



## **Dudley Schools Forum**

**Tuesday 24<sup>th</sup> March, 2015 at 6.00pm  
at Saltwells Education Development Centre,  
Bowling Green Road, Netherton, Dudley**

### **Agenda - Public Session (Meeting open to the public and press)**

1. Introductions by the Chair
2. Apologies for absence.
3. To report the appointment of any substitutes for this meeting of the Forum.
4. To approve as a correct record and sign the minutes of the meeting of the Forum held on 24<sup>th</sup> February, 2015 (attached).
5. Any other matters arising from the Minutes of the meeting of the Forum held on 24<sup>th</sup> February, 2015 not included on the agenda for this meeting.
6. Dedicated Schools Grant – Central Expenditure Budgets 2015/16 (Pages 1 - 14)
7. Education Funding for Disadvantage Two Year Olds (Pages 15 - 20)
8. Report on Dudley Schools OfSTED Outcomes – January 2014 to December 2014 (Pages 21 - 25)
9. Report on Standards Report – Performance Data (Pages 26 - 51)
10. Dedicated Schools Grant Planning Process 2015/16 – Final Update (Pages 52 - 68)
11. Dates of Future Meetings

2<sup>nd</sup> June, 2015

Saltwells Education Development Centre,  
Bowling Green Road, Netherton, DY2 9LY.

7<sup>th</sup> July, 2015

Saltwells Education Development Centre,  
Bowling Green Road, Netherton, DY2 9LY.



**Strategic Director (Resources and Transformation)**

**Dated 13<sup>th</sup> March, 2015**

**Distribution:**

**Members of Dudley Schools Forum**

Mr Bate; Mrs Belcher; Mr Conway; Mr Derham; Mrs Garratt; Mrs Hannaway; Mrs N Jones; Mr Kelleher; Mr Kilbride; Mrs Kings; Mr Moody; Mr Nesbitt; Mr Oakley; Mr Patterson; Mr Ridley; Ms Rogers; Mrs Ruffles; Mr Shaw; Mrs Stowe; Mr Ward; Mrs Withers; Mrs Wylie

**Non-Voting Attendees**

Councillor T Crumpton - Cabinet Member for Integrated Children's Services;  
Councillor M Mottram - Chair of the Children's Services Scrutiny Committee;  
P Sharratt – Interim Director of Children's Services;  
H Powell/T Brittain – Acting Assistant Director of Children's Services;  
I McGuff – Assistant Director of Children's Services;  
K Cocker – Children's Services Finance Manager, Directorate of Corporate Resources;  
S Coates – Principal Accountant, Directorate of Corporate Resources.

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## MINUTES OF DUDLEY SCHOOLS FORUM

Tuesday, 24<sup>th</sup> February, 2015 at 6.00 pm  
at Saltwells Education Development Centre,  
Bowling Green Road, Netherton, Dudley

### PRESENT:-

Mr L Ridney – Chair

Mrs R Wylie – Vice-Chair

Mrs J Belcher, Mr J Conway, Mr C Derham, Mrs A Garratt, Mrs A Hannaway, Mrs J Kings, Mr B Oakley, Mr B Patterson, Ms P Rogers, Mrs H Ruffles, Mr N Shaw, Mr D Ward and Mrs G Withers.

Person(s) not a member of the Forum but having an entitlement to attend meetings and speak

Mrs P Sharratt – Interim Director of Children’s Services

Councillor T Crumpton – Cabinet Member for Children’s Services & Lifelong Learning

### Officers

Mrs A Callear (Divisional Lead - Family Support), Mr I Curnow (Divisional Lead - Commissioning and Procurement), Mr H Powell (Acting Assistant Director - Education Services) (Directorate of People Services); Mrs K Cocker (Children’s Services Finance Manager), Mrs S Coates (Senior Principal Accountant), Mrs L Jones-Moore (Principal Accountant) and Miss H Shepherd (Democratic Services Officer), Directorate of Resources and Transformation.

#### 76 Introductions by the Chair

The Chair welcomed everyone to the meeting

#### 77 Apologies for Absence

Apologies for absence from the meeting were submitted on behalf of Mrs N Jones, Mr J Kelleher, Mr P Kilbride, Mr M Moody, Mr P Nesbitt and Mrs M Stowe.

#### 78 Minutes

Resolved

That the minutes of the meeting of the Schools Forum held on 27<sup>th</sup> January, 2015, be approved as a correct record and signed.

79 Matters Arising from the Minutes

Arising from a request for an update in relation to minute no. 68 and the reduction of Trade Union Facility arrangements, the Children's Services Finance Manager commented that this item formed part of the De-delegations options for 2015/16 that were agreed at Schools Forum in December, 2014 and therefore no update from the Local Authority on that matter was necessary. However, an update from the Trade Union representative may be provided at a future meeting concluding their own findings as raised at the January meeting.

80 Dudley Grid for Learning (DGfL) Programme

A report of the Interim Director of Children's Services was submitted in respect of the Dudley Grid for Learning programme.

The Divisional Lead - Commissioning and Procurement, presented the report and referred to the consultation document that had previously been circulated to all Schools and provided Members with an overview of the background behind the Dudley Grid for Learning 3 contract.

He referred to feedback submitted by Dudley Schools, from the consultation, which indicated that Schools valued the current service and would be happy to update the offer, particularly as the contract had been remodelled to provide a core with modular options that could be purchased and adapted to meet each school's individual need.

It was stated that no costs for the additional modular options had been determined, but that it was anticipated that these would be confirmed before the end of March, 2015 in a catalogue being produced by RM Education.

In response to a question raised by a Primary School Head Teacher, the Children's Services Finance Manager confirmed that the new pupil unit rate would commence from February 2016 and that Schools were advised to set a DGfL budget for 2015/16 equivalent to the budget that was set for 2014/15.

The Chair raised concerns of the difficulties he had experienced accessing the site since the last refresh as he did not have a DGfL email address and requested that help and support contact details were made readily available. The Divisional Lead - Commissioning and Procurement agreed to seek a solution to address the issue.



Councillor Crumpton commended Officers on the continued work undertaken to ensure the project was implemented in all Schools.

A Secondary School Head Teacher referred to the new offer which he considered to be an improvement to the previous core, but expressed his concerns that some of the functions being offered were also part of the current facility and that problems experienced remained unresolved. He expressed his dissatisfaction in the way that the previous refresh had been installed at his School and of the disruption that had been caused to a number of schools in the borough and requested reassurances that similar problems would not be experienced in the future.

The Divisional Lead - Commissioning and Procurement commented that the reasons that some Schools had experienced problems were partly due to the complexity and diversity of some school systems that had developed beyond the original DGfL specification; the scale of the infra-structure change and the aggravations with the internet connection which was out of the Local Authorities control. He further commented that not all Schools had had the same experience and assured Members that the core was fit for purpose and that Schools experiences would be closely monitored. It was noted that whilst no large scale refresh would be undertaken in the future, further hardware upgrades would be required between now and 2021.

A Primary School Governor representative commented that she had seen both good and bad experiences but considered the relationship between Schools, DGfL and RM Education to be good and should continue to be developed.

Resolved

That the Dudley Grid for Learning programme offer to Dudley schools from 1<sup>st</sup> February 2016, as supported by the DGfL Steering Board on 5<sup>th</sup> February, 2015, and the core service per pupil unit rates payable by schools, as detailed in Table 1 of the report submitted, be noted.

81 Education Funding for Disadvantaged Two Year Olds – Sufficiency and Take Up Data

A report of the Interim Director of Children's Services was submitted on the sufficiency and take-up of two year old places for early year's education.

In presenting the report, the Children's Services Finance Manager referred to paragraphs in relation to the financial implications and funding provided by the DfE for the implementation of the initiative.

In responding to a question raised, the Children's Services Finance Manager confirmed that the under-spend from the funding would be incorporated into the central DSG reserve fund, which was not ring-fenced funding and could be allocated to any services as prescribed by the Schools Finance Regulations. However, Members were advised that as the funding for disadvantaged two year olds in 2015/16 would be based upon participation and the take-up figures from January 2015, funding allocated by the DfE would be significantly reduced. As the Local Authority was continuing to promote the initiative it was considered important to earmark some reserve to make-up any deficit costs in increased take-up after April 2015, which would not be funded by the DfE until the Autumn 2015.

The Interim Director of Children's Services referred to her recent meeting with the DfE and reiterated that the Government would like the initiative to succeed and encouraged the Local Authority to exercise flexibility and creativity in offering the provision.

The Divisional Lead – Family Support Officer gave an overview of paragraphs 10 to 23 of the report submitted and referred to the sufficiency of two year olds places within the borough and the options available to encourage further providers; how the initiative was marketed and promoted to parents; feedback received from parents as to why they had chosen not to take-up the initiative and the difficulties current providers had experienced and how data collection would be recorded.

Following the presentation, representatives and officers acknowledged that the lack of providers and places available in pockets within the Borough had had a detrimental impact on the take-up of the initiative. The Divisional Lead – Family Support Officer commented that this was an area that required improvement. It was stated that at the time the initiative was implemented it was considered that there would be sufficient provision within the Borough, however due to the poor take-up an exercise had been undertaken to ascertain where there were gaps in sufficient provision providers.

A representative raised concerns in relation to the cost implications for providers in comparison to the £4.50 per hour funding that was available and paid to providers for the service. It was considered that the funding was insufficient to cover additional overheads incurred.

Concerns were also raised in relation to the providers that had been rated less than good by Ofsted and who were now being considered to be used to accommodate the shortfall in provision. It was also considered important to avoid compromising a child's start in education in order to attain required targets.

The Interim Director of Children's Services agreed with and noted the comments made and suggested that alternative ways of providing the provision should be considered and the possibility of incentives to encourage new providers be made available.

In referring to the discussions at the Head Teachers Consultative Forum – Budget Working Group (HTCF-BWG), the Children's Services Finance Manager proposed that the funding paid to providers be increased from £4.50 per hour to £4.89 per hour from April 2015. It was noted that the outcome of the increase would result in the 39p, retained from the DfE allocation to ensure family support workers and early intervention remained Central to the Dudley Offer, would be removed and need to be funded centrally. The HTCF-BWG suggested that funding be provided from the DSG Central Reserve budget for the family support workers provision to continue for an initial period of six months, subject to a detailed report being submitted to Schools Forum in June 2015, addressing members concerns regarding the measurable impact the service had on children and families in the Borough.

In response to a question raised by the Chair, the Divisional Lead – Family Support confirmed that some of the Children Centres and Children Centre staff within the Borough were now providing 'Time for Twos' provision and that details of those particular centres and the number of children using the provision at those locations would be provided at the March meeting of the Forum.

The Interim Director of Children's Services also stated that creativity was required when assessing how the provision could be delivered and suggested that Stay and Play sessions could be an alternative option to explore.

In response to a question raised by the Special School Representative, the Children's Services Finance Manager stated that funding for the family support workers, initially for a period of six months, could be made from the 'Time for Twos' under-spend which would be incorporated into the DSG Central Reserve fund or from an under-spend in the Higher Needs Block.

Arising from a discussion in relation to whether £4.89 per hour was sufficient for providers, the Children's Services Finance Manager advised members that allocated funding would be committed to paying the increased amount for as long as the initiative was in force and should there be an increase in take up of the provision and the Council were paying above the allocation granted by the DfE, the deficit would have to be subsidised from elsewhere. Therefore one-off funding solutions would be preferred than to pay over the £4.89 per hour.

A Primary School representative requested that if incentives were made available to providers in relation to start-up costs, that clear and transparent criteria should be established to ensure that funding was allocated fairly and evenly across the Borough.

It was further requested by a Primary School representative that support be made available for those children who had been disadvantaged due to the lack of 'Time for Twos' provision available within their preferred area.

Resolved

- (i) That the progress to date in respect of the DfE's early years education funding for disadvantaged two year olds initiative, with particular reference to the sufficiency and take up of places to date and associated funding position, be noted.
- (ii) That a further report, detailing the finalised data; confirming the particular Children's Centres that were providing 'Time for Twos' provision and the number of children that had taken-up the provision at those Centre's, be submitted to the Forum meeting in March 2015.
- (iii) That the unit rate per hour paid to providers be increased to £4.89 for 2015/16, subject to a further review in 2016/17.

82 Special Educational Needs and Disability (SEND) Implementation Funding

A report of the Interim Director of Children's Services was submitted on the Special Educational Needs and Disability (SEND) Implementation, the future DfE changes and the latest financial funding profile.

The Acting Assistant Director (Education Services) presented the report and referred to paragraphs of specific importance.

Arising from a question raised by the Special School representative, the Acting Assistant Director (Education Services) confirmed that staffing figures for the service included three case workers and additional administrative time.

In response to a further question raised, the Acting Assistant Director (Education Services) confirmed that further consideration would be given to the allocation of funding to those Schools that provided an onsite Special Education facility.

Resolved

- (i) That the Special Educational Needs and Disability implementation and latest financial funding profile, be noted.
- (ii) That the Local Authority's DfE's consultation submission for funding children and young people with Special Educational Needs and Disability, be noted.

83 Universal Infant Free School Meals

A report of the Interim Director of Children's Services was submitted to provide Members with an update on the Universal Infant Free School Meals (UIFSM) grants for 2014/15.

Arising from the presentation of the report, a Secondary School Governor referred to the number of Schools that had been disadvantaged from the implementation of the UIFSM scheme and whether the Local Authority had any plans or contingencies to help alleviate some of the capital funding pressure. The Interim Director of Children's Services commented that all available monies had been utilised and that no further capital funding was available.

Resolved

That the information contained in the report on Universal Infant Free School Meals, both revenue funding and expenditure for Dudley Schools and the outcome of the recent capital bid submitted, in respect of two Dudley maintained schools, be noted.

84 Dedicated Schools Grant Planning Process 2015/16 - Update

A report of the Interim Director of Children's Services was submitted on the Dedicated Schools Grant (DSG) budget planning process and to agree the Central Expenditure budgets for 2015/16.

The Children's Services Finance Manager presented the report and made particular reference to Table 2 and Table 3 of the report submitted. She referred to the central spend recorded in both tables individually and representatives made comments and responses were given as follows:-

- Equal pay back-pay - The Children's Services Finance Manager suggested that the £1.5m that had previously been set aside as an Equal Pay loan facility for Voluntary Aided and Foundation Schools, now be incorporated into the expenditure to enable eligible Schools to draw upon the funds, if required, subject to an agreement that the monies would be paid back with an interest percentage applied, to enable schools to eliminate any outstanding equal pay claims.
- Places in independent schools for non-SEN pupils (RBPI) - In response to a question raised by a Primary Head Teacher in relation to places in independent schools for non-SEN pupils, the Children's Services Finance Officer stated that there was currently a high demand and an increase in pupils using the facility with variable provision costs.
- Early years expenditure (RBRM, RBPS, RBRP) - Members raised concerns on aspects within the Early years expenditure heading and considered it to be unreasonable to make a decision on the expenditure without fully understanding the services and benefits that would be provided and therefore requested that a detailed report on the early years foundation stage advice team functions, teachers deployed in the children's centres, and the early years pupil premium and free schools meals entitlement co-ordination be submitted to the next HTCF-BWG meeting, with a recommendation from the HTCF-BWG presented to the Forum for final approval, at the next meeting.

Members were also reminded of the proposal referred to at Agenda Item No. 7 – Education Funding for Disadvantage Two Year Olds – Sufficiency and Take-Up Data, in that funding for the family support workers provision, retained centrally, would be provided from the DSG Central Reserve budget for an initial period of six months, subject to a detailed report being submitted to Schools Forum in June 2015 addressing members concerns raised on the measurable impact the service had on children and families in the Borough.

- Contribution to combined budgets - Members challenged the reason for the continued funding of the Carbon Reduction Commitment through the above expenditure, in light of discussions at a previous HTCF-BWG meeting. The Acting Assistant Director (Education Services) agreed to refer back to the minutes from that meeting as he recalled a lengthy debate on the issue but not that a decision had been made to cease payment of the provision and would therefore report back to the Forum in March 2015.

Representatives then voted on each item of expenditure, as indicated below:-

Table 2 – 2015/16 Central Expenditure Budgets – No Restrictions on Value

Central spend on	Value 2015/16	Decision
Funding for significant pre-16 pupil growth	£500,000	Approved
Equal pay back-pay	£1.5m	Approved
Places in independent schools for non-SEN pupils (RBPI)	£400,300	Approved
Early years expenditure - £1,124,300 (RBRM, RBPS, RBR)		
<ul style="list-style-type: none"> <li>• Early Years Contingency</li> </ul>	£75,000	Approved
<ul style="list-style-type: none"> <li>• Early Years Budgets in respect of delegated service items</li> </ul>	£58,000	Approved
<ul style="list-style-type: none"> <li>• Early Years Foundation Advice</li> </ul>	£472,000	Deferred to the next meeting of the forum
<ul style="list-style-type: none"> <li>• Early Years Pupil Premium and Free School Meals Entitlement co-ordination</li> </ul>	£68,000	Deferred to the next meeting of the forum
<ul style="list-style-type: none"> <li>• Teacher supporting Children Centres</li> </ul>	£120,000	Deferred to the next meeting of the forum
<ul style="list-style-type: none"> <li>• Family Support for two year olds</li> </ul>	£330,000	Approved 6/12 <sup>th</sup> of £330,000 funding, to cover the period to September 2015 from the DSG Reserve, subject to a review and detailed report being submitted to Schools Forum in June 2015 based on the impact assessment.
Carbon reduction commitment (RBTO)	£6,700	Approved

Table 3 – 2015/16 Central Expenditure Budgets – Restricted to Cash Limit of 2014/15 Expenditure

<b>Central Spend on</b>	<b>Value for 2015/16</b>	<b>Decision</b>
Admissions	£330,400	Approved
Servicing Schools forum	£13,095	Approved
Capital expenditure funded from revenue	£66,000	Approved
Contribution to combined budgets - £333,000		
• Astley Burf	£10,000	Approved
• School Visits	£31,000	Approved
• Carbon Reduction Commitment	£65,000	Deferred for further clarification at the next meeting of the Forum.
• DART	£42,000	Approved
• Anti-bullying	£23,000	Approved
• Place planning	£33,000	Approved
• Safeguarding	£64,000	Approved
• Information Governance	£34,000	Approved
• Statistical work	£31,000	Approved
Schools budget centrally funded termination of employment costs	£71,200	Approved
Schools budget funded prudential borrowing costs	None	Approved

Resolved

- (i) That the 2015/16 Central Expenditure Budgets – No restrictions on value, as detailed in table 2 of the report submitted, be approved as listed above.
- (ii) That the 2015/16 Central Expenditure Budgets – restricted to cash limit of 2014/15 expenditure, as detailed in table 3 of the report submitted, be approved as listed above.
- (iii) That the final de-delegations budgets for 2015/16, as detailed in table 4 of the report submitted, be noted.



- (iv) That a detailed report on the Early Years functions and Children's Centres be submitted to the next Head Teachers Consultative Forum – Budget Working Group meeting, and that a recommendation from that meeting be presented to the next meeting of Schools Forum for approval.
- (v) That clarification be provided to the next meeting of Schools Forum on the continued expenditure to Carbon Reduction Commitment, in order that Schools Forum can vote on a decision as to whether this item should continue to be funded through the 2015/16 Central Expenditure Budgets – restricted to cash limit of 2014/15 expenditure.
- (vi) That 6/12<sup>th</sup> of the £330,000 annual funding for the family support workers provision, retained centrally, to cover the period April 2015 to September 2015, from the DSG Central Reserve, be approved, subject to a detailed report being submitted to Schools Forum in June 2015 on the impact of the provision of family support workers, supporting 'Time for Two's' early education, for Schools Forum to determine whether the initiative is to be supported after September 2015.

85 Dates of Future Meetings

Resolved

That the dates of future meetings be noted.

The meeting ended at 8.30pm

CHAIR

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**Dudley Schools Forum - 24<sup>th</sup> 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 – 18<sup>th</sup> 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  
9<sup>th</sup> March 2015

**Dudley Schools Forum - 24<sup>th</sup> 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.

**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"> <li>• Early Years Foundation Advice</li> </ul>	£471,800	Appendix A
<ul style="list-style-type: none"> <li>• Early Years Pupil Premium and Free School Meals Entitlement co-ordination</li> </ul>	£68,900	Appendix B
<ul style="list-style-type: none"> <li>• Teacher supporting Children Centre</li> </ul>	£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"> <li>• Carbon Reduction Commitment for Schools</li> </ul>	£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 1<sup>st</sup> 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**

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

[Karen.cocker@dudley.gov.uk](mailto:Karen.cocker@dudley.gov.uk) Tel: 01384 815382

## 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
		<b>7.31</b>	<b>6.98</b>

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



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

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 <b>School A</b>	2.5 funded days	Support linked to transition project Environment support for Y1
	11 days intensive leadership support during autumn 14 – vulnerable school.	<b>Ofsted inspection 28/12/14 School RI but EYFS Good</b>
Funded Support 2014 <b>School B</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.	<b>From Special Measures to Good-02/07/14</b> Ofsted commented ‘The local authority has played a critical role in the school’s improvement since it was placed in special measures.’ <b>Many positive comments re EYFS.</b>

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				
	<b>1 Poor</b>	<b>2 Satisfactory</b>	<b>3 Good</b>	<b>4 Very Good</b>	<b>5 Outstanding</b>
<b>Maintained</b>			2 = 7%	16 = 53%	12 = 40%
<b>PVI</b>		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.

**Dudley Schools Forum – 24<sup>th</sup> March 2015**

**Report of the Interim Director of Children’s Services**

**Education Funding for Disadvantaged Two Year Olds**

**Purpose of Report**

1. To provide Schools Forum with an update in respect of the indicative Early Years Census Return and current childcare arrangements in Children’s Centres for disadvantaged two year olds.

**Budget Working Group Discussed**

2. Yes – 18<sup>th</sup> March 2015.

**Schools Forum Role and Responsibilities**

3. From 1st 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. For Schools Forum to note the updated information in respect of the two year old census data and the information regarding the childcare arrangements in Children’s Centres.

**Attachments to Report**

6. Appendix A Table 1 – Time for Twos Children’s Centres take up

Donna Farnell/Laura Jones-Moore  
Childcare Strategy Manager/Principal Accountant  
9<sup>th</sup> March 2015



**Dudley Schools Forum - 24<sup>th</sup> March 2015**

**Report of the Interim Director of Children's Services**

**Education Funding for Disadvantaged Two Year Olds**

**Purpose of Report**

1. To provide Schools Forum with an update in respect of the indicative Early Years Census Return and current childcare arrangements in Children's Centres for disadvantaged two year olds.

**Background**

2. Schools Forum were advised at the February 2015 meeting that the provision of Early Learning for two-year-olds became a statutory entitlement for targeted children in September 2013; Phase 1 introduced criteria aimed at Looked After Children, children with Special Educational Needs and Disabilities (SEND) and parents who were benefit recipients receiving income of less than £16,190. Phase 2 widened the criteria to include children who had left care through adoption or child arrangement orders and low income working families with earnings of less than £16,190.
3. Of significance for funding purposes, from January 2015, the data collected via the Early Years Census will be used by the DfE to identify levels of take up for two-year-olds and therefore the associated funding to be made available for two-year-old places to the local authority. This allocation of funding will be based on participating children and take up units of 15 hours; therefore overall funding will be reduced as discussed at the January 2015 Forum meeting. There will be a further voluntary Early Years Census collection in October 2015 so that adjustments can be made to the level of funding received by local authorities to support the on-going increase in take up of places.
4. The Early Years Census data recorded on 15<sup>th</sup> January 2015 will provide funding for the two-year-old places to the local authority in respect of the 2015/16 financial year. Table 1 summarises the January census data, yet to be validated by the DfE and subsequently confirmed in June 2015. The Dedicated Schools Grant Planning Process 2015/16 report on this agenda includes the full funding details.
5. As the 15<sup>th</sup> January census is a snap shot of participation, there will be a further Early Years Census undertaken in the Autumn 2015 which will advise the DfE of the revised in year participation levels for two year olds. The DfE will adjust the Dedicated Schools Grant in year to reflect the mid year second data count.

**Table 1 – Provisional Early Years Census Data Two Year Old Funding and Associated Funding**

<b>Weekly Hours Recorded for Eligible Two Year Olds Accessing Provision</b>	<b>Number of Funded Weeks for 2015/16</b>	<b>Funding 2015/16 at £4.89 per hour</b>	<b>Expected Participation 2015/16 (full time equivalent)</b>
*11,590	38	£2,153,653	773

\* Weekly hours have not been validated by DfE or the Directorate of Children’s Services Information Technology team. The validated data will be available from week commencing 16<sup>th</sup> March 2015.

- 6 The decision to pay providers at the full rate of £4.89 per eligible child per hour was agreed at the February Schools Forum meeting. The payments will be monitored on a monthly basis during 2015/16 and an allocation of £180,000 has been set aside from the Dedicated Schools Grant reserve to allow for an increase in the level of take up throughout the year. In year funding contingencies may also be required if the take up increases significantly.
7. With the DfE’s approval, there is provision to convert two year old Dedicated Schools Grant revenue funding to capital to assist in the capacity building across the Borough; at this stage no firm decisions have been taken in respect of this action.

**Childcare Arrangements in Children’s Centres**

8. The core purpose of Children’s Centres is to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers in:
  - a) child development and school readiness;
  - b) parenting aspirations and parenting skills; and
  - c) child and family health and life chances.
9. Increasingly Children’s Centres deliver their services in a variety of places which allow greater opportunities for families to access services in other community venues. Much of the one to one family support is provided through outreach in the families’ own homes and some services such as Stay and Play sessions are delivered in primary schools sited within their Reach areas.
10. The purpose of funded early education for two year olds is to improve the educational outcomes to some of the most disadvantaged two year olds living in the borough. This is easily translated into one of the Children’s Centres core purposes in terms of ‘improving child development and school readiness’.
11. Whilst there is no statutory requirement to provide childcare within Children’s Centres, there is some existing Local Authority and governor lead childcare provision across the Children’s Centre Cluster’s that are providing free educational entitlement for two year olds.

12. The capacity to increase the take up of childcare for eligible two year olds within Children's Centres is limited by:

- existing preschool childcare arrangements and capacity across the age bands and the current combination of wrap around and sessional childcare being delivered;
- requirement to consult with the public when planning significant changes to Children's Centres, for example to cease wrap around care;
- resources - staffing costs and building capacity.

13. In order to increase take up of two year old entitlement Children's Centres are developing eligible two year old placements as children transition into school. Children's Centre staff are promoting the take up of entitlement across the Cluster areas by distributing marketing materials and undertaking promotional work in activity groups, clinics, and contact opportunities.

14. There is a more focussed and targeted approach by family support staff using DWP data to identify and engage with parents in the community who have not taken up their child's free education entitlement. This work is not without its challenges as the cohort of parents are likely to experience interrelated and multiple problems, for example they may have suffered abuse or neglect as children, they may be new arrival families, they may be living in abusive and isolated home environments, have substance and alcohol misuse issues and/ or unmet health needs including mental ill health. These parents may be disengaged from services and community and be overwhelmed by their life experiences. Many of these parents require a longer term skilful early help intervention by Family Support Workers in order to prevent these problems escalating and becoming embedded.

15. There are currently 255 eligible two year olds who have taken up their free educational entitlement across the Children's Centre Clusters either through LA or Governor lead provision.

16. At the February Schools Forum meeting Members requested further details confirming the Children's Centres that were providing 'Time-for Two's' provision and the number of children that had taken-up the provision at those Centre's. Appendix A Table 1 includes the Time for Twos Children's Centres data and take up of the provision.

## **Finance**

17. The funding of schools is prescribed by the Department for Education (DfE) through the School and Early Years Finance (England) Regulations 2014.

18. Schools Forums are regulated by the regulated by the Schools Forums (England) Regulations 2012 as amended by the 2013 and 2014 School and Early Years Finance (England) Regulations.

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

## **Law**

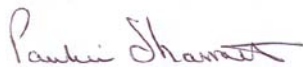
20. Councils' LMS Schemes are made under Section 48 of the School Standards and Framework Act 1998. The Education Acts 1996 and 2002 also have provisions relating to school funding.

## **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 updated information in respect of the two year old census data for 2015/16 and the information regarding the childcare arrangements in Dudley's Children's Centres.



**Pauline Sharratt**  
**Interim Director of Children's Services**

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**Table 1 – Time for Twos Children’s Centres Data and Take Up**

<b>Children’s Centres – with childcare</b>	<b>Registration type and FTE places available</b>	<b>Status LA / Governor</b>	<b>Time for Two known take up</b>	<b>Ofsted Outcome</b>	<b>DWP data February 2015 Total number of families</b>	<b>DWP data eligible families- as at February 2015 still to take up a place</b>
<b>Dudley North</b>						
Priory CC	Full daycare – 24 FTE (2-3yrs)	LA	28	Good	83	49
Wrens Nest CC	Ful daycare – FTE 12 (2-3yrs)	G	19	Good	105	52
Queen Victoria CC	Sessional – FTE 24 (2-3yrs)	G	13	Outstanding	63	34
<b>Dudley Central</b>						
Netherton Park Nursery School & CC	Ful daycare – FTE 50 (0-5yrs)	G	37	Outstanding	124	67
Kate’s Hill & Sledmere CC	Full daycare – FTE 38 (2-3yrs)	LA	28	Outstanding	181	110
Woodside CC – Little Bears	Full daycare – FTE 50 (0-5yrs)	G	13	Not yet Inspected	105	51
<b>Brierley Hill</b>						
Brierley Hill CC	Full daycare – FTE 28 (0-5yrs)	LA	15	Good	127	76
<b>Halesowen</b>						
Butterfly CC (lye)	Full daycare – FTE 29 (2-5yrs)	LA	19	Good	127	100
<b>Stourbridge</b>						
Quarry Bank CC	Sessional FTE 24 (2-3yrs)	G	36	Good	93	41
Little Hands (Little Colliers)	Full daycare – FTE 50 (0-5yrs)	G	47	Good	92	47

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**Dudley Schools Forum - 24<sup>th</sup> March 2015**

**Report of the Interim Director of Children's Services**

**Report on Dudley Schools OfSTED outcomes - January 2014 to December 2014**

**Purpose of Report**

1. To provide Schools Forum with information in respect of the Dudley Schools Ofsted outcomes for the period January to December 2014, as reported to Children Services Scrutiny Committee on 12<sup>th</sup> March.

**Discussed at HTCF – BWG**

2. Not directly but the data has already been presented to Chairs of Governors and Primary and Secondary Headteacher meetings.

**Schools Forum Role and Responsibilities**

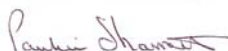
3. From 1 April 2006, the Schools Budget has been funded by a direct Department for Education (DfE) grant: the Dedicated School Grant (DSG).
4. The Forum is the 'guardian' of the local Schools Budget, and its distribution among schools and other bodies, and therefore must be closely involved throughout the development process
5. The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

**Action and Recommendation for Schools Forum**

6. For Schools Forum to note the information contained within the report presented to Children Services Scrutiny Committee on 12<sup>th</sup> March 2015.

**Attachments to Report**

7. Appendix A - Children Services Scrutiny Committee on 12<sup>th</sup> March 2015 Agenda item 5 Dudley Schools OfSTED outcomes January 2014 – December 2014.



**Pauline Sharratt**  
**Interim Director of Children's Services**

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**Children's Services Scrutiny Committee – 12<sup>th</sup> March 2015**

**Report of the Interim Director of Children's Services**

**Dudley Schools OfSTED Outcomes**

**Report on Dudley Schools OfSTED outcomes January 2014 – December 2014**

**Purpose of Report**

1. To present analysis on the performance of Dudley schools and settings in OfSTED inspections during the calendar year 2014.

**Background**

2. The report presented here provides the committee with the outcomes for all schools inspected in Dudley through this period. The committee is asked to note that the report does not include short thematic or subject inspections, nor the outcomes of HMI monitoring reports for those schools who have been judged to require a "Notice to Improve", "Serious Weakness" or "Special Measures" unless this visit was converted to a full inspection to bring them out of category.

**Dudley Education Provision**

- 73 maintained primary schools
  - 5 primary academies
  - 7 maintained special schools
  - 2 Pupil Referral Units
  - 1 maintained nursery school
  - 7 secondary academies
  - 13 maintained secondary schools, including 1 state boarding school, which also admits day pupils.
3. Dudley has 20 designated children's centres, one nursery school and 39 primary schools with a maintained nursery class.
  4. There are 133 early years providers currently in receipt of two, three and four year old EEF funding of which 94 are group settings and 39 are childminders (CMs).

## Inspection Grades (all schools) January 2014 – December 2014

Outcomes	No of Inspections	% Grade
Outstanding	1	2.8%
Good	20	55.6%
Requires Improvement	12	33.3%
Inadequate	3	8.3%
<b>Total</b>	<b>36</b>	

58.3% Good/Outstanding (National 63%)

### Primary Schools Inspection Judgements

28 Primary schools inspected (38%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	18	64.3%
Grade 3	8	28.6%
Grade 4	2	7.1%

} 64.3% Good/Outstanding (National 64%)

### Secondary School Inspection Judgements

5 Secondary schools inspected (38%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	2	40.0%
Grade 3	3	60.0%
Grade 4	0	0.0%

} 40% Good/Outstanding (National 51%)

### Nursery School Inspection Judgements

1 Nursery school inspected (100%)

Inspection Grades	No. of Schools	%
Grade 1	1	100.0%
Grade 2	0	0.0%
Grade 3	0	0.0%
Grade 4	0	0.0%

} 100% Good/Outstanding

### Pupil Referral Units Inspection Judgements

1 school inspected (50%)



Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	0	0.0%
Grade 3	1	100.0%
Grade 4	0	0.0%

} 0% Good/Outstanding (National 72%)

### Academy Inspection Judgements

1 secondary academy school inspected (14%)

Inspection Grades	No. of Schools	%
Grade 1	0	0.0%
Grade 2	0	0.0%
Grade 3	0	0.0%
Grade 4	1	100.0%

} 0% Good/Outstanding

### % of Schools - Overall Data as of August 2014

OFSTED GRADE	1	2	3	1 & 2	4
Nationally- All Schools	20	61	19	78	3
Dudley Schools	12	54	30	68	5

### Ofsted Grades for All Schools in December 2014

No of Schools	Grade 1	Grade 2	Grade 3	Grade 4	% Grade 1	% Grade 2	% Grade 3	% Grade 4	Good or Better %
<b>All Schools: Reception – Y11</b>									
108	12	67	25	4	11.1%	62.0%	23.1%	3.7%	73.1%
<b>Primary: Reception – Y6</b>									
73	6	51	14	2	8.2%	69.9%	19.2%	2.7%	78.1%
<b>Primary Academy Reception – Y6</b>									
5	0	4	0	1	0.0%	80.0%	0.0%	20.0%	80.0%
<b>All Primary Schools – Reception – Y6</b>									
78	6	55	14	3	7.7%	70.5%	17.9%	3.8%	78.2%
<b>Secondary: Y7 – Y11</b>									
13	1	5	7	0	7.7%	38.5%	53.8%	0.0%	46.2%
<b>Secondary Academy: Y7 – Y11</b>									
7	2	2	2	1	28.6%	28.6%	28.6%	14.3%	57.1%
<b>All Secondary Schools Y7 – Y11</b>									
20	3	7	9	1	15.0%	35.0%	45.0%	5.0%	50.0%
<b>Special: Reception- Y11</b>									
7	2	4	1	0	28.6%	57.1%	14.3%	0.0%	85.7%
<b>Short Stay: Reception – Y11</b>									
2	0	1	1	0	0.0%	50.0%	50.0%	0.0%	50.0%
<b>Nursery</b>									
1	1	0	0	0	100.0%	0.0%	0.0%	0.0%	100.0%

## Early Education Funded (EEF) Provision Inspections –

### Inspections up to December 2014

Inspection Grades	No. of settings/ childminders (CMs)	%
Grade 1	22 settings 16 CMs	26%
Grade 2	60 settings 21 CMs	56%
Grade 3	9 settings 2 CMs	7%
Grade 4	3 settings 0 CMs	1%

82% Good/Outstanding  
(No national figure for funded settings)

80% Good/Outstanding nationally - all  
types of childcare provision

### Finance

5. The work supporting School OfSTED inspections is funded from within existing Directorate Resources.

### Law

6. The statutory provisions relating to OfSTED inspections are contained in The Education and Inspections Act 2006 and 2011.

### Equality Impact

7. This report takes into account the Council's Equal Opportunities Policy.

### Recommendations

8. It is recommended that the Scrutiny Committee note and comment on this report.

.....  
**Pauline Sharratt**  
**Interim Director of Children's Services**

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**Dudley Schools Forum - 24<sup>th</sup> March 2015**

**Report of the Interim Director of Children's Services**

**Report on Standards Report – Performance Data**

**Purpose of Report**

1. To provide Schools Forum with School standards data, as reported to Children Services Scrutiny Committee on 12<sup>th</sup> March.

**Discussed at HTCF – BWG**

2. Not directly but the data has already been presented to Chairs of Governors and Primary and Secondary Headteacher meetings.

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

**Action and Recommendation for Schools Forum**

6. For Schools Forum to note the information contained within the report presented to Children Services Scrutiny Committee on 12<sup>th</sup> March 2015.

**Attachments to Report**

7. Appendix A – Children Services Scrutiny Committee on 12<sup>th</sup> March 2015 Agenda item 6 Standards Report – Performance Data



Pauline Sharratt  
**Interim Director of Children's Services**

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**Children’s Services Scrutiny Committee – 12<sup>th</sup> March 2015**

**Report of the Interim Director of Children’s Services**

**Standards Report – Performance Data**

**Purpose of Report**

1. To present analysis on the performance of children and young people in Dudley schools and settings during the academic year 2013 - 2014.

**Background**

2. The DfE has set expectations of pupil achievement at the end of different stages during their time in school. This report provides the committee with the outcomes for children and young people attending Dudley schools and settings at the end of these stages:
  - the proportion of children that reached the DfE’s expected level and;
  - the average point score which reflects how well the cohort as a whole has achieved.

**Summary of Outcomes**

Stage of learning	DfE Measures of Achievement		Dudley compared with national scores		
			2014	2013	2012
Foundation Stage - pupil age 4/5	<b>‘A Good level of Development</b>		Below	Below	N/A
	Average Point Score		Below	Below	N/A
Key Stage 1 - pupil age 6/7	<b>Achieving at least Level 2B</b>	Reading	In-line	In-line	In-line
		Writing	In-line	In-line	In-line
		Maths	In-line	In-line	In-line
	Average Point Score		In-line	Above	Above
Key Stage 2 - pupil age 8 – 11	<b>Achieving Level 4 in M, R &amp; W</b>		In-line	Below	Below
	Average Point Score		Below	Below	Below
	<b>Progress KS1 to KS2</b>	Maths	In-line	In-line	In-line
		Reading	Below	In-line	In-line
		Writing	Above	Above	
Key Stage 4 - pupil age 11 - 16	<b>Achieving 5A*-C GCSE grades</b>		Below	In-line	Below
	Average Point Score		Below	In-line	Above
	<b>Progress KS2 to KS4</b>	English	Below	In-line	In-line
		Maths	Below	Below	Below

### 3. Foundation Stage

There has been a change in the way data is collected and how assessments are made at Foundation Stage creating difficulty in comparing our performance year on year. The most productive comparison is the percentage attaining 'a good level of development' (GLD) and average points scores (APS). The achievement for Dudley is shown in the table below which for Foundation Stage in Dudley is an improvement picture although we are below the National figures. The target areas for improvement are Pupil Premium and gender gaps.

	A Good Level of Development*		The Average Point Score**	
	2013	2014	2013	2014
Dudley	51	57	32.6	33.4
National	52	60	32.8	33.8
Difference	-1	-3	-0.2	-0.4

The definitions relating to good level of development, average point score and detailed information can be found at Appendix 1 page 1-5.

### 4. Key Stage1: (KS1 – Years 1 & 2 - pupils aged 6/7)

Pupils are assessed by teachers at the end of the key stage (Year 2) in Reading, Writing and Mathematics. The expected level is Level 2. Pupils are also assessed in Phonics in Year 1.

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at Level 3, where we still exceed the national level.

Girls continue to outperform boys, but both girls and boys have improved in Reading, Writing and Maths at Level 3. Boys continue to outperform girls in Mathematics at Level 3.

**Phonics:** Dudley has continued to improve year on year. The improvement in 2014 was +0.9 with 68% of pupils attaining the required level. The national increase was +5 points to 74% putting Dudley 6 points behind. There has been good improvement in the number of schools attaining the threshold percentage of pupils at the required level.

**Pupil Premium:** The gap (between pupil premium and non-pupil premium) is narrowing slightly as pupil premium pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

The target areas for improvement are narrowing the gap in performance for children in receipt of pupil premium and boys.

Further information on KS1 can be found on pages 15&16 of Appendix 1.

## 5. Key Stage 2: (KS2 – Years 3,4,5,6 - pupils aged 8-11)

Analysis of submitted statutory Standard Assessment Test (SATs) data in 2014 in Dudley shows attainment at Level 4+ in **Reading, Writing** (previously combined as an English score) **and Mathematics combined** is **78%**. (Reading, Writing and Mathematics combined means pupils have to attain at least Level 4 in all three).

**Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.**

In 2014 attainment in **Reading** increased by 4ppt at L4+ and by 7ppts at L5.

At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

At L5+

- Dudley has improved attainment by 7 ppts to its highest performance ever at 46% but is 3 ppts below the national at 49%.

Attainment in **Writing** (teacher assessed and locally moderated) improved

At L4+

- Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+

- Dudley has continued to improve performance and at 36% is now 3ppt above the national of 33%.

At L6

- Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+

- Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+

- Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6

- Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.



## **Progress over Key Stage 2**

The DfE expectation is that a pupil will make 2 levels progress between the end of KS1 and KS2 (so a L2 is expected to attain L4). For Dudley as a whole 89% of pupils achieve this in Reading, which is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing is 94% which shows continued improvement of 1ppt and is 1ppt above the national figure of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

## **Pupil Premium:**

The gap has reduced since 2011 but still remains wide. Both pupil premium and none pupil premium groups are improving attainment in Reading and Mathematics so the gap is not reducing. There was a small drop in attainment in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 and local information shows this decline will not continue.

## **DfE Floor Standards at the end of KS2**

Currently there are 4 DfE Floor Standards that schools are expected to achieve, in Reading, Writing and Mathematics combined, and all 3 progress measures

<b>Level 4+ in all of Reading, Writing and Mathematics results combined</b>	<b>65%</b>	<b>2014</b>
<b>Two Levels Progress in Reading</b>	- National Median	91% (2013) 93% (2014)
<b>Two Levels Progress in Writing</b>	- National Median	95% (2013) 96% (2014)
<b>Two Levels Progress in Mathematics</b>	- National Median	92% (2013) 92% (2014)

## **Dudley Schools below all four standards in 2014**

Four schools were below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status. This is an improvement for Dudley overall as 8 schools were below all of the floor standards in 2013.

## **Areas for improvement for Foundation Stage, Key Stages 1 and 2**

Attainment and Progress for pupil premium children is a priority for School Improvement discussions. Schools have identified funding to improve achievement so it is a high focus in inspections. 340 pupils in the 2014 Dudley cohort is 10%, therefore one or two children achieving at a better rate in 79 schools will make a difference. (158 pupils i.e. 2 children in each school is almost equivalent to 5% for Dudley as a whole). This would reduce the gap that remains between the achievement of pupil premium and non-pupil premium children. Boys attainment (+girls in mathematics at the end of KS2) is still an area of focus as the gaps are too wide, but boys rate of improvement is good, despite remaining behind that of girls.

## 6. Key Stage 4 (GCSE)

### 2014 Context for GCSE outcomes

A number of changes introduced to GCSEs over the two year period of study for students sitting exams in 2014 have impacted on the national and local results. These include recommendations adopted the Wolf review of vocational education; the introduction of an early entry policy; and changes in GCSE examination structure. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

DfE analyses show that the proportion of pupils attaining 5+ grades A\*-C including English and mathematics (5ACEM) in 2014 (55.9%) at national level is almost 5 percentage points (ppt) lower than in 2013 (60.6%). On average, at national level, about 2ppt of this change is due to early entry rules, 2ppt to Wolf rule changes and 1ppt to changes in examination structure. The impact at school level will vary greatly depending on their curriculum offer and examination entry pattern.

Some of these changes have also had an impact on the proportion of students making expected progress, particularly in maths where the national figure has dropped by 5.5 percentage points compared with 2013.

### Proportion of students achieving 5A\*-C (including English and maths)

GCSE figures for summer 2014 evidence that for all maintained schools, and academies, the average percentage achieving 5+A\*-C GCSEs (or equivalent) is **53%**. This places Dudley 2 percentage points below the national figure and places Dudley significantly below the national average. In 2013 Dudley's figure matched the national average (60%).

6 Dudley schools achieved outcomes placing them significantly above the national figure, whilst 7 schools were significantly below.

Range of outcomes:

%5A*-C (inc En & ma)	Highest	Lowest		
Academies	70%	32%		
LA maintained	69%	35%		
Comparison with national figures	Significantly above national	In-line with national	with	Significantly below national
Academies	3	2		2
LA maintained	3	4		5

The percentage of boys attaining 5A\*-C GCSEs was in line with the national figure for boys (Dudley 49%, national 51%) but well below the girls attainment (Dudley 57%, national 61%). Dudley girls attainment was significantly below national.



### **Best 8 – The average point score achieved using each students' best 8 outcomes.**

Dudley's capped or Best 8 figure was 348.5 compared with the national figure of 361.9, placing the LA overall significantly below the national average. In 2013 Dudley's figure was in-line with the national average and in 2012 it was significantly above national.

### **Progress Summary** (expected progress is 3 levels between KS2 and KS4)

Nationally in 2014, the percentage of pupils making expected progress in English is 70% while in mathematics it is 65%.

In English, 10 schools made better progress than the national median, in mathematics 9 school made better progress. Overall 68% of students made at least expected progress in English and 63% in maths. This means Dudley is slightly closer to the national figures for both English and maths progress than it was in 2013 but in both cases it is significantly below the national figures. A much lower percentage of students made more than expected in Dudley schools than nationally in both English and maths.

The progress of girls in English was in line with national figures (75% cf 76%), whereas the progress of boys in English was significantly below the national figure (61% cf 64%). In maths the picture was reversed with boys progress in line with national (63% cf 62%) and girls significantly below (63% cf 67%).

### **Pupil Premium**

Between 2011 to 2013 the gap between those students receiving pupil premium funding and those not receiving the funding has declined nationally. The gap in Dudley has been 'stuck' at 33%. With the national figure declining, the gap between national and Dudley has widened from 4.3 percentage points in 2011 to 6.1 percentage points in 2013.

In 2014 the Dudley gap narrowed to by 4ppt to 29%, whilst the national gap narrowed by 1ppt to 26%. The attainment of Dudley disadvantaged pupils was significantly below their national peers (31% achieving 5A7-C grades compared with 36% nationally).

The proportion of disadvantaged students making expected progress was also significantly below the national figure for English (Dudley 55%, National 58%) but was in line with it for maths (Dudley 46%, National 48%).

### **Floor standard for 2014**

Currently there are 3 DfE Floor Standards that schools are expected to achieve, the proportion achieving 5A\*-C grades including En and ma + English and maths progress measures. Two school fell below the floor standard of 40% 5A\*-C GCSE grades (compared with none in 2013). 10 schools fell below the English progress floor and 10 were below the maths median.

### **Areas for improvement for secondary**

Attainment and Progress for pupil premium students.

Boys' attainment and progress in English

Girls' attainment and progress in maths

Attainment and progress of students with higher prior attainment

## Finance

7. There are no direct financial implications arising from this report.

## Legal

8. The Education and Inspection Act 2006 require standards to be inspected and reported.

## Equality Impact

9. This report takes into account the Council's Equal Opportunities Policy.

## Recommendations

10. It is recommended that Scrutiny Committee note and comment on the improvement in educational standards made.



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# Standards Summary

Education Services	Foundation Stage, Key Stages 1, 2
February 2015	Trish Brittain
<b>Thematic Summary</b>	

## Early Years Foundation Stage Profile (EYFSP) 2014

### Good Level of Development

% reaching expected level or exceeding it in 12 out of 17 early learning goals (ELGs)*	Dudley 2013	Dudley 2014	National 2014
	51.2	57.2 (+6)	60.0 (+8)

\* All 12 goals in the EYFS areas of Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

### Total Average EYFS Points Score

The sum of each child's scores* in all 17 ELGs across all 7 areas of the EYFS. All children's scores are totalled and then averaged to create the measure	Dudley 2013	Dudley 2014	National 2014
	32.6	33.4 (+0.8)	33.8 (+1)

\*Children score 1 point if emerging in goal, 2 if at expected level and 3 if exceeding expected level therefore minimum score is 1 x 17 goals = 17 and the maximum score is 3 x 17 goals = 51

### The Equality Gap\*

Total Average EYFS Points Score gap	Dudley 2013	Dudley 2014	National 2014
	39.9	37.5 (2.4 narrower)	33.8 (2.8 narrower)

\* This measure refers to the difference in outcomes (points) between the lowest achieving 20% and all children.

Only two years of data to compare as change in the national system.



# Standards Summary

## Vulnerable Groups

Characteristics	% Good Level of Development		
	Dudley 2013	Dudley 2014	National 2014
Pupil Premium	33	40 (+7)	Not available
Non Pupil Premium	56	62 (+6)	Not available
Gap	23	22	Not available
SEN - statement	0	2 (+2)	3
SEN – EY action plus	23	21 (-2)	19
SEN – EY action	10	20 (+10)	23
Non SEN		63	68
Girls	61	65 (+4)	69
Boys	42	50 (+8)	52
Gap	19	15	17
Looked after children	31	38 (+7)	Not available
EAL	36	48 (+12)	53
Non EAL	53	59 (+6)	63
Gap	17	11	10
<b>All Children</b>	51.2	57	60

Improving picture overall.

# Standards Summary

## Early Learning Goals

The 12 that make up the Good Level of Development measure plus the 5 for Understanding the World/ Expressive Arts and Design

Increases of 4+ ppts

% reaching expected level or exceeding it.	Dudley 2013	Dudley 2014	National 2014
1. Communication & Language – Listening/attention	77	80 (+3)	80 ( -- )
2. Communication & Language - Understanding	78	80 (+2)	84 (+3)
3. Communication & Language - Speaking	75	78 (+3)	82 (+4)
4. Physical Development - Moving/ Handling	85	86 (+1)	89 (+2)
5. Physical Development – Health/selfcare	85	88 (+3)	90 (+2)
6. Personal, Social, Emotional Development – Self-confidence/self-awareness	83	85 (+2)	87 (+2)
7. Personal, Social, Emotional Development – Managing feelings and behaviour	80	82 (+2)	86 (+3)
8. Personal, Social, Emotional Development – Making relationships	81	85 (+4)	87 (+2)
9. Literacy - Reading	70	74 (+4)	74 (+3)
10. Literacy - Writing	62	67 (+5)	67 (+5)
11. Mathematics - Numbers	70	73 (+3)	74 (+5)
12. Mathematics - Shape, space and measures	76	77 (+1)	79 (+4)
13. Understanding the World – People/communities	78	81 (+3)	84 (+3)
14. Understanding the World - The World	78	81 (+3)	83 (+2)
15. Understanding the World - Technology	85	88 (+3)	90 (+2)
16. Expressive Art and Design - Exploring media/materials	80	84 (+4)	86 (+3)
17. Expressive Art and Design - Being imaginative	78	82 (+4)	85 (+4)



# Standards Summary

## Local Authority Outcome Comparison

Geographical Neighbours - West Midlands		% Good Level of Development		Statistical Neighbours	
ENGLAND	WEST MIDLANDS	60	ENGLAND	60	
1	Shropshire	64	1	Thurrock	66
1	Staffordshire	64	2	Lancashire	63
3	Solihull	61	3	Derbyshire	62
4	Coventry	60	3	Nottinghamshire	62
4	Herefordshire	60	3	Rotherham	62
4	Warwickshire	60	6	Telford and Wrekin	58
7	Telford and Wrekin	58	7	Dudley	57
7	Worcestershire	58	8	Wigan	55
9	Dudley	57	9	Bolton	54
10	Wolverhampton	56	10	Doncaster	53
10	Birmingham	56	11	Stockton-on-Tees	50
12	Stoke on Trent	55			
13	Sandwell	54			
14	Walsall	53			

Geographical Neighbours - West Midlands		Narrowing Achievement Gap		Statistical Neighbours	
ENGLAND	WEST MIDLANDS	37.1	ENGLAND		
1	Shropshire	27.0	1	Thurrock	28.8
2	Herefordshire	30.9	2	Rotherham	29.4
3	Staffordshire	33.2	3	Derbyshire	32.1
4	Worcestershire	34.1	3	Nottinghamshire	32.7
5	Warwickshire	34.9	3	Lancashire	32.9
6	Coventry	36.8	6	Stockton-on-Tees	37
7	Dudley	37.5	7	Dudley	37.5
8	Solihull	37.6	8	Telford and Wrekin	38.6
9	Telford and Wrekin	38.6	9	Doncaster	40.5
10	Birmingham	39.1	10	Wigan	41
11	Wolverhampton	39.3	11	Bolton	42.3
12	Walsall	40.6			
13	Sandwell	41.5			
14	Stoke-on-Trent	42.9			

# Standards Summary

## Key Stage 1

### Initial Analysis Key Stage 1 – 2014 (unvalidated)

	2010		2011		2012		2013		2014		Difference 2013/2014	
	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat
<b>Reading</b>												
L2+	85	85	86.4	85	88	87	89.2	89	89	90	-0.2	1
L2b+	71	72	73.1	74	76	76	78	79	79.4	81	1.4	2
L3	24	26	25.4	26	27.3	27	29.2	29	31.1	31	1.9	2
<b>Writing</b>												
L2+	81	81	81.9	81	84	83	85.5	85	85.9	86	0.4	1
L2b+	60	60	62.3	61	65.6	64	66.8	67	69.4	70	2.6	3
L3	13	12	13.6	13	14.8	14	16.4	15	18.5	16	2.1	1
<b>Maths</b>												
L2+	88	89	88.9	90	90.6	91	91.5	91	91.1	92	-0.4	1
L2b+	72	73	74.3	74	76.5	76	78.6	78	78.8	80	0.2	2
L3	19	20	19.7	20	21.9	22	23.1	23	25.5	24	2.4	1

Dudley standards at the end of KS1 continue to improve overall. However, in 2014 the national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at L3, where we still exceed the national level.



# Standards Summary

## Initial Analysis Key Stage 1 - 2014

### Key Stage 1 Assessment

Reading 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	81	83.1	84	85.6	86.5	81	82	84	86	87	0	1.1	0	-0.4	-0.5
Girls	88	89.9	92	92.9	91.5	89	89	90	92	93	-1	0.9	2	0.9	-1.5
All	85	86.4	88	89.2	89	85	85	87	89	90	0	1.4	1	0.2	-1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

### Writing

Writing 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Boys	75	76.3	78	80.4	82.4	76	76	78	80	82	-1	0.3	0	0.4	+0.4
Girls	86	87.6	90	90.7	89.6	87	87	88	90	91	-1	0.6	2	0.7	-1.4
All	81	81.9	84	85.5	85.9	81	81	83	85	86	0	0.9	1	0.5	-0.1

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

### Mathematics

Maths 2+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	86	87.5	89	89.3	90	88	88	89	90	91	-2	-0.5	0	-0.7	-1.0
Boys	89	90.5	93	93.7	92.3	91	91	92	93	93	-2	-0.5	1	0.7	0.0
All	88	88.9	91	91.5	91.1	89	90	91	91	92	-1	-1.1	0	0.5	-0.9

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.



# Standards Summary

## Reading

Reading 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	66	67	70	72.9	76.5	67	68	72	74	77	-1	-1	-2	-1.1	-0.5
Boys	77	79	82	83.3	82.3	78	79	81	83	85	-1	0	1	0.3	-2.7
Girls	71	73	76	78	79.4	73	74	76	79	81	-2	-1	0	-1	-1.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

## Writing

Writing 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	51	54	56	58.9	76.5	52	53	57	60	62	-1	1	-1	0.1	-14.5
Boys	69.5	71	76	74.9	75.7	69	70	72	75	77	1	1	4	-0.1	-1.3
Girls	60	62	66	66.8	69.4	60	61	64	67	70	0	1	2	-0.2	-0.6

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

## Maths

Maths 2b+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	70	73	73	76.3	77.6	72	73	75	76	78	-2	0	-2	0.3	-14.5
Boys	74	76	80	81	75.7	75	76	78	80	82	-1	0	2	1	-1.3
Girls	72	74	76	78.6	78.8	73	74	76	78	80	-1	0	0	0.6	-1.2

Dudley have largely maintained similar levels as 2013 due to a slight drop in the performance of girls.

# Standards Summary

## Reading L3+

Reading 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	21	22	21	23.8	26.4	22	22	23	25	26	-1	0	-2	-1.2	+0.4
Boys	27	30	33	34.8	35.9	30	30	31	33	35	-3	0	2	1.8	+0.9
Girls	24	25	27	29.2	31.1	26	26	27	29	31	-2	-1	0	0.2	0.1

Girls continue to outperform boys, but both girls and boys improve in Reading, Writing and Maths at L3.

## Writing

Writing 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	9.5	9	10	10.9	12.9	8	9	10	10	11	2	0	0	0.9	+1.9
Boys	17	18	20	22.1	24.2	16	17	18	20	21	1	1	2	2.1	+3.2
Girls	13	13.6	15	16.4	18.5	12	13	14	15	16	1	1	1	1.4	+2.5

Girls continue to outperform boys, but both girls and boys improved in Reading, Writing and Maths at L3.

## Maths

Maths 3+	Dudley					National					Distance from National				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Dudley	21	22	24	25	26.6	23	23	24	25	26	-2	-1	0	0	+0.6
Boys	18	17	20	21.2	24.4	18	18	19	21	22	0	-1	1	0.2	-0.8
Girls	19.5	19.7	22	23.1	25.5	20	20	22	23	24	0	0	0	0.1	1.5

Boys continue to outperform girls in Maths at L3.

# Standards Summary

## Phonics

	2012	2013	2014	Difference
National	58	69	74	+ 5
Dudley	61.6	67.1	68	+ 0.9
Boys	57.5	65.3	66	+ 0.7
Girls	65.8	69.1	69.9	+ 0.8

Dudley has continued to improve but at a slower rate than national putting us 6 points behind.

## Geographical Neighbours

Reading	% Level 2+	Writing	% Level 2+
Dudley	89	Dudley	86
Walsall	89	Walsall	84
Sandwell	88	Sandwell	82
Wolverhampton	87	Wolverhampton	82

Maths	% Level 2+
Dudley	91
Walsall	91
Sandwell	90
Wolverhampton	89

## Standards / Results

One school had no Level 3 Reading (none in 2013)  
 One schools with no Level 3 Writing (four schools in 2013).  
 One schools with no Level 3 Maths (one schools in 2013).  
 The one school above is in Special Measures and is converting to a sponsored Academy.



# Standards Summary

## Pupil Premium (PP) pupils

L2+	Reading		Writing		Maths	
	Non PP	PP	Non PP	PP	Non PP	PP
2011	89	77	85	70	91	81
2012	91	77	87	73	93	82
2013	92	77	89	72	94	83
2014	91.5	79.1	88.9	74.4	93	83.9
13/14 Increase/ decrease	-0.5	+2.1	-0.1	+2.4	-1	+0.9

The gap is narrowing slightly as Pupil premiums pupils have improved performance in 2014 especially in Reading and Writing. Non Pupil Premium attainment has largely maintained the 2013 position.

## Phonic Screening

	2012	2013	Difference
National	58	69	+11
Dudley	61.6	67.1	+5.5
Boys	57.5	65.3	+ 7.8
Girls	65.8	69.1	+ 3.3

There has been good improvement in the number of schools attaining the threshold percentage of 67.1 of pupils at the required level of 80%. The overall percentage of pupils across Dudley has improved by 6ppts to 67.1 however this puts us 1.9ppts below the national.

Boys have improved significantly putting them only 4ppts behind girls when this was nearly 8ppts in 2012.

# Standards Summary

## Key Stage 2

### Initial Analysis Key Stage 2 – 2014

(Unvalidated Data based on indicative national median 22.09.14)

	2011			2012			2013			2014			22.09.14 Difference from National
	Dudley	Nat		Dudley	Nat		Dudley	Nat		Dudley	Nat		
Reading	L4+	84	84	85	87		84	86		88	89		-1
	L5+	39	42	45	48		39	44		46	49		-3
	L6+										0	0	
2 levels Progress													
Writing	L4+	87	87	90	90		88	88		89	91		-2
	L5+	80	-	81	81		84	83		85	85		0
	L6+	26	-	28	28		31	30		36	33		+3
2 Levels Progress													
Maths	L4+	86	83	91	90		93	91		94	93		+1
	L5+	79	80	82	84		83	85		85	85		0
	L6+	30	35	36	40		36	41		38	42		-4
2 levels progress													
R, W (was English) & M	L4+	82	82	87	87		87	88		88	89		-1
	L5+	73	74	77	80		74	75		78	78		0
	L6+	19	21	24	27		20	21		23	23		0

### Analysis of submitted statutory data/SATs data in 2014

Attainment at Level 4+ in **Reading, Writing (was English in 2012) and Mathematics combined** is 78%. Dudley is in line with the national figure of 78%. This shows improvement as Dudley has been consistently 1 or 2 percentage points below for 4 years and is now at the National level.

In 2014 attainment in **Reading** increased by 4ppt at L4+ and by 7ppts at L5.

However,  
At L4+

- Dudley has improved by 4 ppts to 88%, our best performance so far and is now 1 ppt below the national at 89%.

# Standards Summary

At L5+ • Dudley has improved attainment by 7 ppts and has the highest performance ever at 46% but is 3 ppts below the national at 49%.

At L6 • Data not available.

## Attainment in **Writing** improved

At L4+ • Dudley continued to improve attainment in writing by 1 ppt but the national figure has also improved and we are now in line with the national at 85%.

At L5+ • Dudley has continued to improve performance and at 36% is now 3ppt above the national of 33%.

At L6 • Dudley 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

There has been a high focus on Writing for a number of years leading to high performance in 2012 continued into 2013 and 2014 especially at the higher levels.

## Attainment in **Mathematics** has continued to improve at L4+ and at L5+

At L4+ • Dudley has improved performance by 2ppts to 85% and is now level with the national level of 85%.

At L5+ • Dudley has improved performance by 2 ppt to 38% but is 4 ppts below the national at 42%.

At L6 • Dudley 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.



# Standards Summary

## Gender differences

KS2 Dudley	2011			2012			2013			2014		
	R	W	M	R	W	M	R	W	M	R	W	M
<b>L4+</b>												
<b>All</b>	84	77	79	85	81	82	84	84	83	88	85	85
<b>Boys</b>	80	71	78	82	76	83	80	77	82	85	80	85
<b>Girls</b>	89	84	79	89	87	82	89	91	84	90	89	86
<b>L5+</b>												
<b>All</b>	38	20	30	45	28	36	39	31	36	46	36	38
<b>Boys</b>	33	16	32	40	21	38	35	24	37	43	28	41
<b>Girls</b>	44	24	28	51	36	33	44	39	35	49	43	36

### Reading

Boys - At L4+

- Improved attainment by 5ppts and now 1 ppts below the national at 86%.

Boys - At L5+

- Improved performance by 8 ppts and now 3 ppts below the national at 46%.

Girls - At L4+

- Improved attainment by 1ppt and is now at the national level of 90%.

Girls - At L5+

- Improved performance by 5ppts but now 3 ppts below the national at 52%.

Both girls and boys continue to improve but the gap has narrowed from 9 points to 5 points at L4+. The gap remains at 6 ppts at L5+.

# Standards Summary

## Writing

Boys - At L4+

- Improved performance by 3 ppts now 1 ppt below the national at 81%.

Boys - At L5+

- Improved performance by 4 ppts now 2 ppt above the national at 26%.

Girls - At L4+

- Performance fell by 2 ppts but remains above boys, now 1ppt below the national at 90%.

Girls - At L5+

- Improved performance by 4 ppts now 2 ppts above the national at 41%.

The gap in performance remains wide but at L4+ it has reduced from 14 ppts to 9ppts. It remains at 15ppts at L5+ with girls performing better than boys but boys have been making consistent improvement.

## Mathematics

Boys - At L4+

- Improved performance by 3ppts now, equaling the national at 85%.

Boys - At L5+

- Improved performance by 4ppts now 3 ppts below the national at 44%.

The gap between boys and girls at the higher levels in Mathematics widened this year, with boys coming in 5 ppts above girls at L5+ (previously 2 ppts). However, girls still outperform boys by 1 ppt at L4+. This gap has narrowed by 1 point.

Girls - At L4+

- Improved performance by 2ppts, equalling the national at 86%.

Girls - At L5+

- Improved performance by 1 ppt now 3 ppts below the national at 39%.

Girls outperform boys in all areas and all levels apart from L5 and L6 mathematics. Previous LA support at school level to improve the attainment and progress of girls also led to improvement in attainment of boys who have improved by a bigger percentage widening the gap further at the higher levels.



# Standards Summary

## Dudley LA 2 Levels Progress Reading/Writing/Mathematics 2012 - 2014

(National Averages)	Percentage achieving 2 Levels Progress		
	Reading	Writing	Mathematics
2012	90% (90%)	91% (90%)	87% (87%)
2013	88% (88%)	93% (91%)	87% (88%)
2014	89% (91%)	94% (93%)	88% (89%)

Please note: Key Stage 2 Progress measures changed in 2013 to Reading/Writing/Mathematics. Previously, 2012 and prior, the progress measures had been for English and Mathematics. Progress in Reading/Writing/Mathematics was back calculated for 2012 but data for previous years is not available, hence only three years data is shown.

## Progress over Key Stage 2

Progress in Reading at 89% is 1ppt higher than in 2013 but is 2% below national picture of 91%. Progress in Writing at 94% shows continued improvement of 1ppt and is 1ppts above the national picture of 93%. 2 Levels progress in Mathematics in 2014 is 88% 1ppt above 2013 and remains 1ppt below the national mathematics progress of 89%.

## Disadvantaged Pupils/Pupil Premium comparisons (PP)

Dudley	Reading		Writing		Mathematics		Reading, Writing & Mathematics		% 2 Levels Progress Reading	% 2 Levels Progress Writing	% 2 Levels Progress Mathematics
	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+			
	Not PP 2013	87.7	43.7	87.4	35.9	86	40.6	78	23	83.1	90.6
PP 2013	70.3	22.7	70	14.4	71.5	18.7	57	9	88.7	94.1	88.5
Not PP 2014	90.9	49.9	88.9	40.1	88.5	42.7	82.3	26.1	90.8	94.8	89.6
PP 2014	74.5	29.6	68.2	17.9	72.4	19.8	58.4	9.4	83.8	89.2	83.5

Difference between PP and non PP	Attainment				Progress	
	English		Mathematics		English	Maths
	L4+	L5	L4+	L5	English	Maths
					2 levels progress	

# Standards Summary

2011	-23	-20	-21	-20	-27	-4	-10
2012	-20	-14	-19	-21	-25	-6	-9
	R	W	R	W	R, W & M	R	W
2013	-17.4	-17.4	-21	-21.5	-14.5	-21.9	-21
2014	-16.4	-20.7	-20.3	-22.2	-16.1	-22.9	-23.9
						-7	-5.6
							-6.1

The gap has reduced since 2011 but still remains wide. Both groups are improving in Reading and Mathematics so the gap is not reducing. There was a small drop in performance in writing for pupil premium children at L4+ but improvement at L5+.

Progress for pupil premium children is lower in 2014, but improved for non-pupil premium children and therefore the gap has widened. On closer school level analysis only two schools stand out as having a particular issue in 2014 (Gig Mill and Russell's Hall) local information shows this decline will not continue.

This is a priority for School Improvement discussions as 340 pupils is 10%, therefore one or two children in 79 schools will make a difference. (158 pupils (2 children in each school) is almost equivalent to 5%).

## Difference Reading and Writing

2012 All Dudley Schools	2010		2011		2012		2013		2014	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	9	11	9	11	4	5%	1	1.3	3	3.8

Three schools have a greater than 20% difference between Reading and Writing. A further three schools have a gap of 15-20%.

Even though there is a higher number of schools (3) than in 2013 with a gap of 20%, it shows good improvement over time, particularly in writing, as the gap is not due to lower standards in Writing.



# Standards Summary

## Grammar, Punctuation and Spelling

GPS	2013			2014			National		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
L4+	71%	63%	78%	75%	69%	81%	76%	71%	81%
L5+	43%	36%	49%	49%	42%	57%	52%	46%	58%
L6	1%	0.7%	1.6%	2.9%	2.0%	3.8%	4.0%	3.0%	5.0%

The GPS is still a relatively new test so there is only 2 years of data to compare but Dudley overall and both boys and girls have improved on 2013 data at all levels. However, Dudley is performing slightly below the national level.

## 4 DfE Floor Standards

### Level 4+ in all of Reading, Writing and Mathematics results combined 2014 65%

<b>Two Levels Progress in Reading</b>	National Average	87% (2011)	90% (2012)	National Median	91% (2013)	93% (2014)
<b>Two Levels Progress in Writing</b>	National Average	83% (2011)	90% (2012)	National Median	95% (2013)	96% (2014)
<b>Two Levels Progress in Mathematics</b>	National Average	82% (2011)	87% (2012)	National Median	92% (2013)	92% (2014)

## Schools below all four standards in 2014

Four schools below in all four standards in 2014. One is judged good, two require improvement and the other is in special measures and converting to academy status.

# Standards Summary

## Below in all three progress standards in 2014

8 schools are below in all three progress standards. All but one are judged to be good by Ofsted.

In 2014;

34 Schools are below the 2013 national progress median of 91% for Reading

27 Schools are below the 2013 national progress median of 95% for Writing

43 Schools are below the 2013 national progress median of 92% for Mathematics

## Statistical Neighbours Key Stage 2 Level 4+

2011-2014 based on SAT results.

2010 is Teacher Assessment for all statistical and geographical neighbours.

	English	Maths	English & Maths
2010	4=	7=	-
2011	6=	9	8=
2012	6=	9=	7=
2013	R 7= W 5=	7=	RWM 7=
2014	R 6= W 6=	7=	RWM 6=

\* New statistical neighbours

## Geographical Neighbours Key Stage 2 Level 4+

	English	Maths	English & Maths
2010	2	2	-
2011	2=	3	3=
2012	2=	3=	2=
2013	R 3= W 2=	2=	RWM 3=
2014	R 2= W 2=	2=	RWM 2=

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**Dudley Schools Forum - 24<sup>th</sup> March 2015**

**Report of the Interim Director of Children's Services**

**Dedicated Schools Grant Planning Process 2015/16 – Final Update**

**Purpose of Report**

1. To provide Schools Forum with a further update in respect of the Dedicated Schools Grant budget planning process for 2015/16 and to carry out the annual consultation on financial issues, as required by the Schools Forums (England) Regulations 2012.

**Discussed at HTCF – BWG**

2. Yes – 18<sup>th</sup> March 2015.

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

**Actions for Schools Forum**

7. To note the updated information in respect of the Dedicated Schools Grant to include the movement of funds between the three blocks for 2015/16 and the information in respect of annual consultation on financial issues for the 2015/16 financial year.

## **Attachments to Report**

8. Appendix A – Dudley’s Banded Framework for 2015/16
9. Appendix B – Dudley Pre 16 Commissioned Planned Places for 2015/16 academic year.

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

**Schools Forum 24th March 2015**

**Report of the Interim Director of Children's Services**

**Dedicated Schools Grant Planning Process 2015/16 - Final Update**

**Purpose of Report**

1. To provide Schools Forum with a further update in respect of the Dedicated Schools Grant budget planning process for 2015/16 and to carry out the annual consultation on financial issues, as required by the Schools Forums (England) Regulations 2012.

**Background Consultation**

2. The Dedicated Schools Grant can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance Regulations.
3. The Schools Budget consists of delegated budgets allocated to individual schools, Pupil Referral Units (PRUs) and Early Years Provision in Private, Voluntary and Independent (PVI) providers, a budget for other provision for pupils which local authorities fund centrally, which now includes the major element of high needs provision, including post-school provision up to age 25, together with centrally retained expenditure in respect of special education needs and early years services.
4. The DfE present the Dedicated School Grant in three un-ring fenced funding blocks for the local authority:
  - Schools Block;
  - Early Years Block; and
  - High Needs Block
5. For 2015/16 the central expenditure controls remain a requirement for Schools Forum to approve; as discussed and agreed at the Forum meeting in February 2015. Local Authorities are free to move funding between the blocks provided that they comply with requirements of the Minimum Funding Guarantee (MFG) and central expenditure limits /regulations.
6. Mainstream school budgets have now been issued for 2015/16. There is a requirement to issue special schools, PRUs and Early Years providers with a budget by 31st March 2015.

## Dedicated Schools Grant (DSG) Budget Update for 2015/16

7. Since the February report to Forum, there have been no further DSG funding updates from the DfE. However, using the early years census data from January 2015 the early years funding has been estimated and Table 1 updated.
8. Forum should note that the following adjustments are expected for 2015/16:
- i. Early Years Block will be amended by the DfE in the:
    - Summer of 2015 for the January 2015 census data and in the Spring 2016 for the January 2016 census data in respect of 2, 3 and 4 year olds;
    - Early Years Pupil Premium which is currently based on provisional data which will be updated by the DfE following a survey which will be undertaken during autumn 2015.

**Table 1 -Dudley Dedicated Schools Grant 2015/16 at 9<sup>th</sup> March 2015**

	<b>Pupil Data Oct 14 (i) and Jan 15 (ii)</b>	<b>Unit of Funding- per pupil</b>	<b>Schools Block  £m</b>	<b>Early Years Block  £m</b>	<b>High Needs Block  £m</b>
Total Funding Pupil Led (i)	42,947	£4,459.29	191.513		
Carbon Reduction Commitment tax – pupil led	42,947	-7.51	-0.323		
Newly Qualified Teachers			0.064		
3 & 4 year olds early education pupil led funding expected January 2015 pupil census data (ii)	2,924	£3,650.97		10.676	
Early Years Pupil Premium <i>provisional</i>	1,022	0.53 per hour		0.308	
2 year olds early education – Dudley estimate for January 2015	773	4.89 per hour		2.154	
2014/15 Baseline Funding carried forward					30.256
Planned Place return outcomes approved EFA 17 <sup>th</sup> December 2014 for Pensmeadow special school					0.267
High Needs Block national growth allocation					0.271
<b>2015/16 DSG Funding</b>			<b>191.254</b>	<b>13.138</b>	<b>30.794</b>
Virement Agreed 2013/14			1.350	-0.011	-1.339
Virement Agreed 2014/15			0.014	0.226	-0.240
<b>Virement 2015/16</b>			<b>0.089</b>	<b>0</b>	<b>-0.089</b>
<b>Proposed Allocation 2015/16</b>			<b>192.707</b>	<b>13.353</b>	<b>29.126</b>
<b>Total DSG Original Budget 2015/16</b>			<b>£235.186m</b>		



9. The virements for 2015/16 summarised in Table 1 relate to:

- Schools Block– Funding additional placements in independent schools for non-SEN (Special Educational Needs) pupils, as approved by Forum at February meeting.  
Each additional pupil registered at school census date provides eligible DSG funding; however the expenditure is in excess of the funding provided. The options available would be to fund this budget pressure from within the Schools Block, which will mean a reduction in funding to all schools, or to use the High Needs Block contingency; this is the proposed funding option for 2015/16.
- High Needs Block – Funding the Schools Block additional budget required, details above.

### **Annual Consultation Process**

10. The Regulations state that the local authority must consult with the Schools Forum annually in respect of the following in order that Schools Forum can give a view:

- Arrangements for pupils with special educational needs and in particular:
  - the places to be commissioned by the local authority in different schools, and
  - other institutions, and the arrangements for paying top-up funding to schools and other institutions;
- Arrangements for use of pupil referral units and the education of children otherwise than at school and in particular:
  - the places to be commissioned by the authority and by schools in pupil referral units and other providers of alternative provision, and
  - the arrangements for paying top-up funding to pupil referral units and other providers of alternative provision;
- Arrangements for early years provision;
- Administration arrangements for the allocation of central government grants.

11. A summary of each of the key areas is outlined below in order that Forum Members can give a view, as required under the 2012 Regulations.

### **Arrangements for Pupils with Special Educational Needs (SEN)**

12. There have been and still remain a number of changes both nationally and locally impacting on the arrangements for pupils with special educational needs since the DfE School Funding Reforms changed the funding for all high needs pupils commencing in April 2013.

### **2013 Special Educational Needs Reforms**

13. The April 2013 reforms introduced a new funding methodology for special educational needs based on a guaranteed planned place arrangement together with real time funding assessed against a continuum of need framework, known as a banded framework or 'top up funding'. Dudley's banded framework has been in place since 2013/14 and for 2015/16 will be increased by average inflation of 1.86%; this is

attached at Appendix A. This funding methodology applies to:

- Educational establishments with a planned place arrangement, such as special schools, Pupil Referral Units, special educational needs Resource Units, Post 16 Further Education and Learning Disabilities and Difficulties, where a place- plus top up funding basis is used.
- Mainstream pupils with high needs special educational needs, the school receive additional funding on a top up basis, which is in addition to the delegated budget.

### **Planned Places 2015/16**

14. Dudley has commissioned pre 16 planned places for the 2015/16 academic year in line with Appendix B.

### **2014 Special Educational Needs Reforms**

15. The 2014 Children and Families Act introduced key changes for children with special educational needs and their families. The changes from 1st September 2014 include:

- Introduction of a revised Code of Practice;
- Places a requirement on health services and local authorities to jointly commission and plan services for children, young people and families;
- Replaces Statements of Special Educational Needs with a single assessment process and an Education, Health and Care Plan and provides statutory protection comparable with those in Statements for young people who are in education or training up to the age of 25;
- Obliges the local authority to publish a local offer;
- Gives parents or young people the right to a personal budget for their support.

16. In respect of the Special Educational Needs 2014 reforms Dudley has:

- Published a Local Offer on the Dudley website; this sets out relevant the information in respect of the provision available in the local area for children and young people to access, including those that do not have Education, Health and Care Plans;
- Set up a three year transfer process with Dudley Special Schools to assist with the transfer review and to ensure that the Education, Health and Care Plans comply with the current guidance and legislation. The funding has been calculated based on £150 for each Severe Learning Difficulty (SLD) pupil and £120 for each Moderate Learning Difficulty (MLD) pupil. The allocation to each Special School is based on the current number of pupils on roll;
- Provided a range of training to cover all aspects of the transition;
- Installed the Tribal information technology software which is operational;
- Immediate priorities to continue to communicate with all stakeholders and provide a strategy for joint working. This will also support the requirement to provide personal budgets.

- Undertaken project work with Children's and Adult Services to review the personal budgets process, in order to develop and implement a working model for Children's Services; a child or his/her parents can request a personal budget once the local authority has completed the assessment and confirmed that it will prepare an Education, Health and Care Plan.

17. The Department for Education (DfE) provides non ring fenced grant funding to local authorities to provide support with the implementation of the SEND reforms outlined in paragraph via two funding streams, as detailed in paragraph 43.

### **Longer-term Changes and Call for Evidence - Special Educational Needs and Disabilities (SEND) Funding**

18. In July 2014, the Minister for Schools David Laws, announced changes to the distribution of funding for mainstream schools within local authorities' Dedicated Schools Grant for next year to address some of the unfairness in the current allocations. The Minister acknowledged that there will not be a completely fair education funding system until the DfE also reform the distribution of funding for pupils with high cost special educational needs and disabilities and explained that this would be a priority for reform during the next Parliament.

19. The DfE therefore issued a consultation document in November 2014, inviting interested parties to help with this work and to provide answers to some other questions about how Special Educational Needs funding can be distributed more fairly. The outcomes of this review are yet to be published.

### **Dudley's Other Special Educational Needs Services (SEN)**

20. There are no changes proposed to Dudley's mechanism for funding SEN central services for:

- Counselling Service
- Visually Impaired Outreach Service
- Hearing Impaired Outreach Service
- Physical and Sensory Service
- Learning Support Service
- Autism Outreach Service
- Specialist Early Years Service
- Enhanced Nursery Provision

### **Arrangements for use of Pupil Referral Units and the Education of Children Otherwise than at School**

#### **Pupil Referral Units**

21. Pupil Referral Unit provision in Dudley is located at the Sycamore Short Stay School for behavioural provision and the Cherry Tree Learning Centre for home and hospital tuition.

22. The Management Committees for both Cherry Tree Learning Centre and the Sycamore Short Stay School are fully established and operating in line with the DfE governance requirements. The membership consists of school, community, local authority, staff and parent members. In line with DfE requirements they have fully delegated financial powers.

### **Behavioural Pupil Referral Unit**

23. As part of the 2013/14 DfE School Funding Reforms, there was a financial requirement for Dudley to review the structure of the behavioural pupil referral unit provision at the Sycamore Short Stay School and in September 2014 the final restructure of the provision was put in place with KS1/2 and 3 being located at the Sycamore Centre. The move to locating all behaviour provision onto a single site is a key factor in ensuring a more cost effective service that incorporates a more flexible and targeted staffing resource.

24. For KS1/2, the behavioural pupil referral unit provides primary outreach services funded by primary schools on a de-delegated basis. The funding provides for a minimum core offer to all schools that includes both emergency support for serious behaviour issues and a wide menu of behaviour management support that builds capacity in schools. This menu of support is tailored to meet the needs of all schools and specific issues/trends as they arise.

25. KS4 provision is provided partly through the use of alternative provision and partly through secondary schools based on a township model.

26. The funding of £105,198 set aside as support to Pupil Referral Units/Special Schools with potential financial difficulties will not be required for 2014/15, as originally planned. The Sycamore Short Stay School is able to operate within their delegated budget resources available.

### **Emotional and Medical Pupil Referral Units**

27. There are no further DfE changes proposed for 2015/16 in the funding arrangements for emotional and medical pupil referral units. Therefore Cherry Tree Learning Centre will continue to be funded on a historical basis in respect of their places until such time that the DfE review the funding arrangements for this provision.

### **Alternative Provision**

28. Dudley currently has a number of service level agreements for placements with external alternative providers which make provision for KS4 excluded pupils, where a pupil is not able to be educated within the maintained PRU provision. For 2015/16 these are detailed in Table 2.

Table 2 – Commissioned Alternative Provision

<b>Alternative Provider</b>	<b>Places 2015/16</b>
Dudley College	25 places
Newhall	10 places
Continu Plus	5 places
Stourbridge College	10 places
Wheels	25 places

### **Arrangements for Early Years Provision**

29. There are no changes proposed to the funding arrangements in respect of Dudley's early years provision.

### **Administration Arrangements for the Allocation of Central Government Grants**

30. All grants allocated to schools via the local authority from Central Government are based on the Government's set criteria. Schools are advised of the value of the grant for budget purposes in March with the actual cash being paid to the school when this has been received by the local authority.

### **Revenue Grants**

#### Pupil Premium

31. The Pupil Premium is the most significant grant distributed to schools. This is a DfE grant provided as additional support for looked after children and those from low income families. Schools are free to spend the money they are allocated as they see fit, however the DfE is clear that schools will be held accountable for how this additional funding to support pupils from low-income families and from service families is used. It was worth £625m nationally in 2011/12 rising to £2.5bn by 2014/15.

32. For 2015/16, schools will receive £1,320 per primary pupil who is currently eligible for free schools means (FSM) or has been eligible for FSM in the past 6 years (FSM 'Ever 6') and the allocation for secondary sector will be £935 for FSM 'Ever 6' pupils. Eligible Looked After Children will receive £1,900 each.

33. The current rates for 2014/15 are £1,300 for primary pupils and £935 for secondary pupils and £1,900 for each Looked After Child.

34. The Pupil Premium for 2015/16 will continue to include those pupils recorded on the January 2015 School Census who were looked after immediately before being adopted on or after 30 December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). The estimated grant for Dudley maintained schools is £199,500.

### Early Year Pupil Premium

35. A Pupil Premium of approximately £300 per year (£0.53 per hour) will be introduced for three and four year olds from low income families effective from April 2015. A child will be eligible if they are three or four years old receiving 15 hours of Government funded early education, and meet one of the following criteria:
- Those families meeting the criteria for free school meals;
  - Children that have been looked after for at least one day;
  - Children that have been adopted from care;
  - Children that have left care through special guardianship; and
  - Children subject to a child arrangement order.
36. The indicative allocation for 2015/16 is £308,675 and this is based on a speculative headcount of eligible three and four year olds of 1,022. The DfE has confirmed that there will be a mandatory survey to confirm actual take up and final confirmation of whether this will be during Autumn 2015 or Spring 2016 should be available shortly. Allocations will be adjusted following the outcome of the survey.
37. Dudley's Childcare Strategy Team is reviewing internal processes and information technology systems to ensure that the eligibility checking and the administering of the funding will be operational and fit for purpose.
38. The Primary Headteachers Forum to be held on 16th April 2015 will be used to provide schools with a further update on the progress to date and the process that will take place throughout 2015/16. Early Years Pupil Premium frequently asked questions will be issued and officers from the local authority will be present to answer questions.

### Year 7 Catch Up

39. Year 7 catch up grant funding - this was a new grant from 2012/13 until 2015 and Schools receive an additional premium of £500 for each Year 7 pupil who has not achieved at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2. The premium will be available to all state-funded schools with a Year 7 cohort, including PRUs and special schools. The grant for Dudley maintained schools is £0.213m in 2014/15. The allocation for 2015/16 will be confirmed by the DfE shortly.

### PE And Sports

40. The PE and Sports Grant is available for three academic years 2013/14, 2014/15, and 2015/16. All schools with 17 or more eligible primary school pupils will receive £8,000 for the academic year 2014/15, plus a top-up of £5 per eligible pupil. Schools with 16 or fewer eligible pupils receive £500 per eligible pupil. For 2014/15 academic year the grant for Dudley maintained schools is £0.748m. Further details are still awaited from the DfE in respect of funding for 2015/16.

## Post 16 Mainstream Funding

41. Post 16 mainstream school provision funding is provided as a grant from the Education Funding Agency. The grant for 2014/15 was £1.4m and related to two maintained schools. The Education Funding Agency will advise Dudley of the 2015/16 allocation for Old Swinford Hospital School by 31<sup>st</sup> March 2015; from 1<sup>st</sup> March 2015 Ellowes Hall school became an Academy School and will receive their post 16 grant funding directly from the Education Funding Agency.

## Universal Free School Meal Grant for Infants

42. The Government announced the strategy for funding free school meals for all children in Reception, Year 1 and Year 2 in state primary schools from September 2014.
43. The DfE will pay a flat rate of £2.30 per meal taken, based on actual take-up by newly eligible infant pupils which will be measured in the Schools Census from 2014.
44. Funding currently provided through Dudley's deprivation formula factor within the schools' local funding formula in relation to those pupils in receipt of free school meals in Reception, Year 1 and Year 2, will continue and the universal free school meals grant from the DfE will relate only to those pupils who are not currently eligible for a free school meal.

## Special Educational Needs and Disabilities (SEND)

45. The DfE provides non ring fenced grant funding to local authorities to provide support with the implementation of the Special Educational Needs and Disabilities\_ reforms via two funding streams:
- SEN Reform Grant. Dudley's allocation for 2014/15 is £360,784; and
  - SEND New Burdens Grant. Dudley's allocation for 2014/15 is £259,415 and £175,346 for 2015/16.

46. Paragraph 15 and 16 provides further details,

## **Capital Grants**

### Devolved Formula Capital Grant

47. Devolved Formula Capital grant remains unchanged for 2015/16 and is calculated using the same methodology as in previous years. The national budget has been set at approximately £200m a year. Every school gets a fixed lump sum and a variable amount based on pupil numbers. The lump sum and per pupil rates will stay the same for the next three years. These allocations will be calculated each year to reflect the January school census.
48. Dudley is responsible for the payment of devolved formula capital for all maintained schools excluding Voluntary Aided (VA) schools; VA school premises are not within the ownership of a local authority then the DfE pay the grant directly to the VA school Governors. For 2015/16 Dudley will allocate Devolved Formula Capital grant to

schools of £759,527 and £94,093. based on the rates shown in Table 3.

Table 3 –Devolved Formula Capital 2015/16

<b>Type of school</b>	<b>Lump Sum</b>	<b>Per Pupil</b>
£	£	£
Nursery and Primary	£4,000	£11.25
Secondary	£4,000	£16.88
Special schools and Pupil Referral Units.and Boarding Pupil rate	£4,000	£33.75

Basic Need Capital Grant

49. The Education Funding Agency calculate annual allocations of basic need funding to local authorities for the provision of school places. The latest model calculated allocations for the financial year 2017/18 as well as additional funding for 2015/2017 with funding totalling around £1.6 billion.

50. The Education Funding Agency conducted the 2014 School Capacity Survey (SCAP) which collects data from Local Authorities for each primary and secondary planning area on current school capacity and forecast pupil numbers.

51. The principle of the calculation is to determine each planning area’s shortfall and share out the total Basic Need funding available nationally to local authorities in proportion to their shortfalls.

52. Dudley’s allocation was notified in February 2015 as detailed in Table 4

Table 4 – Dudley’s Basic Need Capital Allocation Approved February 2015

<b>Details</b>	<b>Value</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Primary schools	£7,972,696			
Secondary schools	£710,530			
Total Approved 2015	£8,683,226			
Payment profile		£1,575,906	£3,359,163	£3,748,157

School Building Condition Allocations

53. School building condition allocations are made to those bodies responsible for the maintenance of buildings. There are three components to the allocations:

- Core condition funding for all responsible bodies based on their pupil numbers;
- High condition needs funding for those with disproportionately high needs; and
- Floor protections to provide some stability in the transition to the new system.

54. School condition allocations take into account the information the DfE has collected through the Property Data Survey Programme (PDS) about the condition of schools. For the majority of responsible bodies, the survey data shows that existing condition needs correlate well with pupil numbers, which are also a proxy for the size of the



estate that needs managing on an ongoing basis. All responsible bodies therefore get a core condition funding component based on pupil numbers.

55. The property data survey shows that some responsible bodies have particularly high existing condition needs relative to their size. In recognition of this, the DfE include a high condition needs funding component, in addition to their core condition allocation. This is based on the extent to which the condition needs identified in the property data survey exceed a threshold.
56. A floor protection will be applied in 2015/16 to ensure that no responsible body gets less than 80% of the funding it received in the 2014/15 maintenance allocations. This level of protection will also apply in 2016/17 and 2017/18 unless the schools for which it is responsible change.
57. The national budget for school condition allocations is set at £1.2bn a year for the next three years. Responsible bodies will receive a fixed allocation for 2015/16, which is also indicative of their second and third year allocations. Allocations will be revised annually for 2016/17 and 2017/18 to reflect new or closing schools and where a school moves to a new responsible body, in which case the pupil-led core condition funding will move with the schools.
58. Dudley's allocation announced in February 2015 is detailed in Table 5.

Table 5 - Dudley's School Condition Allocation Approved February 2015

<b>Details</b>	<b>Value</b>
Dudley local authority schools	£3,956,130
Dudley voluntary aided schools	£531,253
Total	£4,487,383

Priority School Building Programme (PSBP)

59. The Government's Priority School Building Programme is addressing the needs of schools most in need of urgent repair.
60. Priority School Building Programme 2 is a capital funded project which will undertake to rebuilding and refurbishment projects nationally across 277 schools from 2015 to 2021.
61. The PSBP 2 programme was announced in February 2015 and includes two Dudley schools; Huntingtree Primary school and Ridgewood High school.
62. Whilst this is a good news item for Dudley, the initial bid included other Dudley schools which have not been recognised as meeting the criteria under this programme.
63. The detailed funding allocations for the buildings projects are not known at this stage.

## **Finance**

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

## **Law**

67. 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**

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

## **Recommendation**

69. Schools Forum to:

- Note the contents of the report and the movement of the 2015/16 Dedicated Schools Grant between the three funding blocks as detailed in Table 1 and paragraph 9;
- Give a view to the Interim Director of Children's Services in respect of the financial issues for:
  - Arrangements for pupils with special educational needs and in particular:
    - the places to be commissioned by the local authority in different schools and
    - other institutions, and the arrangements for paying top-up funding to schools and other institutions;
  - Arrangements for use of pupil referral units and the education of children otherwise than at school and in particular:
    - the places to be commissioned by the authority and by schools in pupil
    - referral units and other providers of alternative provision, and
    - the arrangements for paying top-up funding to pupil referral units and other providers of alternative provision;
  - Arrangements for early years provision;
  - Administration arrangements for the allocation of central government grants.



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**DUDLEY LOCAL AUTHORITY - BANDED FRAMEWORK 2015/16 RATES**

**APPENDIX A**

	Mainstream SEN				Special Schools/& FE			
	Element		Total	Old hours	Place fund	Pupil plus	Post 16 Supplement	Total
	2	3						
	£	£	£	£	£	£	£	
Resource Band Ai	6,000	0	6000	<5h				
Resource Band Aii	6,000	0	6000	<10h				
Resource Band Aiii	6,000	0	6000	<15h				
Resource Band Aiv	6,000	0	6000	<20h				
Resource Band Bi	6,000	773	6773	<22.5h				
Resource Band Bii	6,000	1546	7546	<25h				
Resource Band Biii	6,000	3092	9092	<30h	10,000	1,374	1,164	12,538
Resource Band Biv	6,000	3866	9866	=>30h				
Resource Band C					10,000	3,711	1,164	14,875
Resource Band D					10,000	4,295	1,164	15,459
Resource Band E					10,000	7,216	1,164	18,380
Resource Band F					10,000	13,057	1,164	24,221
Resource Band G					10,000	17,730	1,164	28,894
Resource Band H					10,000	24,740	1,164	35,904

**Dudley Planned Place Commissioned Provision 2015/16 Academic Year**

<b>Provision</b>	<b>FTE Places</b>	<b>Details</b>
Ashwood Park Primary School	20	SEN Unit –Primary Hearing Impaired
Ex Brook Primary School <i>Provision subject to tender from September 2015</i>	8	SEN Unit – Behavioural, Emotional and Social Difficulties
Gigmill Primary School	8	SEN Unit – Autistic Spectrum Disorder
St Margarets at Hasbury Primary Cof E School*	14	SEN Unit – Language Unit 12 part-time & 8 full-time
High Arcal Academy School	8	SEN Unit – Autistic Spectrum Disorder
Hob Green Primary School*	12	SEN Unit – Speech and Language Unit
Quarry Bank Primary School*	8	SEN Unit – Language Unit 16 part-time
Special Schools pre 16 provision	725	Special school provision across Dudley Special Schools <ul style="list-style-type: none"> <li>▪ Brier- 150</li> <li>▪ Halesbury - 107</li> <li>▪ Old Park - 108</li> <li>▪ Pensmeadow - 65</li> <li>▪ Rosewood - 50</li> <li>▪ Sutton -145</li> <li>▪ Woodsetton -100</li> </ul> (post 16 commissioned at Old Park and Pensmeadow by Education Funding Agency)
Sycamore Short Stay School	32 20	Behavioural Pupil Referral Unit KS1, 2 and 3 KS4
Cherry Tree Learning Centre	76	Emotional_Medical Pupil Referral Unit
<b>Total</b>	<b>931</b>	

\* Dudley is currently consulting on a revised Special Educational Needs provision and the planned places shown may vary after 2015/16.