funding Guarantee
 - Presumption of Delegation
The DfE will continue to allow school leaders greater choice over how to spend their budget, so most services within the notional Schools Block and the funding for them should be delegated to schools in the first instance. The seven exceptions will continue to be:
 - *Where maintained schools agree that a service should be provided centrally (“de-delegation”);*
 - *Historic commitments;*
 - *Statutory functions of the local authority;*
 - *Equal pay back-pay;*
 - *Funding of non-SEN places in independent schools;*
 - *Infant class size funding; and*
 - *Basic need growth fund.*

In addition to these areas the DfE will be introducing an option for local authorities to top slice DSG funding in order to support schools with falling rolls in a small number of exceptional circumstances.

 - Pro-forma and Timing
 - Role of the EFA
The EFA will continue in 2014-15 in its statutory role on behalf of the Secretary of State to oversee the school funding system. The EFA will in the same way as set out last year:
 - *continue to have the right to send an observer to Schools Forums;*
 - *review each local authority’s pro forma for 2014-15 to ensure it is compliant with the new arrangements and reasonable; and*

- *verify any complaints in relation to potential infringements of the regulations or DGS grant conditions.*

7. The DfE will be making the necessary regulations that will give effect to these changes in 2014-15. Draft finance regulations and Dedicated Schools Grant (DSG) conditions of grant will be issued for consultation shortly.
8. For Dudley schools it is proposed that a short consultation will be issued in the Autumn from 2 September to 11 October. This will enable decisions to be made at the October Schools Forum meeting in preparation for the provisional Schools Budget pro forma to the Education Funding Agency.
9. The consultation will cover those funding formula changes required for 2014/15 in respect of:
 - a. Lump Sum;
 - b. Funding of Minimum Funding Guarantee by clawback of gainers or basic per pupil funding;
 - c. Deprivation – view on the budget allocated;
 - d. Notional SEN funding criteria for schools that have a disproportionate population of pupils with high needs;
 - e. De-delegations
10. With the publication of the DfE document and the accompanying operational guidance, local authorities will be expected to re-work their local formula for 2014/15, working with their Schools Forum and consulting all schools and academies in their area.
11. The DfE timetable for the 2014/15 Dedicated Schools Grant and Funding returns is detailed in Table 1 below.

Table 1 - Dedicated Schools Grant and Funding Returns 2014/15

Date	Action
31 October 2013	Local authorities submit provisional Schools Budget pro forma to the EFA
27 November 2013	Schools census database closed
16 December 2013	EFA confirms DSG allocations for 2014-15 (prior to recoupment of funding for academies)
21 January 2014	Local authorities submit final data for Schools Budget pro forma
28 February 2014	maintained schools budgets confirmed by LA. EFA confirms academies budgets.

12. Schools Forum meetings for 2013/14 academic year have been arranged in order to meet the known DfE deadlines for the 2014/15 financial year.

Finance

13. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
14. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
15. From 1 April 2006, the Schools Budget has been funded by a direct grant: Dedicated School Grant (DSG).

Law

16. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

17. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

18. Schools Forum to note the report and the DfE School Funding Arrangements for 2014/15.



Jane Porter

Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager
Karen.cocker@dudley.gov.uk Tel: 01384 815382



Department
for Education

Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Tel: 0370 000 2288

Email enquiry form:

www.education.gov.uk/help/contactus

4th June

Dear Colleague,

I am writing to update you on the reforms we are making to the school funding system. When Sarah Healey wrote to you on 10 October 2012, she said that we would be reviewing the 2013-14 school funding arrangements; and we have now completed that review, and have published our findings together with confirmation of the changes we are making for 2014-15.

I would like to reiterate Sarah's thanks to you for your part in implementing the 2013-14 changes, and particularly for the work done to devise new formulae and share them promptly with the EFA, which enabled them to issue 100% of Academy budgets on time this year. I am also very grateful to all those who contributed to the review of 2013-14 arrangements, offering many constructive suggestions for further improvement in 2014-15.

In the document that the Department is publishing today, we are providing a summary of the findings from the review and the details of a number of changes that are being made which we believe will address the main concerns we have heard over recent months.

The most significant change will be the introduction of a new optional sparsity factor for 2014. The review has demonstrated strong support for this, and we are convinced that there is a good rationale for allowing authorities to target resource to small, sparse schools. We will be providing local areas with a number of flexibilities in how they use the sparsity factor so that it can best meet local circumstances.

We will also be putting in place greater flexibility for local authorities to target the right level of lump sum funding to primary, secondary, middle and all-through schools, to recognise that fixed costs often differ between these schools.

Ministers remain committed to ensuring that schools receive additional funding to ensure they are able to provide additional support for those pupils who are less likely to attain well at the end of the primary or secondary phase. We are therefore making small changes which will ensure the right pupils are identified for additional support. This includes enabling the KS2 measure to

identify pupils not achieving the expected level in English or Maths, rather than the current requirement of pupils not achieving the expected level in English and Maths.

The document also sets out how we will enable local authorities to provide a small amount of funding to support good and outstanding schools and academies through short periods of falling rolls, in areas where there is clear evidence that it is likely that rolls will rise again (for example, as a result of demography or new development).

The document we are publishing today sets out all of these changes in detail along with a small number of additional changes which pave the way for a national funding formula.

Any funding change may mean that some schools see increases, and others reductions, in their budgets. We are continuing to protect schools from large shifts through the minimum funding guarantee which will mean that, in most cases, schools will not lose more than 1.5% per pupil of their previous year's budget.

I hope you agree that these changes represent a further improvement to the funding system; but if you have concerns, questions or comments then please contact us at ReformTeam.FUNDING@education.gsi.gov.uk and we will be happy to help.



Susan Acland-Hood
Director, Education Funding



Department
for Education

School Funding Reform:

**Findings from the Review of 2013-14
Arrangements and Changes for 2014-15**

June 2013

Contents

Introduction	5
Chapter 1 - Review Findings and Approach for 2014-15	7
Introduction	7
Findings from the Review and Approach for 2014-15	7
Pupil-led Funding	7
Prior Attainment	9
Deprivation	11
Looked After Children	13
Pupil Mobility and Service Children	14
Sparsity	16
Lump Sum Funding	19
Schools with Falling Rolls	22
Schools Forums	23
Chapter 2 – High Needs Funding	25
Notional SEN budget	27
Pre- and Post-16 Arrangements and Dissemination of Good Practice	28
Chapter 3 – Next Steps	29
Introduction	29
Formula Factors for 2014-15	29
Minimum Funding Guarantee	30
Presumption of Delegation	30
Pro-forma and Timing	31
Role of the EFA	32
Annex A	33

Introduction

1. We started a process in 2012 to reform the school funding system, so that it is fairer, more consistent and transparent and so that funding intended for education reaches schools and the pupils that need it most. Last year we set out how the system would start to change ahead of introducing a national funding formula in the next spending review period.
2. Local authorities, working with their Schools Forums, developed new local formulae for 2013-14, using simplified and consistent formula factors. Schools across the country are now funded using a number of clearly defined factors which represent the circumstances under which we believe schools should attract funding, and using the small number of exceptional factors which were in place last year.
3. Many schools and local authorities have welcomed these changes and look forward to the fairness and transparency a national funding formula will bring. We recognise that changing a historic system will inevitably create some turbulence so we are introducing these reforms gradually and with funding protections in place through the minimum funding guarantee.
4. We undertook a short review in February this year to understand to what extent we needed to make small changes in 2014-15 in order to move closer to a national funding formula. We also wanted to understand whether any unintended consequences had arisen as a result of the arrangements for 2013-14.
5. During the review we visited a number of areas across the country and talked to members of Schools Forums, governors, head teachers and local authority officers. We also published a short document which sought to understand more about the concerns we had heard and to consider how we might address those concerns. This document sets out the findings from our review.
6. Most of the arrangements we put in place for 2013-14 will remain in place next year. We will however make a number of changes which will move us closer to a national funding formula and which will address the unintended consequences which arose as a result of the 2013-14 reforms.
7. Operational guidance describing these changes will be published alongside this document and made available on the Department's website. A copy of the Equalities Impact Assessment can also be found in the House of Commons and House of Lords libraries.

8. We will be making the necessary regulations that will give effect to these changes in 2014-15. Draft finance regulations and Dedicated Schools Grant (DSG) conditions of grant will be issued for consultation shortly.

Chapter 1 - Review Findings and Approach for 2014-15

Introduction

1. We began the review of funding arrangements for 2013-14 in February this year. This sought to understand whether the changes put in place for 2013-14 are moving us towards our goal of national consistency and greater transparency of school budgets.
2. The review also sought to understand more about any unintended consequences which have arisen as a result of the changes. In a move towards a pupil-led system, there will be changes to schools' budgets and some degree of re-allocation of funds between schools. We clearly stated at the start of the review that this is a necessary, and not unintended, consequence of the reforms.
3. This chapter covers the areas we wanted to learn more about during the review. It sets out a summary of the review's findings and, where relevant, the changes we intend to make in 2014-15.

Findings from the Review and Approach for 2014-15

Pupil-led Funding

Approach in 2013-14 and Review Findings

4. In June 2012, we stated that we would not set a minimum threshold for the pupil-led factors in 2013-14 but that we would review this decision for 2014-15. Our view was that we should see what the 2013-14 data and feedback told us before deciding whether to set a statutory threshold. We now know that all but two local authorities allocated 80% or more of their delegated DSG (schools block) funding in 2013-14 through the pupil-led factors. This represents significant progress towards our goal of a pupil-led funding system.
5. We asked in the review whether there should be a minimum percentage of funding allocated through the pupil-led factors.
6. Responses to this question were varied. The majority of responses suggested there should not be a minimum level or proportion of funding allocated through the pupil-led factors and the most frequently cited reason was that this would limit local discretion and flexibility.

7. A significant minority of responses said there should be a minimum threshold and reasons mainly centred on this being a sensible approach in the move towards a national funding formula.

Approach for 2014-15

8. We have been clear that we want to move towards a position where a much greater proportion of a school's funding is allocated on a per-pupil basis, reflecting the needs of the pupils attending that school. We feel that a number of the changes set out in this document will go a long way to addressing any concerns in relation to small schools and the lump sum, and will provide solutions to the problems where respondents have legitimately felt local flexibility is needed. Under a national funding formula it will not be possible to maintain the same level of local flexibility provided by local funding formula. .
9. In the majority of local authority areas there has been significant progress in moving towards a pupil-led funding formula and a positive step towards a national funding formula. We want to ensure all local authorities allocate the vast majority of funding next year on a per-pupil basis. **We will therefore be requiring in 2014-15 that in all local authority areas (with the exception of the Isles of Scilly), a minimum of 80% of delegated schools block funding is allocated through an appropriate and locally determined combination of the pupil-led factors¹.**
10. In keeping with our aim of moving towards a nationally consistent funding system which is led by the needs of pupils, we have also been looking at the differential rates set for the Age Weighted Pupil Units (AWPUs). For small schools and large schools alike, the number of pupils on roll and the rate set for the basic entitlement will be the main determinant of their budget. Our analysis shows that the lowest primary rate is currently £2,122 and the lowest secondary rate (Key Stage 3 and Key Stage 4) is £3,178. Local authorities will be required to review their local formula for 2014-15 in light of the changes we have set out here. For some this review will be fairly limited but for others there may be some substantial changes required. As authorities make these changes, we therefore want to ensure that any revised formulae do not compromise the AWPUs rates. In 2014-15 therefore **we will require all local authorities to set an AWPUs rate which is at least £2,000 for primary and at least £3,000 for KS3 and KS4.**

¹ The pupil-led factors are: the Age Weighted Pupil Unit (AWPU), deprivation, prior attainment, looked after children (LAC) and English as an additional language (EAL).

Prior attainment

Approach in 2013-14 and Review Findings

11. In 2013-14, local authorities were able to target funding to schools for pupils with low cost, high incidence special educational needs (SEN) partly through the optional prior attainment factor. We acknowledged that there was no perfect way of identifying pupils with low cost SEN but that prior attainment provided us with a reasonable proxy for some kinds of SEN. As prior attainment will not identify all low cost SEN, we invited local authorities to use this factor alongside other factors (such as deprivation, for example) in order to identify a notional SEN budget for all mainstream schools in the local authority area.
12. The previous Early Years Foundation Stage Profile (EYFSP) came to an end last year and the new framework has been introduced. During the review, we asked whether we should continue to use EYFSP data as an indicator of prior attainment and if not, what alternatives we should consider.
13. A significant majority of those who responded to the consultation question agreed that the EYFSP is the best proxy indicator available for primary school pupils. The most popular alternative to EYFSP was for schools to use KS1 data. There were also a small number of respondents who suggested combining the two to create a new proxy. A number of respondents, both expressing a preference for retaining or for removing the measure, agreed that any possible alternative would have its own drawbacks.
14. We also asked the local authorities we visited as part of the review what alternative proxies we could consider. Some of those local authorities were concerned that the EYFSP measures development rather than attainment and could be an unreliable measure to identify children who would need additional support to attain well. A number of authorities however recognised the absence of a better measure and felt using a combination of factors (prior attainment, deprivation and the AWPU) to determine the low cost SEN budget could mitigate some of the potential issues in relation to the prior attainment proxy.
15. A number of responses highlighted potential problems with the introduction of the new EYFSP including what impact a new threshold would have on the number of pupils identified as needing additional support. There were concerns that the banding for the new EYFSP would be too wide to provide a precise indicator.

Approach for 2014-15

16. Although we recognise that the current prior attainment indicators are not perfect, for 2014-15 **we will be retaining the EYFSP as the main indicator for prior**

attainment for primary aged pupils. On balance, this proxy provides the best solution for identifying those children who do not achieve a good level of development. Continuing to use the EYFSP in 2014-15 will avoid any turbulence that introducing a new measure may cause. We will continue to look at what else we can do longer term to provide a more reliable measure for assessing children's abilities as they enter primary school.

17. Due to the new EYFSP, we will need to change the measure used to identify children who might need additional support. In 2014-15, for the cohort who are moving into KS1, **pupils will qualify for the prior attainment factor, where they have not achieved a good level of development.** This will include all those who have not achieved the expected level of development in all 12 prime areas of learning as well as maths and literacy.
18. We have also looked again at the measure used for secondary-aged pupils. We want to ensure that it identifies pupils who are at risk of not attaining well at KS4 and that it is compatible with the new KS2 English assessments.
19. Currently, pupils qualify for the prior attainment factor at KS2, if they fail to achieve a level 4 or higher in English and maths. This measure picks up around 10% of pupils. We want to ensure that the prior attainment measure identifies pupils who are less likely to go on and attain well at KS4. We have reviewed attainment data, which shows that currently only 20% of pupils who achieved a level 4 in English or maths went on to achieve the 5 (A*-C) GCSEs including English and maths. In light of this, we will be changing this measure so that in 2014-15, **pupils will be identified as having low prior attainment, if they fail to achieve a level 4 or higher in English or a level 4 or higher in maths.** We expect such a change to mean that this revised measure would identify around 21% of pupils.
20. In 2012 the KS2 English assessment methodology was changed and now includes a reading test, a new grammar, punctuation and spelling test and teacher assessed writing. The Department will publish the results for each of these components separately and will not publish an overall English level as has been the case in the past. This will mean we will not have the same data available for use with this measure as has historically been the case.
21. For those assessed at Key Stage 2 up to 2012, local authorities will be able to use the KS2 data as published to determine the number of pupils failing to achieve a level 4 in English. For pupils assessed at Key Stage 2 from 2013 onwards, the English element of the KS2 measure will identify those that do not achieve a level 4 in either the reading or teacher assessed writing elements. We are excluding the grammar, punctuation and spelling test results for now. This brings the prior attainment measure in line with the new KS2 floor standards.

Deprivation

Approach in 2013-14 and Review Findings

22. Last year we required all local authorities to ensure that deprived pupils attracted additional funding, in addition to the pupil premium. We have always been clear that it is not acceptable that deprived pupils are penalised as a consequence of local authorities seeking to maintain the status quo in their area and not exploring the full range of options open to them.
23. In the review, we wanted to understand more about how the proportion or quantum of deprivation funding had been determined by local authorities and Schools Forums.
24. Overwhelmingly, consultation evidence has suggested that the proportion or quantum of funding for deprivation was determined based on historic approaches or a combination of the historic approach and an approach which minimised turbulence. This included using previously developed models and analysis and mapping old formula factors to the new allowable factors. Most felt a status-quo approach was taken because existing arrangements worked and were widely accepted as appropriate and fair. A small number of responses suggested there was a need to review the proportion for deprivation in their area and do more analysis but timing had not permitted this.
25. In a significant number of consultation responses the main approach cited was to minimise turbulence. A very small number of respondents went further, and felt that the allocation for deprivation was a balancing figure, or a figure determined after the lump sum had been set at an appropriate level for schools in the local authority area.
26. There were a small number of responses where the respondent described the local authority or Schools Forum developing a new approach, considering afresh the deprivation distribution and needs in the local authority and redeveloping the evidence base.
27. During the review, we also wanted to understand more about why some local authorities told us they were unable to use the allowable deprivation indicators to prevent significant losses to schools with a high number of deprived pupils.
28. We received a range of responses in relation to this question. A small majority (56%) of those responding did state that in their area there had been difficulties in preventing significant losses to schools with a high number of deprived pupils. Of those that stated this was the case, the majority of responses related to issues in

using the allowable measures (free school meals, ever FSM and Income Deprivation Affecting Children Index) and included:

- not being able to use measures such as Index of Multiple Deprivation or other place-based deprivation measures which had historically been used and which were considered to better identify where there are small pockets of deprivation in rural areas;
- problems in applying the national bandings for IDACI and the limiting of bands to 1-6; *and*
- schools which had received high levels of funding for deprivation through historic grants failing to recoup this funding through either an FSM measure (because of low take up) or IDACI (because of spatial masking of small pockets of deprivation) or a combination of both.

29. There were a small number of responses which reported that because the local authority had committed a relatively high proportion of funding through the lump sum, they were unable to afford to provide sufficient funding through the deprivation factor to avoid losses of funding to schools with high numbers of deprived children. A very small number of responses suggested this problem arose as a result of the overall approach for 2013-14 and a lack of local flexibility.

30. A number of authorities we visited and a small number of local authorities and Schools Forums responding to the consultation asked for further flexibility to use other measures of deprivation including the Index of Multiple Deprivation and other commercially developed measures. Respondents stated that this would assist in areas where there are small pockets of deprivation, particularly in more rural areas.

Approach for 2014-15

31. We are very keen that all local authorities continue to provide additional funding to schools with deprived pupils. We do not feel it is appropriate for local authorities to allocate funding for deprivation as a balancing figure or in order to minimise turbulence.

32. The review evidence shows that many local authorities have replicated old formulae approaches when allocating deprivation funding. This is only appropriate if there is confidence that this approach ensures that deprived pupils attract the right level of additional funding. Because of the variation in levels of deprivation

across the country, it would not be sensible to prescribe a minimum proportion of funding which should be allocated through the deprivation factor but **we are continuing to ask that Schools Forums and local authorities determine locally an appropriate proportion or quantum of their schools block funding to allocate through this factor.**

33. We will review how a number of other changes we are setting out in this document assist those local authorities that have experienced difficulties in this area, particularly changes in relation to the lump sum and changes which support small schools in rural areas. These changes may mean that local authorities allocate less funding through the lump sum and are able to make changes which provide additional funding to schools with high numbers of deprived pupils which may have experienced significant losses.

34. As we move towards a national funding formula we need to retain simplicity and will require consistent national measure(s) for use with this factor. We have heard a small number of calls for the introduction of new measures, but for a short period of time this could be counter-productive and lead to greater turbulence in the future. **We are not therefore changing the allowable indicators for use with this measure in 2014-15.**

Looked After Children

Approach in 2013-14

35. Currently local authorities can use one of three measures with this factor, identifying children who have been looked after for one day or more, six months or more or 12 months or more. In 2013-14 most authorities selected the one day or more measure.

Approach for 2014-15

36. Evidence shows that children who have been looked after for one day are equally likely to under-perform at KS4 as those who are looked after for 12 months or more and may have equally challenging backgrounds. Figure 1 demonstrates this point.

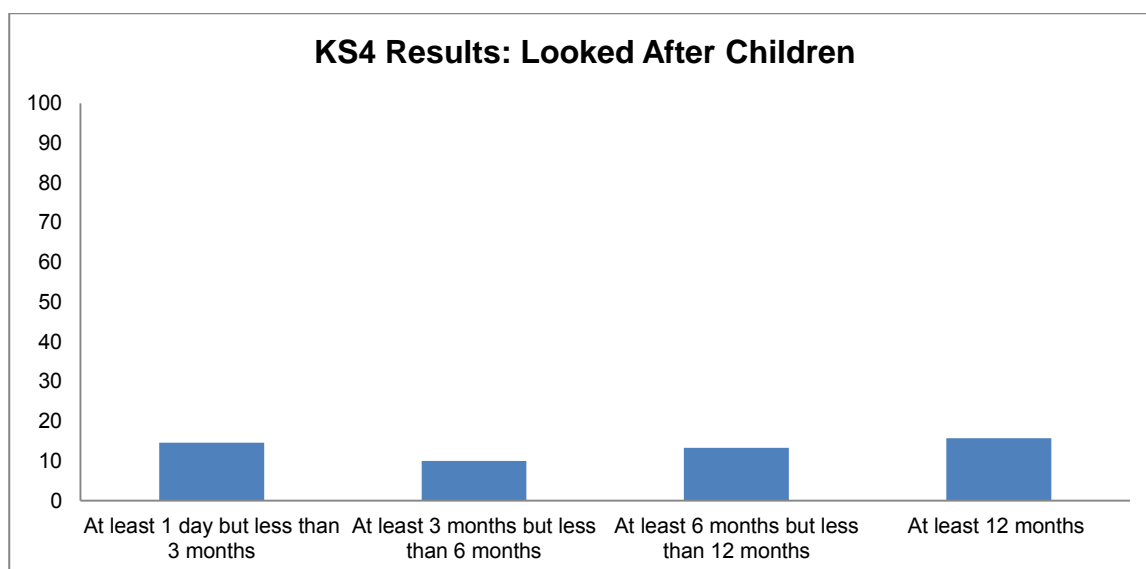


Figure 1 - Key Stage 4 results, 2009-12: % getting 5 A*-C including English and maths

37. As we move towards a national funding formula (and assuming it includes a specific factor to target support to looked after children), we will need to use one single measure for looked after children. Given the evidence above the most suitable is a one day or more measure.

38. For these reasons, **in 2014-15 we will require local authorities which use the looked after children factor, to use a single one day or more measure for both primary and secondary.**

Pupil Mobility and Service Children

Approach in 2013-14 and Review Questions

39. In 2013-14 we introduced an optional factor for pupil mobility in order to support schools with high levels of pupil mobility which incur greater costs as a result. This factor was used by 58 local authorities in 2013-14.

40. Since the 2013-14 arrangements were announced, we have heard some concerns that the current factor does not allow local authorities to target funding to schools with high volumes of mobile pupils.

41. During the review we asked whether we should adjust the factor so that it enables authorities to target funding to schools only when mobility is a significant issue. We asked whether we should set a threshold and, if so, where we should set that threshold.

42. Consultation responses largely supported this proposal. The most commonly cited level was a threshold of 10% (of pupil count). Alternative approaches suggested steps to ensure the targeting of mobility funding including: local discretion to target this according to local circumstances; better funding for in-year changes in pupil numbers; a banded approach with higher funding levels for higher bands of mobility; targeting KS4 pupils only; and looking at absolute changes in numbers in a school. Only a small number of responses suggested the use of mobility was not a helpful approach.
43. We also asked about the needs of service children. We asked whether once we account for deprivation, mobility and pastoral care through the pupil premium there is any evidence that service children require additional funding in order to achieve as well as non-service children. We also wanted to know if there were other groups of children which need additional support where local authorities were unable to target funding.
44. We received a small number of responses to this question. A large proportion of those that had considered this issue in their response felt that the pupil premium (service premium) was sufficient to meet the needs of these children.
45. Where evidence was presented that these children require additional funding, this was mainly related to the fact that for some service families, incomes could be only slightly above the level where the family would qualify for free school meals, and therefore the additional needs were similar to the needs of deprived pupils. A very small number of responses called for a specific service children factor.

Approach for 2014-15

46. The review findings provide evidence that where local authorities have used this factor, it has spread mobility funding thinly across a large number of schools in the local authority area, and has not consistently targeted funding to those schools which most needed additional support.
47. We do not intend to revise the current definition of a mobile pupil, or change the measure used to identify mobile pupils. We accept that this could mean that mobility funding will not be attracted where pupils enter and leave a school within an academic year. It would not be possible to collect efficiently the data that would be required to pick up such in-year movements. We do however intend to revise this factor so that it targets funding to schools which experience the highest levels of mobility. **Starting in 2014-15, a 10% threshold will be applied to the mobility factor, so that it will only support schools which experience a significant change in their pupil numbers.**

Sparsity

Issues in 2013-14 and Review Findings

48. Since we announced the changes for 2013-14, we have heard that the funding reforms and particularly the lump sum arrangements are causing concerns in some rural areas.
49. Having heard these concerns, we were keen to explore the issues for small rural schools in detail during the review. We therefore asked a series of questions in the review about the issues for small schools and consulted on whether to enable local authorities to use a sparsity factor. We also visited seven rural authorities to discuss in detail the issue and possible solutions.
50. We asked three questions in relation to small schools during the review:
- i. We wanted to know whether a new school level sparsity factor would avoid necessary small rural schools becoming unviable. Based on the sparsity factor we proposed, which measures how far pupils live from their second nearest school, we also wanted to know what average distance threshold would be appropriate.
51. The majority of respondents to this question supported the introduction of a sparsity factor. The supporters were mainly schools, local authorities and Schools Forums from rural areas. A small minority did not support the introduction of the sparsity factor and, exploring these responses, the majority were from urban areas.
52. Some urban schools and authorities expressed concern about this factor taking away more funding from the rest of the schools sector. Other concerns which were expressed more generally related to: the complexity of administering it, the use of crow flies distances rather than road distance or travel time; and that it does not take into account parental preference or availability of places at local schools.
53. Most responses in relation to the minimum distance threshold for use with the sparsity factor suggested a distance between two and three miles. Some suggested that this should replicate the statutory walking distances.
- ii. We wanted to explore how such a factor would work and what the interaction would be between a sparsity factor and the lump sum.
54. Most respondents were very nervous about losing the lump sum entirely, particularly urban schools and authorities that would not benefit from a sparsity factor. We agree that the sparsity factor will not address the needs of small

schools which are not in rural areas.

55. Several respondents also felt that the lump sum is intended to cover the fixed costs of all schools, while the sparsity factor provides additional money to meet the challenges that rural schools face, so they have different uses. We explain later in the document that it is not our intention that the lump sum is set at a level which covers the fixed costs of all schools. It is intended to be set at a level which provides the additional funding required by unavoidably small schools which could not operate on the basis of per pupil funding alone.

56. Very few respondents thought that there was no need for both a lump sum and a sparsity factor. The small number who thought we should have only a sparsity factor or a lump sum thought this on the basis that a lump sum is only required where pupil funding alone was not sufficient.

iii. We also wanted to understand if there were alternative sparsity measures we could use to identify small necessary schools in rural areas.

57. A number of ideas were put forward, the most popular of which were: considering the population density of the area the school was located in and the distance between schools. We have considered and modelled a number of these alternative suggestions, but have not been able to overcome a number of disadvantages in comparison to the proposed model.

58. More of the answers to this question focused on the need for the sparsity factor to measure travel distance or time, and to take into account issues beyond travel, such as catchment areas, availability of places and facilities in the local area.

Approach for 2014-15

59. We have now developed a sparsity factor which measures the distance pupils live from their second nearest school. In rural areas where schools are few and far between, pupils could face the choice of either attending their nearest school or travelling a long way to the second nearest. In some cases, the distance to their second nearest school can be unacceptably long, putting a premium on ensuring that the pupil's nearest school stays open. Therefore, we think it is appropriate to enable local authorities to target additional funding to support these schools where per pupil funding alone may not be enough to ensure their viability.

60. We will be introducing an optional sparsity factor based on the above model for 2014-15.

61. A full and detailed explanation of the sparsity factor can be found in the accompanying operational guidance but, for illustrational purposes, we can use a

hypothetical school – Sparse Primary School to demonstrate how we will identify a sparse school:

- Step 1: We identify the pupils for whom Sparse Primary School is their nearest school. There are 100 pupils for whom this is true.
- Step 2: For each of those 100 pupils, we measure the distance they live from their second nearest school. The second nearest school will include faith schools but will not include selective schools (such as grammar schools).
- Step 3: We take an average of these distances to derive the sparsity distance. For Sparse Primary School, the average is over two miles, making it eligible for sparsity funding.

62. We recognise that this solution is possibly more complex than others which have been suggested, but we believe it offers the best solution to the issue. We will perform the calculations required to determine the sparsity distance for all schools and provide this to all local authorities considering using this factor.

63. We want to give local authorities some flexibility over how they implement it during the first year, including the ability to:

- Set the distance threshold above which schools become eligible for sparsity funding, as long as it is at or above a minimum of two miles for primary, middle and all through schools and three miles for secondary schools;
- Decide on the level of cap on the size of schools eligible for sparsity funding, as long as it is at or below 150 pupils for primary schools and 600 pupils for secondary, middle and all through schools; and
- Allocate up to £100,000 per school through this factor either as a single lump sum or tapered amount related to school size.

64. This measure uses crow flies distances rather than actual travel distance as the Department has been unable to secure a reliable travel distance measure that would work nationally. We are however continuing to explore this for future years. Although measuring distance as the crow flies is an imperfect measure, we have tested this with some rural authorities and found that it generates a reasonable proxy for sparsity.

65. We do however appreciate the concerns that have been raised in relation to the use of crow flies distances, which is why **we are allowing local authorities to make exceptional applications for schools that have been excluded because the relevant road distance is significantly higher than the distance as the crow flies.** Again, more information about the exceptional applications process is in the operational guidance.

Lump Sum Funding

Approach in 2013-14 and Review Findings

66. In 2013-14 local authorities were able to provide a single optional lump sum to all schools up to a maximum of £200,000. We set out clearly that we would review this further for 2014-15.

67. Consultation responses expressed a range of views about the purpose and function of lump sum funding. The Department's view is that the main purpose of the lump sum is to provide sufficient funding to necessarily small schools which could not operate on the basis of per-pupil funding alone. The sparsity factor we are introducing in 2014-15 will enable local authorities to target funding more accurately to small schools in sparse rural areas.

68. Analysis of the 2013-14 pro forma returns shows that there were 32 authorities which allocated a lump sum above £150,000. The vast majority of these authorities were urban authorities.

69. We asked a number of questions during the review in relation to the lump sum which we also explored in detail in the fieldwork visits we carried out:

- i. We asked in areas with large numbers of small schools, whether problems experienced through having a fixed lump sum could be overcome by reducing the relevant AWPU.

70. In many rural areas, due to the large number of small schools, local authorities have expressed concern about being unable to allocate a large enough lump sum to support small rural schools because they have a large number of small schools.

71. The majority of respondents felt this could not be done without causing too much turbulence. A number of responses also suggested that this disadvantages larger schools and moves away from a pupil-led approach.

ii. We then asked about whether having the ability to apply a separate primary and secondary lump sum would avoid necessary small schools becoming unviable and if so, how we should deal with middle and all-through schools.

72. The majority of responses to this question thought having a variable lump sum would provide welcome flexibility, particularly as primary and secondary schools face different fixed costs.

73. On the question of middle schools, most respondents suggested that middle schools should receive a lump sum that is weighted for either the year groups they have in each phase (primary or secondary) or the number of pupils they have in each phase.

74. Of those that thought there should not be a variable lump sum the main reason cited was that the fixed costs of a school are determined more by its size rather than its phase. So a tapered lump sum related to school size would be more appropriate.

iii. We asked if we continued with one lump sum for both primary and secondary, what would be the level of cap needed to ensure the sustainability of necessary small schools. If we had a separate lump sum for primary and secondary, what would be the minimum cap needed for each in order to ensure the sustainability of necessary small schools.

75. Of those responses which cited a single lump sum value, the most frequently cited value was £200,000. The average single lump sum value was £174,000. The justifications provided for the appropriate level for the lump sum were mixed: many thought the level that was set in their area was right, others suggested that the lump sum should reflect the actual costs of schools in the area not the fixed costs, and others gave figures with no clear rationale.

76. The majority of respondents generally felt that a higher lump sum value should be provided to secondary schools, with a median level of £240,000. The median response for primary schools was somewhat lower at £150,000. Respondents felt a higher lump sum was needed in secondary because of higher fixed costs.

77. However, a significant proportion of respondents also noted that their concern about the single lump sum relates to school size rather than, or in some cases as well as, school phase. Some of these respondents suggested a tapered lump sum instead, related to school size.

iv. Finally, we asked whether the ability to retain their lump sums for one or two years after amalgamation would create a greater incentive to merge.

78. The majority of responses were in favour of there being some protection of lump sum funding for merging schools as it would incentivise and help schools through the initial costs of merging. Others however had reservations about using funding to influence decisions which should otherwise be taken in the interest of pupils.

Approach for 2014-15

79. Reducing the size of the lump sum supports our aim of moving towards a more pupil-led funding system, but we do want to ensure that small rural schools have sufficient funding to remain viable. It is clear from responses to the review that very few schools and local authorities believe that a lump sum over £200,000 is necessary.

80. **We have taken the decision that in 2014-15 the maximum lump sum will be £175,000.** Our aim is to put more money through the pupil-led factors so that funding genuinely follows pupils. Now that we have a sparsity factor (see paras 59-65 above) which will enable local authorities to target small rural schools, we think there is a strong case for lowering the lump sum cap. The analysis we have carried out suggests that a cap of £175,000 would channel more funding through the pupil-led factors without causing unmanageable turbulence in local areas.

81. We are keen to provide additional flexibility to local authorities to make the right arrangements in their local area, **so we will enable local authorities to differentiate the lump sum by phase for 2014-15, provided that for each phase the lump sum level does not exceed the £175,000 cap.** With this change, we will enable local authorities to set a lump sum value for middle schools based on a weighted average between the primary and secondary value. Such an approach for middle schools provides simplicity and generates a similar outcome to weighting by phase. For all-through schools, we will ask local authorities to set a lump sum equivalent to the secondary lump sum value.

82. We know, however, that many respondents believe that the lump sum needs to be responsive to size as well as phase. We want lump sum funding to support schools which are unavoidably small and require this support because per pupil funding alone is not sufficient. We do not want lump sum funding to offer additional funding to schools which have fewer pupils on roll because they are unpopular. We also want to avoid adding complexity to this factor. For these reasons we do not intend to allow local authorities to vary the lump sum value according to the size of the school.

83. We do not believe that the funding system should act as a barrier to schools that wish to improve their efficiency and educational offer by merging. Merging can be a better option than federating for some schools, enabling greater efficiency savings to be realised. But we understand that it will not be feasible to realise all the possible savings on day one. **We will therefore enable two merging schools to keep 85% of the two lump sums for the next full financial year following the year in which they merge.** This will afford these schools some funding protection while all efficiency savings resulting from the merger accrue.
84. For some school mergers there may be a requirement to continue to provide tapered lump sum protection beyond the first year. Depending on when a national funding formula is introduced, we will consider whether further tapered protection should be provided for merged schools for up to two further years.

Schools with Falling Rolls

Approach in 2013-14 and Review Findings

85. The changes we have made in 2013-14 are intentionally centred on the number and characteristics of pupils rather than the circumstances of schools. This is in keeping with our aim to give pupils greater choice about where they go to school and to allow successful, popular schools to expand as the demand from pupils and parents increases.
86. In fulfilling their place planning function, local authorities may find that some schools in their area are no longer required. But in some cases, they will identify that the number of places required will increase in the near future and therefore they want to ensure that required schools remain open and viable in the short term. We recognise however that a pupil-led system can cause difficulties in such circumstances and that head teachers will want to avoid the need to make expensive redundancies, only to need to recruit again in the near future.
87. During the review, we wanted to know more about what is preventing good and necessary schools staying open in cases where a population increase is imminent and to understand if there are any circumstances in which falling rolls are unavoidable in the short term.
88. The main themes from the responses received suggested some form of financial support should be provided to such schools, whether that was from the local authority or in some cases from an academy trust. A number of respondents felt that setting a longer term financial plan for schools would mean that such population changes could be better managed.

89. One solution cited a number of times was to allow the local authority's contingency fund to be used to support schools with falling rolls.

Approach for 2014-15

90. We want to ensure that good schools with short term falling rolls receive sufficient funding to deliver an appropriate curriculum and to avoid the need to take costly steps to reduce their capacity, when the demographic data shows that their capacity will need to expand again in the near future. It would be inefficient for example to make redundancies because of short term falling rolls, only to need to employ staff again when rolls increase. We therefore intend to allow some additional support for schools in this situation from 2014-15. We have developed a solution which can be simply managed and which offers a safeguard for all school types. **We will enable local authorities, using top-sliced DSG funding, to create a small fund to support schools with falling rolls in exceptional circumstances.**

91. We will expect the use of the fund to be considered at planning area level and Schools Forums will assess applications. As with the basic need growth fund, the criteria and amount must be agreed by the Schools Forum and applied fairly to academies and maintained schools. We are clear that we do not intend that this funding is provided to support schools which have falling rolls because they are unpopular or of low quality. Therefore we will ask local authorities to apply criteria which restricts use of the fund to schools that are considered by Ofsted to be good or outstanding.

92. The operational guidance sets out the criteria which will be applied to the falling rolls fund.

Schools Forums

Approach in 2013-14 and Review Findings

93. The new Schools Forum regulations came into effect on 1 October 2012. These have improved the transparency and independence of Schools Forums.
94. We asked in the February consultation document whether Schools Forums were now operating more democratically and transparently and if not, what further steps the Department could take in order to improve this.
95. The majority of responses suggested that either the changes had not altered the operation of the forum as it was already working well and in line with the new regulations, or that the new regulations had led to improvements in democracy

and transparency.

96. There were a number of concerns which were expressed. Where respondents felt their Schools Forum was not working as well as it should, this was largely due to representatives not cascading information among their constituents or not having time or a sufficient level of understanding to play an active part as a member of the forum.
97. We also heard views from institutions providing education for students between the ages of 14 and 25 (such as further education colleges) that have an interest in local decisions regarding high needs funding and funding for pupils who are educated in further education provision from age 14. They were concerned that, despite this, there is no statutory place for such institutions.

Approach for 2014-15

98. We are clear that Forums must operate transparently and fairly. We will continue to monitor Forums to ensure that they are implementing all aspects of the revised regulations. We will also re-issue the good practice guide. If we find that local authorities have not been adhering to the regulatory requirements (which include publishing papers on websites), then we will consider taking further action.
99. We will be making one change in relation to the Schools Forums regulations in 2014-15 (on which we will consult). **We will require that all Forums include one elected representative from an institution (other than from a school or academy) providing education beyond age 16 (but may also be providing education for 14-16 year olds). This will replace the current requirement for a representative from the 14-19 partnership.** We will make this change at the same time as we revise the School Funding Regulations.

Chapter 2 – High Needs Funding

Approach in 2013-14 and Review Findings

1. In March 2012 we announced a new approach to funding provision for pupils and students with high needs and we confirmed these arrangements in the 2013-14 School Funding document.
2. In preparing for these changes with local authorities, schools and other providers, we heard a number of concerns about the changes and how they were being introduced. We therefore included a number of questions in our consultation document on high needs and explored these issues with local authorities we visited during the review. The questions and responses are summarised below.
3. Currently local authorities can direct additional funding from their high needs budget to mainstream schools and academies with a disproportionate number of high needs pupils – and many authorities are choosing to do this. We could go further than this and allow authorities to include a new formula factor which would serve a similar purpose.
 - i. We wanted to understand whether such a formula factor, based on the number of pupils for whom the school receives top-up funding, would be helpful.
4. This would involve those authorities that opted to use such a factor moving funds from their high needs budget to their individual schools budget. It would also involve the use of locally collected data for 2014-15 school budget share allocations, as the new data item in the school census on numbers of pupils receiving top-up funding will first be collected in January 2014. Opinion on this was divided and the responses received reflected past local practice on the funding of pupils with high cost SEN.
5. There was strong support for a new high needs formula factor. Of those that were in favour, the main reasons cited in support of this were: that the local authority were already doing this using their high needs budget; that it allowed funding to be more closely linked to the high needs pupils in a school; and that it would better support inclusive schools which attract high numbers of pupils with SEN.
6. On the other hand there were also strong views against introducing such a formula factor. The main reason cited was that this would risk returning to the position that has existed in some local authorities, where statements of SEN were produced even for comparatively low level SEN, because schools used that process more to generate extra funding than for the purpose of identifying and meeting the child's real needs in consultation with the child's parents.

- ii. We also asked how fast we should move towards a common £6,000 cost threshold. The costs of the additional support required by pupils with SEN below this threshold are expected to be met by schools from their formula budget share, plus any extra provided under the arrangements described above. Above this cost threshold the local authority responsible for the pupil would pay top-up funding. In particular, we wanted to know whether a standard £6,000 threshold should be a requirement for 2014-15.
7. The majority of responses received suggested that the £6,000 threshold should be a mandatory requirement for 2014-15. Those supporting this felt it would ensure consistency in the funding for high needs pupils, particularly when there are cross border movements of pupils.
8. There were though a significant number of respondents who were opposed to the £6,000 threshold being mandatory. They thought that this would mean losing flexibility and local discretion, that it would represent too much of a change from the local authority's current approach, and that a common threshold was not appropriate until there was a national funding formula and disparities in funding across the country were addressed.
- iii. Aware that continuing differences between the high needs funding systems for the pre- and post-16 age groups had drawn adverse reactions, we also wanted to hear ideas about how the two systems could be brought closer together, and whether the Department should play a role in disseminating good practice in relation to top-up funding.
9. We received a number of ideas in response to this question. Many of the respondents referred to the 2013-14 allocation process and how this could be improved in the coming year. There was a plea for more consistent advice to be provided and better co-ordination in terms of communications, data collections and terminology used. Some suggested having a common funding period and others bringing together the place funding methodology, particularly for special schools (£10,000 per place).
10. A small number of respondents pointed to the inherent difference between funding statutory and non-statutory participation in education, and cited this as a reason for not trying to bring the two systems closer together.
11. There was broad agreement that it would be helpful for the Department to play a greater role in disseminating good practice, although a number of respondents cautioned against more requirements that fettered local discretion.

Approach for 2014-15

Notional SEN budget

12. In 2013-14 we are allowing local authorities flexibility to use their high needs budget to make additional allocations outside the formula to schools that have a disproportionate population of pupils with high needs. We have stipulated that authorities should develop clear criteria for such allocations to their schools and academies, and that they should be applied equally to maintained schools and academies.
13. Although a majority of those responding to our consultation thought that it was important to include a factor in the formula to reflect the incidence of high needs in a school, we have concluded that more time is needed to consider how such a factor would work. In particular, we would not want a high needs factor to create a perverse financial incentive for schools to identify high needs pupils, when the costs of their additional support can be met from their budget.
14. **We will therefore not be introducing a new high needs formula factor in 2014-15, but we will continue to consider the case for this in the future.** Local authorities will continue to be able to target funds from their high needs budget, in cases where the notional SEN budget produced by the formula is comparatively low.
15. Our operational guidance will specify that the data used for this targeted funding in 2014-15 should primarily be the data available locally on pupils for whom the school receives top-up funding in October 2013, that the distribution criteria should be decided in advance on the basis of local authorities' experience in 2013-14, and expressed as a formula that minimises the perverse incentives, and that we will collect the information about the formula to be used as part of the pro forma return from each local authority. This information will help us decide whether we include a factor in the formula in future years.
16. For the introduction of the new high needs funding arrangements in 2013-14, we strongly recommended that local authorities should delegate sufficient funding for schools to be able to pay for costs of additional support up to a threshold of £6,000. We acknowledged that for some authorities this would mean delegating more through the formula and for others it could mean delegating less.
17. Taking into account both the weight of responses and arguments in favour of moving to a mandatory £6,000 threshold in 2014-15, and the information that a significant majority of local authorities are already operating at or near that

threshold², **we intend to make the £6,000 threshold a requirement in 2014-15 through the finance regulations.** We are aware, however, that for some authorities to meet this requirement will mean a significant change in the level of delegation of SEN funding, and that in these circumstances schools will need to understand how such a change will affect their budget.

18. The continuation of the flexibility available to all local authorities to apply additional funding from their high needs budget should mean that any adverse impact is minimal. Nevertheless, **officials from the Department will be available to help local authorities make the necessary adjustments and explain them to their schools.**

Pre- and post-16 arrangements and dissemination of good practice

19. We have had some helpful suggestions on how to bring the two high needs funding systems closer together. **Operational guidance from the EFA will explain how improvements to the high needs allocations process will be implemented over the next 12 months.**

² Our analysis of returns from local authorities indicates that at least 108 are currently operating a cost threshold of £6,000 or are not far off that threshold. This is based on information from 119 authorities, so the actual number is likely to be more than that.

Chapter 3 – Next Steps

Introduction

1. In the previous chapters, we have set out the findings from our review and the changes which we will be putting in place in 2014-15.
2. These changes will require all Schools Forums and local authorities to undertake a further review and to consider again how far the local approach is moving towards a pupil-led formula.
3. Taking into consideration the changes set out in this document, local authorities, working with their Schools Forum should now develop their local formula using the two mandatory factors and the optional factors which will be in place in 2014-15, selecting if appropriate the new optional sparsity factor.
4. This chapter summarises the formula factors for 2014-15, details of the Minimum Funding Guarantee for 2014-15 and describes the exceptions we plan to have in place to the presumption of delegation. We also confirm the pro forma timing and the support which will be offered by the Education Funding Agency.

Formula Factors for 2014-15

The formula factors which will be in place for 2014-15 will be mandatory factors.

- A single per pupil amount (for primary, KS3 and KS4)
- Deprivation*

Optional factors:

- Looked after children
- SEN / prior attainment
- English as an additional language* (EAL)
- Pupil mobility
- Post-16 provision*
- Lump sum
- Sparsity (*new*)
- Split sites*

- Rates*
- PFI*
- London fringe*

(The factors above marked with are not subject to any change in relation to the measures, limits or criteria)*

Minimum Funding Guarantee

5. We have always been clear that in the move towards a national funding formula we want to protect the per pupil funding for schools from one year to the next against significant changes in funding formulae or changes in data not directly related to pupil numbers. We will continue in 2014-15 to operate an MFG set at the same level as for 2013-14 - minus 1.5%. The operational guidance provides further information about the operation of the MFG in 2014-15. We will continue to exclude from the calculation of the MFG:

- lump sum;
- post-16 funding;
- allocations from the High Needs Block, including those for named pupils with SEN;
- allocations made through the early years single funding formula; *and*
- rates.

Presumption of Delegation

6. We will continue to allow school leaders greater choice over how to spend their budget, so most services within the notional Schools Block and the funding for them should be delegated to schools in the first instance. The seven exceptions will continue to be:
 - where maintained schools agree that a service should be provided centrally (“de-delegation”);
 - historic commitments;
 - statutory functions of the local authority;
 - equal pay back-pay;
 - funding of non-SEN places in independent schools;
 - infant class size funding; *and*

- basic need growth fund.
7. In addition to these areas, as we set out in chapter one, we will also be introducing an option for local authorities to top slice DSG funding in order to support schools with falling rolls in a small number of exceptional circumstances.

Academies' Budgets

8. Many academies that initially receive their budgets based on estimated pupil numbers have their funding adjusted to reflect in-year pupil counts through a process called the pupil number adjustment. In line with principles of funding simplification overall, we intend to consider introducing a simplified method for calculating these adjustments to 2013/14 budgets.
9. We plan to consider options for how best to do this and involve academies and representative bodies during the summer and autumn of 2013 before finalising our approach.

Pro-forma and Timing

10. With the publication of this document and the accompanying operational guidance, local authorities will be able to re-work their local formula for 2014-15, working with their Schools Forum and consulting all schools and academies in their area. We will be issuing shortly an improved version of the pro forma which will enable local authorities to model formula changes before submission. A number of authorities have been testing the new version and we are grateful for their assistance.

Date	Action
31 October 2013	Local authorities submit provisional Schools Budget pro forma to the EFA
27 November 2013	Schools census database closed
16 December 2013	EFA confirms DSG allocations for 2014-15 (prior to re-couplement of funding for academies)
21 January 2014	Local authorities submit final data for Schools Budget pro forma
28 February 2014 ³	Local authorities confirm budget for their maintained schools. EFA confirms academies budgets.

Table 1 – Timetable for the Dedicated Schools Grant

Role of the EFA

11. The EFA will continue in 2014-15 in its statutory role on behalf of the Secretary of State to oversee the school funding system. The EFA will in the same way as set out last year:

- continue to have the right to send an observer to Schools Forums;
- review each local authority's pro forma for 2014-15 to ensure it is compliant with the new arrangements and reasonable; and
- verify any complaints in relation to potential infringements of the regulations or DGS grant conditions.

³ We will consult on the revised School Finance Regulations on bringing forward this date from 15 March to 28 February.

Annex A

Analysis of responses to the consultation Review of 2013-14 School Funding Arrangements

Introduction

1. This report is based on the 260 responses the Department received to the consultation.
2. As some respondents may have supported more than one option for questions, total percentages listed under any one question may exceed 100%. Throughout the report, percentages are expressed as a measure of those answering each question, not as a measure of all respondents. There were specific issue campaigns, responding to a single question only, as well as responses by letter rather than through the consultation template. Where possible we have included responses via letter or e-mail under the relevant question.
3. The organisational breakdown of respondents was as follows:

Local authority / Schools Forum and joint responses	119 (46%)
School / governor responses	119 (46%)
Other responses (inc. trade union, associations and parents)	22 (8%)
Total Responses	260

Questions and Responses

Question 1: Should we set a minimum threshold for the pupil-led factors, and if so at what level?

There were 220 responses to this question. Yes 76 (35%) No 117 (53%)
Maybe / Possibly 27 (12%)

There were 56 responses where a minimum threshold level was stated. The lowest level stated was 6% with the highest level stated 95%. The average (mean) value was 82% and the most frequently stated value was 85%.

Of those responses which stated there should not be a minimum threshold value there were three common reasons which included:

- Takes away local discretion and flexibility
- Will remove too much funding from the lump sum / cause issues for small schools
- Should not be done before funding inequalities are resolved across the country

Q2: On what basis did the local authority decide on the quantum or proportion of funding to target to deprived pupils?

There were 190 responses to this question. A number of respondents interpreted this question to be about the selection of the deprivation indicators. These responses are not included in this total.

The most common responses were:

Used or adapted the historic approach (or use a historic approach alongside efforts to minimise turbulence) 129 (68%)

Set a quantum in order to minimise turbulence 21 (11%)

Agreed new principles, considered new models / data, reassessed need 7 (4%)

Other reasons included: deprivation allocation was developed as a balancing figure, compared allocations made by other local authorities in areas, quantum was political decision, was set after considering pupil premium.

Q3: On what basis did local authorities decide on the per-pupil amounts for the prior attainment factors?

There were 208 responses to this question.

The most common responses were:

Used historic spend data or historic formula factors mapped as closely as possible to the new factors	119 (57%)
Used a combination of support for school action plus, low cost/high incidence statements and a share of mainstreamed grants	12 (6%)
Did not know how the per-pupil amounts had been set	14 (7%)
Set a percentage of total funding for SEN and shared this equally among all schools	2 (1%)
Actual number of statemented pupils	2 (1%)

Q4: Do you agree that local authorities should continue to use the EYFSP data as an attainment-related proxy or should we consider use of a different indicator to identify low cost SEN in primary schools? If so what indicator?

We received 212 responses to this question.

Yes 140 (66%)	No 60 (28%)	Undecided / Unclear 12 (6%)
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For those responses that expressed a preference for an alternative, there was some consensus that using Key Stage 1 data would be preferable.

There were also a small number of respondents who suggested that the Department should use deprivation factors alone as a proxy, or that we should consider a system where schools were allocated funding based on the actual number of pupils with a statement of SEN.

Q5: Would it help to allow an additional weighting to be given if a school experiences in-year changes to pupil numbers above a certain threshold? If so where should this threshold be set?

There were 202 responses to this question.

Yes 125 (62%) No 40 (20%) Maybe 37 (18%)

Of those that stated a threshold the most frequently cited level for the threshold was 10%. The average threshold value was around 12%.

A number of responses suggested that an additional weighting was appropriate, but not using a threshold based approach set nationally. This included:

- Allow local authorities to set a threshold locally
- Support schools with mobility above the local authority average / national average
- Using a banding approach
- Find a better way to measure in year changes in pupil numbers

Of those that did not agree that an additional weighting was helpful, the reasons cited included that the factor was not used in the local authority, the respondent felt that schools should be able to manage, or in a small number of responses that the low overall funding for the authority meant that targeting funding for mobility was unaffordable.

Other responses asked whether the review question addressed the right issue, and whether a bigger issue was in relation to the impact these children have on the schools including where sudden movements of large numbers of pupils mean that schools can be exposed to highly variable funding year on year.

Q6: In areas with a large number of small schools, could the problem of having a fixed lump sum be overcome by reducing the relevant AWPU?

There were 234 responses to this question.

Yes 15 (6%) No 107 (42%) Unsure 112 (52%)

This was an unpopular suggestion. Respondents felt this cannot be done without causing too much turbulence, and reducing the AWPU disadvantages larger schools. Some also felt that it goes against the aim of pupil-led funding.

Q7: Would having the ability to apply a separate primary and secondary lump sum avoid necessary small schools becoming unviable? If so, how should we deal with middle and all-through schools?

There were 256 responses to this question.

Yes 138 (54%) No 60 (23%) Unsure 58 (23%)

Many respondents felt that the ability to vary the lump sum by phase would provide welcome flexibility, particularly as primary and secondary schools face different fixed costs. On the question of middle schools, most respondents who answered this question felt that middle schools should receive a lump sum that is weighted for either the year groups it has in each phase (primary or secondary) or the number of pupils it has in each phase.

However, a significant proportion of respondents also noted that their concern about the single lump sum relates to school size rather than, or in some cases as well as, school phase. Some of these respondents suggested a tapered lump sum instead, related to school size.

Q8: We said in June that we would review the level of the lump sum cap (currently £200,000) for 2014-15 in order to establish whether it is the minimum cap needed to ensure the sustainability of necessary small schools. If we continue with one lump sum for both primary and secondary, what would be the minimum level of cap needed to ensure the sustainability of necessary small schools? If we had separate lump sums for primary and secondary, what would be the minimum cap needed for each in order to ensure the sustainability of necessary small schools?

There were 127 responses to this question.

Responses varied on this question, but the most popular responses were:

Minimum cap of £200,000	51 (40%)
Minimum cap of £150,000	21 (17%)
Minimum cap of £100,000	15 (12%)

Respondents also offered suggestions for differently sized lump sums for primary and secondary, with the vast majority suggesting lower lump sums for primary, most in the

range of £50k - £150k for primary and £150k - £250k for secondary. A minority called for the lump sum to be scrapped altogether.

Q9: Would using a school-level sparsity measure to target a single lump sum based on distance between pupils and their second nearest school, avoid necessary small rural schools becoming unviable?

There were 247 responses to this question.

Yes 106 (43%) No 42 (17%) Unsure 99 (40%)

Rural schools and rural authorities were mainly in favour of this proposal while larger and more urban schools and authorities expressed concern about this factor taking away funding from the rest of the schools sector.

While those who responded were mostly in favour, the main concerns were:

- it is complex and could be difficult to administer
- it does not take into account travel distance or travel time
- it does not take into account parental preference or availability of places at local schools

Q10: What average distance threshold would be appropriate?

There were 46 responses to this question.

The majority of respondents to this question suggested between two and three miles, and some also suggested using the statutory walking distances as the basis for setting this threshold.

Q11: If we had a sparsity measure, would it still be necessary to have lump sum in order to ensure that necessary schools remain viable? Why? What is the interaction between the two?

There were 247 substantial responses to this question.

Most respondents were nervous about losing the lump sum entirely, particularly urban schools and authorities that would not benefit from a sparsity factor. Several respondents felt that the lump sum is there to cover the fixed costs of all schools, while the sparsity

factor provides additional money to meet the challenges that rural schools face, so they have different uses.

Both sparsity and lump sum	112
Sparsity factor only	11
Lump sum only	6
Neither	1
Unsure	117

Q12: What alternative sparsity measures could we use to identify necessary small schools in rural areas?

There were 67 responses to this question.

Population density and distance between schools were two of the more popular answers. More of the answers focused on the need for the sparsity factor to measure travel distance or time, and to take into account issues beyond travel, such as catchment areas, availability of places and facilities in the local area.

Factor based on the population density of a school's catchment	24 (36%)
Factor based on distances between schools	8 (12%)

Q13: Would the ability for both schools to retain their lump sums for one or two years after amalgamation create a greater incentive to merge?

There were 254 responses to this question.

Yes 139 (54%) No 55 (22%) Unsure 60 (24%)

While the majority were in favour, there were objections to this and even some of those who agreed this would be helpful had reservations. Some of the key points made were:

- it doesn't incentivise schools to merge as long as there is an option (federation) which achieves the same thing but allows both lump sums to remain
- the split site costs of merging are still significant, although in this case the split site factor should cover the costs rather than requiring the lump sum for longer
- merging needs to be a decision taken for long term benefit, rather than short term financial gain

Q14: If you think local authorities will be unable to use the allowable deprivation indicators in order to prevent significant losses to schools with a high proportion of deprived pupils, why do you think that is the case?

There were 159 responses to this question.

70 (44%) respondents felt that local authorities should be able to use the allowable deprivation indicators in order to prevent significant losses to school.

There were however 89 (56%) respondents who indicated that local authorities have not been able to do so. Of these responses the reasons cited were varied. The three most frequently cited reasons were:

- concerns about the appropriateness to their area of either / both of the allowable indicators (FSM and IDACI) 44 (28%)
- problems were encountered because the authority receives a relatively lower level of funding for schools and providing sufficient funding was compromised 7 (4%)
- the loss of previously allocated grants to support schools with high numbers of deprived pupils could not be compensated for in 2013-14, using the allowable formula factors 6 (4%)

Q15: Do you have any evidence that service children (once we account for deprivation, mobility and pastoral care through the Pupil Premium) require additional funding in order to achieve as well as non-service children?

There were 60 substantial responses to this question.

The nature of the responses was very varied.

There were a number of respondents who cited evidence from their area to support the case that there was a need for additional support. This mainly suggests how, in previous local formulae and via grants, there were very high levels of extra funding to support interventions which ensured that service children attained well. This was particularly the case for schools which have extremely high numbers of service children, located on, or adjacent to a military base. A small number of respondents asked for a service factor to be included.

A number of responses raised the point that for some areas, the issues facing service children can have similarities with the issues of deprivation, particularly in areas where there are high levels of service personnel at the lower military ranks.

Around 25 respondents felt that there were additional needs for service children, but that all schools should be able to identify and meet these needs without the need for further intervention or that the schools should be able to support such needs using pupil premium funding.

A comment was made by a few respondents that there is a greater issue in relation to the vulnerability of schools with high numbers of service children where they can face volatile funding levels when regiments move bases for example.

Q16: Have the 2013-14 reforms prevented local authorities from targeting funding to groups of pupils that need additional support, if so, which?

There were 154 responses to this question where the respondent suggested there were problems targeting groups of pupils that needed additional support.

The most common themes from the responses received were:

- that the local authority has been unable to provide sufficient funding for all pupils because the authority is low funded
- there are aspects of the SEN arrangements which mean there are SEN pupils who are not appropriately funded
- not being able to support a particular local circumstance and collaboration between local schools
- changes to the EAL factor mean there is not sufficient funding and /or sufficient duration of funding for EAL pupils.
- issues in supporting large numbers of traveller children attending schools.
- supporting children from families with low incomes, and a very small number cited supporting deprivation sufficiently.

Q17: In cases where a population bulge is imminent, what is preventing good and necessary schools from staying open?

There were 211 responses to this question.

The most common response to this question was to call for funding to support schools with falling rolls. Respondents felt that schools with falling rolls should be allowed to access exceptional financial support from the growth fund to mitigate schools closing short-term when a population bulge was imminent. If such funding was allowed, these schools could remain open so that they were fully functioning when the population bulge reached the entry age.

A significant number of respondents felt that schools with falling rolls could remain open if there was longer-term future planning carried out.

Q18: Are there any other circumstances in which falling rolls are unavoidable in the short term?

There were 201 responses to this question.

The four main reasons cited for unavoidable falling rolls were:

- a change of employment opportunities in the area causing domestic movement.
- regeneration projects to transform whole estates, which move children out of the area either temporarily or permanently
- a sudden drop in local birth rate This would have a knock-on effect for school participation some four to five years later, and would continue to have an impact through the system over the next 12 years or so unless local demographics changed with more people with school-age children being attracted to the area.
- changes in the outcome of Ofsted inspections which affect parental choice

Q19: Would a formula factor that indicates those pupils who receive top-up funding be a useful addition, to help deal with the funding of high needs?

There were 226 responses to this question.

Yes 125 (55%) No 54 (24%) Maybe / unclear 47 (21%)

The majority of respondents thought this would be helpful.

Responses in favour of a factor said that there was a worry among schools, particularly smaller schools that the costs of high needs pupils can erode their SEN budgets and direct funding away from other pupils.

Respondents rejecting this idea mainly cited a concern that this would lead to statements being produced for relatively low level SEN. There was also concern that adding another factor adds further complexity to the formulae and could remove local flexibility.

Q20: To address the variation in base funding between neighbouring authorities, how fast should local authorities be required to move towards the £6,000 threshold? Should it be made a requirement from 2014-15?

There were 220 responses to this question.

Yes 145 (66%)

No 53 (24%)

Maybe 22 (10%)

Of those that thought the £6,000 threshold should be moved towards more quickly, the main reason for doing so was to ensure national consistency and to make it easier for local authorities and schools to manage in areas where there are cross border movements.

Of those that were opposed to a move towards the standardisation of the £6,000 threshold this was because this did not match the way in which they currently work in their local authority areas or because they felt that more time was required to make such a change. A small number of respondents felt this should not be required until there was a national funding formula.

Q21: Should the Department play an active role in spreading good practice and model contracts / service level agreements?

There were 218 responses to this question.

Yes 192 (88%)

No 15 (7%)

Maybe/Other 11 (5%)

The vast majority of those responding thought that it would be helpful for the Department or Education Funding Agency to play a role in disseminating good practice. Some responded with a caveat that this should be soundly based and reflected the policy intention.

There was however also a view expressed by a number of respondents that this should be in the form of guidance rather than more regulation and some also suggested there should always be room for some local discretion.

Of a very small number who did not agree that the Department should play such a role, or where issues were cited, the main points were: that arrangements should be local authority led but with a role for the Department to understand where there was good practice and support the process of information sharing; some felt the first priority for the Department in this area was to consolidate and review existing guidance to make this clearer and simpler for local authorities.

Q22: Do you have ideas about how the pre and post-16 high needs systems might be brought closer together?

There were 194 responses to this question.

The most frequently cited ideas were:

- aligning the pre and post 16 funding streams to the same funding cycle – April-March.
- providing better and more co-ordinated and consistent guidance for pre and post 16 funding arrangements
- introducing one funding system that incorporates both pre and post 16 funding.
- instead of differentiating between pre- and post-16 places, with the former attracting £10,000 and the latter attracting an amount based on the 16-19 year old national funding formula, funding all places at a standard national rate.

Q23: Do you think that Schools Forums are operating more democratically and transparently? If not, what further measures could the Department take in order to improve this?

There were 212 responses to this question.

Yes: 71 (33%) No: 72 (34%) No change: 69 (33%)

There were very mixed responses to this question.

Where respondents felt there were issues remaining, this mainly related to the approach to voting and the transparency of papers and decisions. There were a small number of comments which suggested problems with the new voting arrangements by phase.

A significant number of respondents felt that their forum was already operating democratically and transparently and that the changes were not required and have not made a significant difference.

A further third of respondents felt that the changes had improved the operation of forums. A number who felt their forum was working more effectively, asked that the Department should play a role in sharing good practice across the country.



Department
for Education

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Reference: DFE-00072-2013

Directorate of Children's Services

Budget Fact Sheet

No. 2 – June 2013

- **Review of 2013-14 School Funding Arrangements- Changes for 2014/15**

Full details of the DfE documentation issued on 5 June which summarise the findings from the review of 2013-14 funding arrangements and changes for 2014-15 are available at: <https://www.gov.uk/government/publications/school-funding-reform-findings-from-the-review-of-2013-to-2014-arrangements-and-changes-for-2014-to-2015>

The key issues:

- National benchmarking data has been produced by the DfE and is available at <http://media.education.gov.uk/assets/files/pdf/r/review%20of%20201314%20school%20funding%20arrangements%20-%20amended%20headings.pdf>
- Dedicated Schools Grant – Schools Block and Early Years Block unit values have been confirmed as cash limited at 2013/14 values. However, this could potentially mean a reduction in the High Needs Block funding if there are demographic changes in the pupil population nationally.
- Minimum Funding Guarantee (MFG) – a maximum reduction of -1.5% per pupil has been confirmed for 2014/15.
- Prior attainment – the DfE has confirmed that Early Years Foundation Stage Profiles will continue to be used for primary schools to identify prior attainment funding but for secondary schools will comprise of Key Stage 2 English **or** Maths at Level 3 or below (English **and** Maths criteria was used for 2013/14).
- Value of lump will be capped at £175,000 maximum.
- The DfE has prescribed minimum values of Basic per Pupil funding (£2,000 primary and £3,000 secondary) Dudley's Basic per pupil for 2013/14 was £3,125 for primary and £4,453 for secondary.
- The DfE has prescribed at least 80% of funding should be distributed through pupil led factors; in 2013-14 Dudley distributed 91.6% for pupil led factors.
- School budgets must be issued by 28 Feb 2014.
- While the DfE is not prescribing a minimum proportion of funding to be allocated through the deprivation factor they are continuing to ask Schools Forums and Local Authorities to their review deprivation funding arrangements.
- The DfE are awaiting outcomes of the Comprehensive Spending Review prior to confirmation of funding arrangements for 2015/16.

- **Dudley's Local Funding Formula Review for 2014/15**

A short consultation will take place from 2 September to 11 October 2013.

Discussions are currently underway with HTCF-BWG to review the following;

- Continuation of claw back of gains to fund the cost of MFG
- Value of the Lump Sum for Dudley schools
- Funding to be de-delegated
- Funds allocated to deprivation
- Notional SEN funding criteria for schools that have a disproportionate population of pupils with high needs;

Recommendations from these discussions will be reported to Schools Forum at 9 July meeting and included in the Autumn term consultation.

Decisions will be made by Schools Forum **88** at the meeting on 24 October 2013.

- **Funding workshops**
Funding workshops are proposed for the Autumn term and dates will be circulated shortly. The workshops will cover an update on funding changes for 2014/15 and equal pay.
- **SEN Units in Mainstream Schools**
The funding methodology for 2014/15 is under review and will be reported in the Autumn term.
- **Review of Dudley's Pupil Referral Units**
The review of Dudley's behavioural Short Stay School Service is ongoing. Regular updates will be presented to Schools Forum.
- **Scheme for Financing Schools**
Dudley's Scheme for Financing Schools has been reviewed and updates proposed. The proposed changes will be published for consultation early in the Autumn term and be effective from January 2014.
- **Schools Forum**
Schools Forum Constitution will be updated shortly to reflect a new DfE requirement to include one elected representative from an institution (other than schools or academies) providing education beyond age 16, and to ensure academy representation is proportionate in the light of schools converting to academies since April 2013. Changes will be implemented in the Autumn term when the Schools Forum Regulations have been issued.

The final meeting for the current academic year will be 9 July 2013.

The future meetings scheduled for the 2013/14 academic year are: 17 September 2013, 24 October 2013, 20 November 2013, 10 December 2013, 21 January 2014, 25 February 2014, 18 March 2014, 3 June 2014 and 8 July 2014.

Schools Forum agendas and minutes of the meetings are available on the Council website together with details of Forum members as follows;
dudley.gov.uk / meetings and decisions / Committee Management Information System / Committees / Current Committees / Dudley Schools Forum / Meetings tab (minutes are available within the relevant meeting date).

A School Forum internet website for Dudley is to be implemented shortly and will provide useful information including DfE related consultations, regulations and guidance, member information, roles and responsibilities, dates of future meetings, current membership and the Constitution.

- **Further Details**

Please contact sue.coates@dudley.gov.uk or telephone 01384 814217.

Jane Porter
Director of Children's Services

Dudley Schools Forum - 9 July 2013

Report of the Director of Children's Services

Schools Forum Proposed Meetings 2013/14 Academic Year

Purpose of Report

1. The purpose of this report is to provide Schools Forum with a schedule of proposed meeting dates for the 2013/14 academic year.

Budget Working Group Discussed

2. Yes – 24 June 2013.

Schools Forum Role and Responsibilities

3. The current Schools Forums (England) Regulations 2012 state that a Schools Forum must meet at least four times a year and are quorate if at least two fifths of the total membership is present at a meeting.

Action for Schools Forum

4. To agree the proposed dates for the 2013/14 academic year.

Attachments to Report

5. Appendix A – Schedule of proposed Schools Forum, Agenda Setting and Budget Working Group meetings for the 2013/14 academic year.

Karen Cocker
Children's Services Finance Manager
24 June 2013

Schools Forum 9 July 2013

Report of the Director of Children's Services

Schools Forum Proposed Meetings 2013/14 Academic Year

1. The purpose of this report is to provide Schools Forum with a schedule of proposed meeting dates for the 2013/14 academic year.

Background

2. The 9 July meeting is the last scheduled meeting of the Forum for the 2012/13 academic year.
3. Whilst the Schools Forum Regulations state that a Schools Forum must meet at least four times a year, the Dudley Schools Forum normally meets six times a year and more frequently if there are strategic funding decisions to be made.
4. Given the ongoing nature of the School Funding Reforms it is anticipated that additional meetings will be required between September 2013 and March 2014. Therefore the schedule of meetings for the forthcoming academic year is detailed in Table 1. In the event that a meeting is not necessary then this will be cancelled and members advised.
5. Table 1 – Schools Forum Meetings for 2013/14 Academic Year

Schools Forum Meeting 6pm	Venue
17 September 2013 (Tues)	Saltwells EDC
24 October 2013 (Thur)	Saltwells EDC
20 November 2013 (Wed)	tbc
10 December 2013 (Tues)	Saltwells EDC
21 January 2014 (Tues)	Saltwells EDC
25 February 2014 (Tues)	Saltwells EDC
18 March 2014 (Tues)	Saltwells EDC
3 June 2014 (Tues)	Saltwells EDC
8 July 2014 (Tues)	Saltwells EDC

6. The meetings will commence at 6pm and be held at Saltwells Educational Development Centre with the exception of the 20 November, a venue is still to be located.
7. Appendix A includes details of the proposed agenda setting meetings together with meeting dates for the Head Teachers Consultative Forum – Budget Working Group (HTCF-BWG).

Finance

8. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2012.
9. Schools Forums are regulated by the Schools Forums (England) Regulations 2012.
10. From 1 April 2006, the Schools Budget has been funded by a direct grant: Dedicated School Grant (DSG).

Law

11. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

12. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendation

13. Schools Forum to consider the schedule of meetings proposed for 2013/14 academic year and to advise the Director of Children's Services if any variations are required.



Jane Porter
Director of Children's Services

Contact Officer: Karen Cocker, Children's Services Finance Manager
Karen.cocker@dudley.gov.uk Tel: 01384 815382

SCHOOLS FORUM MEETING SCHEDULE – 2013/14 ACADEMIC YEAR

Schools Forum Meeting 2013/14 AYR		Venue	Agenda Items
17 September 2013	•	Saltwells	6pm
24 October 2013 (Thursday)	•	Saltwells	6pm
20 November 2013 (Wednesday)	•	tbc	6pm
10 December 2013	•	Saltwells	6pm
21 January 2014	•	Saltwells	6pm
25 February 2014	•	Saltwells	6pm
18 March 2014	•	Saltwells	6pm
3 June 2014	•	Saltwells	6pm
8 July 2014	•	Saltwells	6pm

Schools Forum Agenda Setting (Chair and Vice Chair)	Time	Venue –Council House
3 September 2013	4.00 - 4.30 pm	Committee Room 1
3 October 2013	4.00 - 4.30 pm	Committee Room 4
24 October 2013	5.00 – 5.30 pm	Saltwells Room 3
21 November 2013	4.00 - 4.30 pm	Committee Room 4
7 January 2014	4.00 - 4.30 pm	Committee Room 1
6 February 2014	4.00 - 4.30 pm	Committee Room 4
27 February 2014	4.00 - 4.30 pm	Committee Room 4
15 May 2014	4.00 - 4.30 pm	Committee Room 4
19 June 2014	4.00 - 4.30 pm	Committee Room 4

HTCF-BWG (Representative Head teachers)	Time	Venue
Monday 9 September 2013	8.30am – 10.30am	Saltwells EDC
Wednesday 16 October 2013	8.30am – 10.30am	Saltwells EDC
Monday 11 November 2013	8.30am – 10.30am	Saltwells EDC
Wednesday 4 December 2013	8.30am – 10.30am	Saltwells EDC
Wednesday 15 January 2014	8.30am – 10.30am	Saltwells EDC
Friday 14 February 2014	8.30am – 10.30am	Saltwells EDC
Friday 14 March 2014	8.30am – 10.30am	Saltwells EDC
Wednesday 21 May 2014	8.30am – 10.30am	Saltwells EDC
Wednesday 2 July 2014	8.30am – 10.30am	Saltwells EDC