

Schools Forum 11 July 2006

Report of the Director of Children's Services

Use of Centrally Held School Specific Contingency 2005/06

Purpose of Report

1. To advise Schools Forum of the 2005/06 financial year outturn statement in respect of the schools specific contingency.

Budget Working Group Discussed

2. Yes – 21 June 2006

Actions for Schools Forum

3. To note

Attachments to Report

4. Appendix 1



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Use of Centrally Held School Specific Contingency 2005/06

Purpose of Report

1. To advise Schools Forum of the use of the centrally held school specific contingency budget in 2005/06.

Background

- 2. The purpose of the contingency is, in general terms, to provide for in year allocations for significant in year increase in pupil numbers, in- year changes in floor area, interest on carry-forward balances, school-based emergencies, union duties, premature retirements and redundancies and other initiatives and emergencies which are difficult for an individual school to cater for from within their delegated budget.
- 3. Details of the expenditure for 2005/06 are included on the attached Appendix 1, which indicates that the budget of £1,283,723 was overspent by £244,446; this balance will be rolled forward and recovered from the 2006/07 budget allocation.

Finance

- 4. The funding of schools is prescribed by the DfES through the School Finance (England) Regulations 2006.
- 5. From 1st April 2006, the Schools Budget will be funded by a direct DfES grant: Dedicated School Grant (DSG).

Law

6. 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

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

Recommendation

8. Schools Forum note the report in respect of the 2005/06 financial year outturn statement in respect of the schools specific contingency and the requirement for the overspend to be recovered in 2006/07.

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