
Dudley Schools Forum - 24th March 2015

Report of the Interim Director of Children's Services

Dedicated Schools Grant - Central Expenditure Budgets 2015/16

Purpose of Report

1. To provide Schools Forum with further information arising from the February Forum meeting in respect of the Dedicated Schools Grant Central Expenditure budgets for 2015/16.

Discussed at HTCF – BWG

2. Yes – 18th March 2015.

Schools Forum Role and Responsibilities

3. Schools Forum Regulations 2012 state that Forum must decide on the Central Expenditure met from the Dedicated Schools Grant where:
 - i. The Local Authority proposes and Schools Forum decides for each budget line:
 - a. Growth fund (to meet requirements for basic need and infant class size regulations);
 - b. Falling rolls fund for surplus places in good or outstanding schools where a population bulge is expected in 2-3 years;
 - c. Funding for significant pre-16 pupil growth;
 - d. Equal pay back-pay;
 - e. Places in independent schools for non-SEN pupils;
 - f. Early years expenditure.
 - ii. The Local Authority proposes up to the value committed in 2014/15 and Schools Forum decides for each budget line:
 - g. Admissions;
 - h. servicing of schools forum.
 - iii. The Local Authority proposes up to the value committed in 2014/15 and where expenditure has already been committed and Schools Forum decides for each budget line:
 - i. Capital expenditure funded from revenue;
 - j. Contribution to combined budgets;
 - k. Schools budget centrally funded termination of employment costs;
 - l. Schools budget funded prudential borrowing costs;
 - m. Special education needs transport costs.

Actions for Schools Forum

4. To fully approve those Central Expenditure budgets proposed by the Interim Director of Children's Services for the 2015/16 financial year, as discussed and deferred at the February 2015 meeting, pending further information now contained within this report.

Attachments to Report

5. Appendix A - Early Years Foundation Advice Service
6. Appendix B – Early Years Pupil Premium and Free School Meals Entitlement
co-ordination
7. Appendix C - Teachers supporting Children Centres
8. Appendix D - Carbon Reduction Commitment for schools

Karen Cocker
Children's Services Finance Manager
9th March 2015

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Purpose of Report

1. To provide Schools Forum with further information arising from the February Forum meeting in respect of the Dedicated Schools Grant Central Expenditure budgets for 2015/16.

Background

2. For 2015/16, a series of central expenditure controls remain a requirement for Schools Forum to approve in line with the Schools Forum Regulations.
3. At the February Schools Forum meeting a number of items were discussed but deferred under this heading, pending receipt of additional information at the March Forum meeting.

Central Expenditure Budgets 2015/16 – Schools Forum Approval

4. The items awaiting Schools Forum approval are detailed in Table 1 and 2.

Table 1 – 2015/16 Central Expenditure Budgets For Schools Forum Approval with No Restrictions on Value

Central Expenditure Details	Value for 2015/16	Comments
Early years centrally retained spending children under 5's:		
<ul style="list-style-type: none"> • Early Years Foundation Advice 	£471,800	Appendix A
<ul style="list-style-type: none"> • Early Years Pupil Premium and Free School Meals Entitlement co-ordination 	£68,900	Appendix B
<ul style="list-style-type: none"> • Teacher supporting Children Centre 	£120,000	Appendix C

Table 2 – 2015/16 Central Expenditure Budgets For Schools Forum Approval – Restricted to Cash Limit of 2014/15 Expenditure

Central Expenditure Details	Value for 2015/16	Comments
Contribution to combined budgets:		
<ul style="list-style-type: none"> • Carbon Reduction Commitment for Schools 	£65,000	Appendix D

Finance

5. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2014.
6. Schools Forums are regulated by the Schools Forums (England) Regulations 2012 as amended by the 2013 and 2014 School and Early Years Finance (England) Regulations.
7. From 1st April 2006, the Schools Budget has been funded by a direct grant; Dedicated School Grant (DSG).

Law

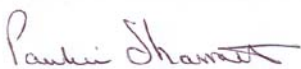
8. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

Equality Impact

9. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.
10. Schools Forum should note that there are direct staffing implications for each of the four items included in this report and should approval not given for 2015/16, then there could be an equality impact of such a decision which will need to be assessed.

Recommendation

11. Schools Forum to consider the additional information contained in Appendix A, B , C and D and to:
 - Approve the central expenditure budgets for 2015/16, as detailed in Table 1;
 - Approve the central expenditure budgets for 2015/16, as detailed in Table 2.



Pauline Sharratt

Interim Director of Children's Services

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2015/16 Central Expenditure Budgets For Schools Forum Approval with No Restrictions on Value

Early Years Foundation Advice Service

Schools Forum asked:

- *What's the remit of the team and with who do they work with (settings, ages etc)?*
- *Is there a core entitlement for schools?*
- *How do they differentiate between what is core and free and what is traded?*
- *Why, if the team is centrally funded, do schools pay at all?*

Team Profile

Senior Early Years Adviser and x 8 Early Years Advisory Teachers. (7.03FTE)

From April 1st 2015 only two advisers will be full time all year, five are part- time and two work full-time term time only

9 staff = 7.31FTE (6.98FTE accounting for term time only contracts) from April 1st 2015

Post	Adviser	F.T.E.	F.T.E Scaled down for term time only
Senior Early Years Adviser	J P	1.00	1.00
Early Years Manager	J R	0.81	0.81
Early Years Manager	C C	1.00	1.00
Early Years Adviser	R H	1.00	0.89
Early Years Adviser	G M	0.54	0.54
Early Years Adviser	S W	1.00	0.89
Early Years Adviser	A F	0.81	0.70
Early Years Adviser	S R	0.95	0.95
Early Years Adviser	S H	0.20	0.20
		7.31	6.98

Remit of the team

- Support and challenge for private, voluntary, independent (PVI) and maintained early years settings with children 0-5 years (including funded childminders).
 - 84 schools; nursery and reception classes and some year one transition work.
 - 133 PVI providers; 93 group settings and 39 childminders including governor-led childcare provision on school sites).
- Focus: teaching and learning/ closing the gap/ improving children's outcomes/achieving and retaining at least a good Ofsted judgement – all sectors.
- Strategic analysis of all available data to inform decisions regarding targeted support; Ofsted, school vulnerabilities e.g staffing, Dudley and national priorities.

Role of LA

Information from 'Early Education and Childcare - Statutory Guidance for Local Authorities 2014'

- Local authorities to focus on ensuring that all eligible children are able to take up their early education place and that weaker providers take steps to improve the quality of their provision
- Government's intention that, as far as possible, early education for two-year-olds is delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report'
- Quality outcome: all children are able to take up their entitlement to funded early education in a high quality setting.
- LAs to take appropriate action to improve the quality of provision at a local authority maintained school which has been judged by Ofsted to require significant improvement or has been placed in special measures.
- Where Ofsted have raised particular concerns about how a provider judged less than 'good' is using the Early Years Pupil Premium to support their disadvantaged children the local authority should include requirements to address this.
- Childcare Act - Section 12 places a duty on local authorities to provide information, advice and assistance to parents about childcare in the area.
- Childcare Act - Section 13 places a duty on local authorities to secure the provision of information, advice and training to childcare providers and childcare workers.

Funded and traded services

- Pre-April 2014 all schools had an annual two day funded early years support entitlement, in addition to universal funded services. The central training programme operated as a traded service and in-house training was available at a low cost.
- Targeted work continues in identified schools without cost.
- Some of the income generated is utilised to fund LA projects with groups of schools. These projects are to encourage school to school support and sharing of good practice in order to close the gap, secure positive inspection outcomes, improve provision for children and outcomes.

Examples of other funded work including strategic links

- Two year old offer quality element/ transition support, engaging parents/ marketing.
- Integrated two year old review (statutory assessment) – working with Health on pathway
- Children's Centre support e.g. appraisal of five Children Centre teachers , data sharing, Ofsted
- Provision of EY data and analysis when requested
- Early Years Pupil Premium – marketing for parents
- Working with Specialist Early Years Service and other agencies
- Links with Family Learning
- Reports for council leaders, committees etc
- Website information for schools and settings

Additional information

39 schools have received Early Years Foundation Service support in a 12 month period (Jan to Dec 14). We are not able to separate the funded from the traded work on the current EMS system used to log visits.

	Schools	PVI settings
Universal entitlement	<ul style="list-style-type: none"> • Termly Foundation Stage leaders update meeting and post-meeting surgery • Development of two year old provision including quality audits and training of staff • Support with changes to provision e.g. capacity increases/ staffing/status • Development and supply of a range of LA produced support materials e.g. EAL tracker, quality audits for learning environment indoors and outdoors, culture and diversity, forest school , transition etc. • Facilitation of EYFSP moderation meetings as part of LA moderation plan • NQT funded training • British Values briefing • Reception Baseline briefing • Planned support with using Early Years Pupil Premium • Supported good practice visits to other schools and visit recommendations • Recruitment advice • Telephone and e-mail advice • Support with tracking systems • Specialist provision network facilitation • Forest School advice 	<ul style="list-style-type: none"> • Six monthly support visits for good/outstanding settings • Support for settings delivering two year old offer or that may be in future including sourcing resources, improving environments, staff training, modelling of practice and coaching, leadership support, ITERS audits. (Impact assessment available) • Area SENCO support and termly SENCO Development group • Termly Managers Update meetings and post-meeting surgery • Funded childminder update meeting • Email and telephone advice within reason • Specific projects - e.g. Early Literacy, Early Years Locality Pilot • Supported good practice visits to other settings and visit recommendations • Support with changes to provision • Development and supply of a range of LA produced support materials e.g. EAL tracker, quality audits for learning environment indoors and outdoors, culture and diversity, forest school , transition etc. • British Values briefing and support • Planned support with using Early Years Pupil Premium • Telephone and e-mail advice • Support with tracking systems • Forest School advice
Targeted Funded entitlement	<ul style="list-style-type: none"> • Support for schools in a category and subsidised support for RI schools including coaching, mentoring, leadership support etc. • Support for vulnerable schools as directed by the AD e.g pre and post-Ofsted or leadership issues • Delivery of projects e.g. Maths, Writing, 	<ul style="list-style-type: none"> • Getting to Good network for I/RI settings • Regular on-site coaching, mentoring, modelling for I/RI setting practitioners and leaders around all aspects of learning and development and quality provision • Support for new provision prior to Ofsted registration • Support for vulnerable settings • Pre and post Ofsted support in I/RI settings

	<p>Transition, Early Years Locality Pilot</p> <ul style="list-style-type: none"> • Support with LA monitoring 	<ul style="list-style-type: none"> • Some training by negotiation where linked to Ofsted recommendations or concerns
Traded Services	<ul style="list-style-type: none"> • Central EY training programme specifically for schools • Subsidised all sector training • In-school bespoke training and support – sometimes reduced for I/RI schools • Looking Glass Centre exhibitions and workshops - subsidised • ECERS audits • Non-core NQT and NQT+1 training • Attendance at PEPs for LAC children up to 8 years (additional capacity for LACES team funded through PP) 	<ul style="list-style-type: none"> • Central EY training programme specifically for PVI only and all sector - subsidised • In-setting bespoke training and support – in good/outstanding settings • Pre and post Ofsted support in good/outstanding settings • Looking Glass Centre exhibitions and workshops - subsidised • ITERS/ECERS audits in good/outstanding settings

School involvement in Local Authority led projects

Maths - 2013/14 – 10 schools, 2014/15 – 10 schools
 Writing – 2012/13 11 schools. 2013/14 10 schools 2014/15 PVI settings
 Transition – 2013/14 2 schools 2014/15 – 11 schools. New cohort identified for 15/16
 Early Years Locality Pilot – 2 schools, 2 PVI, and 1 Children’s Centre in Lye area

Examples of impact in schools

Funded Support 2014 School A	2.5 funded days	Support linked to transition project Environment support for Y1
	11 days intensive leadership support during autumn 14 – vulnerable school.	Ofsted inspection 28/12/14 School RI but EYFS Good
Funded Support 2014 School B	2013/14 Intensive support while school was in special measures. Since Sept 14 received 5.5 funded days to support integration of nursery with RI CC provision and support for new nursery teacher.	From Special Measures to Good-02/07/14 Ofsted commented ‘The local authority has played a critical role in the school’s improvement since it was placed in special measures.’ Many positive comments re EYFS.

Support and training consultation 2014/15

Responses from EYFS leaders in schools and Private, Voluntary and Independent settings.

Overall rating for services accessed during last 12 months:

Sector	Rating				
	1 Poor	2 Satisfactory	3 Good	4 Very Good	5 Outstanding
Maintained			2 = 7%	16 = 53%	12 = 40%
PVI		1 = 3%	6 = 20%	15 = 50%	8 = 27%

Evaluation of responses to questions posed available. The amount of support received by each responding setting over the last twelve months varies from little to intensive. Further consultation responses are expected.

**2015/16 Central Expenditure Budgets For Schools Forum Approval
with No Restrictions on Value**

Early Years Pupil Premium and Free School Meals Entitlement co-ordination

Schools Forum asked for further information regarding this budget.

1. Funding of £68,900 provides administrative support in the identification of free school meals eligibility for Dudley parents through the processing of benefits claims.
2. Three members of staff (SO, LR and KB) ensure that applications to determine free school meal eligibility are processed on behalf of Dudley.
3. The direct benefit of this administrative function accrues to schools through the maximisation of their pupil premium grant funding worth £11m annually to Dudley.
4. From April 2015, the Government has extended the pupil premium grant to include the early years settings for three and four year olds and introduced the Early Years Pupil Premium; the estimated grant for 2015/16 is £308,700.
5. Furthermore, one post holder is responsible for ascertaining the eligibility for the early years education entitlement for two year olds in disadvantaged areas. This is a key priority for Central Government and Dudley has a target to encourage the maximum eligible parental take-up during 2015/16 in order to maximise the Dedicated Schools Grant income from the DfE.

2015/16 Central Expenditure Budgets For Schools Forum Approval
with No Restrictions on Value

Teachers Supporting Children's Centres

Schools Forum asked "What is the effectiveness of the teachers given that they are part-time?"

- Budget proposed for 2015/16 £120,000
- Budget approved 2014/15 £120,000
- Supports 2.61fte/5 teaching staff across the five Children's Centre clusters.

The total number of Children's Centre teachers was reduced in June 2014 as part of the wider Children's centre remodelling process; the remodelled structure moved forward in September 2014 and five part time teachers now cover each of the five Clusters.

The teachers now have a wider remit and their work has had to be prioritised ensuring that their qualified teacher status is fully utilised in contributing to Children's centre service plans, particularly around outcomes for targeted families.

The teachers' focus is on closing the gap for targeted children within the cluster area. They do this through access to settings and activities that targeted children attend e.g. funded two year olds and, possibly in the future, those attracting EY Pupil Premium. Therefore there needs to be a teacher in each centre to cover these sessions. Their input into these settings and groups is to support the teaching and learning by suggesting and modelling appropriate interventions for these children. The teachers also effectively track progress and analyse gaps in order to support practitioners to ensure these children are 'school-ready'.

Children's centre teachers also support parents to understand early learning and development and how they can support their child.

There is an expectation that teachers are sharing and leading educational practice across the Children's Centres. A new Job Description was drafted at the time of the restructure and this is currently being reviewed to ensure it reflects the School Teachers Pay and Conditions 2014 and the expectations of all teachers as the new role develops.

2015/16 Central Expenditure Budgets For Schools Forum Approval – Restricted to Cash Limit of 2014/15 Expenditure

Contribution to a Combined Service Approved by the Schools Forum - Carbon Reduction Commitment for Schools

Schools Forum asked : “What is the effectiveness of the work being carried out together with the actual savings that are being achieved”

Background

1. In July 2012, a report was presented to Schools Forum to request financial support under the combined budget provision of the Dedicated Schools Grant from 2012/13 to appoint a project team, led by a full time equivalent Buildings and Estates Officer, in order to advise and lead schools on an individual basis to reduce energy usage over the whole of the school estate.
2. In order to roll out this programme across the whole school estate, all schools would be offered the following service:
 - Dedicated Children’s Services support, providing advice and guidance from a nominated project lead with support from a team of relevant officers;
 - Bespoke introductory session with relevant school staff to agree most beneficial programme for the reduction of energy bills and associated carbon tax;
 - Detailed school energy survey, followed by a review meeting and formation of an action plan;
 - Access to carbon trust energy saving resources;
 - Termly review meetings at all participating schools;
 - Energy saving measures throughout the academic year to include:
 - i. Reduction of out-of-hours electricity
 - ii. Active labelling of light switches
 - iii. ICT labelling
 - iv. Lighting assessments
 - v. Heating system review
3. The annual funding support of £65,000 pays for one building and estates officer as the nominated lead, together with £14,000 for energy or electrical and mechanical surveys. The programme commenced in August 2012 and was scheduled to be completed by November 2016.
4. Under the combined budget provision, Schools Forum is invited to approve the continuation of the financial support on an annual basis and this request relates to 2015/16 financial year.

Carbon Management Update – March 2015

5. Historically, it has been extremely difficult to monitor both gas and electricity consumption on school sites as in the majority of cases this has been reliant upon site staff manually taking readings from a number of different meters located on their site.
6. This is still the case at the majority of schools and although the regime of regularly taking readings has improved, it is still sporadic and therefore extremely difficult to compare usage from one period with another.
7. To highlight this, schools that we have worked with are sent an email at the end of each half term period requesting both gas and electric meter readings. At the end of Autumn Term 2012 we requested readings from 20 schools that we had worked with and received 5 readings. At the end of Autumn Term 2013 we requested readings from 41 schools and received 17 readings. At the end of Autumn Term 2014 we requested readings from 62 schools and received 22 readings. We do not have information for any school that includes all three readings enabling us to show consumption for 2014 compared to 2013.
8. Dudley does have seventeen settings that have a SMART meter which provide half hourly readings for electricity use and we are able to show that we have had a positive effect on electricity consumption at the settings we have worked with compared to the settings that we haven't.

Actual Achieved Savings

9. In 2013 the total electricity used at the 13 schools with SMART meters that we have worked with on the programme was 5,947,012 kw/hr.
10. In 2014 this had reduced to 5,621,372 kw/hr (a five and a half per cent reduction) with 12 of the 13 schools showing a reduction in usage.
11. This equates to a saving of approximately £36,000 across these 13 schools in 2014.
12. It should also be noted that the only school that did not show a reduction in consumption in 2014 compared with 2013 had a half per cent increase in 2014 and we had worked with them extensively throughout 2013 and had achieved a reduction in usage of four per cent in 2013 compared with 2012. The other three schools that we worked with at the start of the programme also showed reductions in consumption of at least two per cent in 2013 compared with 2012.

Extrapolated Savings

13. The 13 schools that we have worked with that have SMART meters equate to less than 20% of the school estate (in terms of pupil numbers).
14. If a similar reduction in consumption is happening at all of the schools that we have worked with (67% of the school estate) the annual saving that we will have achieved will be over £120,000.

Projected Savings

15. If we were to complete the programme and visit all schools and achieved the five and a half per cent reduction in consumption the annual saving on electricity across the school estate would be over £180,000.

Potential Cost Of Not Completing The Programme

16. As a comparison, the 4 schools with SMART meters that we have not worked with on the programme to date showed a reduction in total electricity usage from 1,592,289 kw/hr in 2013 to 1,588,532 kw/hr in 2014 (a quarter per cent reduction) with 2 of the 4 schools showing a reduction in usage.

Summary

17. Based on the readings from the SMART meters whereby the validity of data is guaranteed, it is strongly recommended that the programme is continued into year 4.