

Briefing note

To: Schools Forum

Author: Christina Ponting, ENGIE

Date: 11th July 2018

Purpose of the Paper:

Information	√
Consultation	
Decision	√

Title of Briefing: Services in Receipt of Funding – Clarity for Schools Forum/ Schools

Background:

From May 2017 Schools Forum agreed to support consistency in the information they receive and to support their decision making, they required all services in receipt of funding to provide an annual report to Schools Forum. The last report was provided in December 2017 and at that time Schools Forum requested the timing of receipt of reports be altered so that Schools Forum, if required could undertake further conversation/ request additional updates from service managers before it made decisions in December of each year. It was agreed that the revised reporting time would be moved to July of each year so that Schools Forum could review information and request updates if applicable within the revised Schools Forum meeting schedule from September 2018.

Current Position:

The services currently in receipt of funding have provided an overview of what the service provides and updates, where applicable are also noted.

Recommendation

1. Schools Forum to note this report.
2. Schools Forum to determine if they wish to request a service area to provide additional information, and if so:
 - a. what they wish to have further clarity on,
 - b. whether they wish to receive this report in writing or via a presentation;
 - c. when they wish to receive this clarity.

REPORT A

Service Manager	Angela James, Jonathan Chicken and Mark Barrett
Title of Service Provided:	1. Early Years and School Improvement Service 2. Education to Employment
A description of what the service provides to schools because of this funding allocation	<p>1. The Early Years and School Improvement Service (£520k)</p> <ul style="list-style-type: none"> • Support to improve the impact of leadership and management in schools by contributing towards the: <ul style="list-style-type: none"> – challenge to sustain and improve standards – challenge and support to improve standards of behaviour and attendance – experience and updates from trained and practising inspectors – extensive support in preparation for and during Ofsted inspection – school development partner programme – recruitment processes of senior leaders in schools – contribution to leadership programmes – support for vulnerable schools – 1:1 pastoral support for headteachers – unlimited access to a duty officer – supported reviews. • Curriculum development and support including: <ul style="list-style-type: none"> – specialist English, maths and science support across all phases – EYFS supporting quality of provision, inc. 2YO offer – developing the quality of provision at post-16 – teaching and learning development programme – enhanced support and training offer for NQTs – development of sound assessment practice – Music Hub – ICT and computing curriculum support – health and wellbeing support – PE team support for curriculum, competition, outdoor education and swimming • Lead the training and application of research-based best practices including: <ul style="list-style-type: none"> – BLAST – Reciprocal Reading – Inference training – Reading Recovery – Boosting Reading Potential – Talk for Writing – Early Excellence – Fresh Start – Numbers Count – Maths Makes Sense – Success @ Arithmetic – First Class @ Number – Every Child programmes • Support and leadership of inclusion in schools by contributing to the: <ul style="list-style-type: none"> – support for the provision for SEND pupils – focus on supporting schools to improve outcomes for disadvantaged pupils – representation of schools strategically

	<ul style="list-style-type: none"> – advice and training on intervention – SENCO surgeries – Lead SENCO programme – development of SEND documentation and resources such as the SEND Handbook. <ul style="list-style-type: none"> • Employment and Skills - Education to Employment (£64k) The Service provides: <ul style="list-style-type: none"> – support for schools to understand and make use of the Apprenticeship Levy, including developing apprenticeship opportunities – CCIS data-system provision for Tracking of school leaver destinations – mentoring to schools completing IAG Quality awards – management support to develop alternative curriculum options and progression pathways – SEND Pathways to Employment from 16 – supporting Events: <ul style="list-style-type: none"> • 'Get Up & Go' apprenticeship fair • interview skills days, • attending school assemblies, • supporting progression events.
What schools would/ would not receive if this additional funding was not available	Schools would only receive the statutory services detailed below.
Note of any statutory provision(s) within the service area.	<ol style="list-style-type: none"> 1. Challenge to schools causing concern 2. Intervention for schools in an Ofsted category 3. Assessment and moderation for EYFS, phonics, KS1 and KS2 4. Appropriate body for NQTs 5. Basic advice and support for critical incidents 6. Support for SACRE 7. Sign off of risk assessment for educational visits 8. Attendance at Ofsted inspection feedback on behalf of the local authority 9. Statutory Guidance to schools – Careers Education-Information, Advice & Guidance.
Additional Information:	The service plans to continue delivery as detailed above, maintaining an outward looking view of the current educational landscape.

REPORT B

Service Manager:	Mark Longstaff
Title of Service Provided:	Budget to provide support vulnerable schools.
A description of what the service provides to schools because of this funding allocation	The focus of this support has been to provide tailored strategic support from outside of school to ensure rapid impact on the direction of teaching and learning and outcomes for children/ young people.
What schools would/ would not receive if this additional funding was not available	Where a school is identified in needing this additional support they would not be able to access a contribution from this funding.
Note of any statutory provision(s) within the service area.	None: this is not a statutory function.
Additional Information:	<i>As above</i>

REPORT C

REPORT 6

Service Manager	Angela James (Rob Smith)																																																	
Title of Service Provided:	High Borrans Grant																																																	
A description of what the service provides to schools because of this funding allocation	<ul style="list-style-type: none">• Reduces the cost for NT pupils to attend the facility.• Ensured all in borough schools are subsidised at £79 per pupil per week and £59 per pupil per weekend, which equates to 26% reduction.• Out of borough schools are charged at the commercial rate of £306 + per pupil per week and £229 +per pupil per weekend this may vary depending upon additional requests made by the group.• The grant enables all in borough North Tyneside schools (Community, Academy and Trust), to have a subsidised cost of £227 per pupil per week and £170 per pupil per weekend. <p>Additional funding impact information As stated courses are reduced by 26% to all NT schools via the grant, this equates to; Weekend courses with 25 students x £229, averages £5725, however for all NT schools 26% subsidy reduces cost to £4294 therefore making a saving of £1475</p> <p>Week course with 35 Students x £309, averages £10,815, however for all NT schools 26% subsidy reduces cost to £8112 therefore making a saving of £2765</p> <p>Additional dates of available weekends will be sent to schools not attending centre to consider additional potential interest and this will be followed up via conversations with colleagues.</p> <p>Partnership Schools (In Borough) benefiting from using the service 2016-17:</p> <table><tr><th>Phase</th><th>School</th><th>% of phase</th><th>Pupils</th><th>Savings</th></tr><tr><td>Secondary: Individual course</td><td>4/11</td><td>36%</td><td>129</td><td>£10,191</td></tr><tr><td>Secondary through Young Leaders</td><td>10/11</td><td>91%</td><td>48</td><td>£3792</td></tr><tr><td>Middle</td><td>4/4</td><td>100%</td><td>323</td><td>£25,517</td></tr><tr><td>First/Primary</td><td>28/56</td><td>50%</td><td>889</td><td>£70,231</td></tr><tr><td>Special</td><td>1/6</td><td>17%</td><td>18</td><td>£1422</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Totals</td><td>43/75</td><td>57%</td><td>1407</td><td>£111,153</td></tr></table> <p>Investment of £95000 has produced a saving of £111,153 to NT schools At present we have 12 term time weekends available, if NT schools were to attend a further saving of 12 x £1475 totalling £17,700 could be added, this makes £128,853 against the £95k grant Potential additional saving £33,853</p> <p>Partnership Schools (Out of Borough) benefiting from using the service 2016-17:</p> <table><tr><th>Phase:</th><th></th><th>Pupils</th></tr><tr><td>Secondary</td><td>2</td><td>60</td></tr><tr><td>Middle</td><td>1</td><td>48</td></tr></table>	Phase	School	% of phase	Pupils	Savings	Secondary: Individual course	4/11	36%	129	£10,191	Secondary through Young Leaders	10/11	91%	48	£3792	Middle	4/4	100%	323	£25,517	First/Primary	28/56	50%	889	£70,231	Special	1/6	17%	18	£1422						Totals	43/75	57%	1407	£111,153	Phase:		Pupils	Secondary	2	60	Middle	1	48
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	Special	-	
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	<ul style="list-style-type: none"> Increased capacity to a 55 bed centre, 48 bed student, 7 bed staff, as well as a fully inclusive provision NT schools have preference for booking over all other groups in order meet the required demand Maintained single occupancy where possible for NT schools, though sharing is encouraged, a significant number of schools prefer the existing arrangement Supported schools with smaller single occupancy groups to access OAA activities at the centre, this has been done by operating with a flexible approach to our NT schools Operated split or shorter adapted programmes for NT schools upon request in order to accommodate flexible programmes and ensure bookings as a priority to NT schools Returned a zero deficit budget over the last two years (with the £95k SF subsidy) Maintained employee-based staffing ensures consistency and known experience of instructors. Our staff are able to build professional relationships with school staff. We do not rely solely on freelance/casual staffing. The freelancers currently employed are all well established and respected by visiting staff. Subsidised travel with tendered bus company. Reduces return travel costs with preferred and vetted supplier from £900 to £760. The centre maintains high standards of provision to nationally accredited levels. Including: AHOEC Gold Award, AALA License, Adventure mark status, LOTc accreditation and South Lakes 5star food hygiene rating. The centre maintains supplies of clothes and equipment and regularly invests in the continued development of activities. Recently this has been camping, raft building and archery. The continued opportunity to immerse children in real environments and adventures. 		
What schools would/ would not receive if this additional funding was not available	<p>The centre would be likely to operate as a commercial operation on a full cost recovery basis. This would be similar to other existing commercial providers.</p> <ul style="list-style-type: none"> Cost per head will match the out of borough price and therefore £306 per pupil per week and £229 per pupil per weekend. This will also mean that we operate in a way where all customers have an equal basis for bookings and NT has no preferential bias towards priority. This will also mean that we have to rigidly enforce a minimum group size to NT schools where at present we support NT small groups either with single occupancy and a two schools sharing position. Booking priority would have to be dictated by income. This realistically will adversely affect booking numbers and a review of staffing may also have to be undertaken. This would also impact upon the existing programme and bespoke provision available to schools. The impact of this will be directly impact upon parents and the ability for schools to offer a residential OAA experience in KS2 as is indicated as a preferred model in the existing national curriculum provision. <p>Price per pupil with the subsidy: £227- week and £170- weekend Price per pupil without the subsidy: £306- week and £229-weekend Increase per pupil: £79-week and £59-weekend. (2018/19 Prices)</p>		

	<p>Increase per pupil against the current subsidised price: £213 per week and £163 per weekend.</p> <p>These prices are projected and based on the minimum group booking size required to secure sole occupancy, group bookings are based on 25 pupils August –March, 36 pupils April- July inclusive.</p> <p>35 children is our current average course size (ranging from 12-48 during 2016-17 for NT schools): an equivalent income would have to become our aim. This price increase is clearly prohibitive. Smaller groups may be excluded as income is prioritised.</p>
Note of any statutory provision(s) within the service area.	No existing statutory provision
Additional Information:	<i>As above</i>

REPORT D

Service Managers	Ian Wilkinson/Jim Stephenson
Title of Service Provided:	Budget for the Education Improvement Partnership (secondary schools).
A description of what the service provides to schools because of this funding allocation	<p>Philosophy of Education Improvement Partnership (EIP)</p> <p>The acknowledgement that more can be achieved through collaborative work continues to be the key principal that governs the EIP and contributes to its success. Headteachers and senior leaders continue to appreciate the quality of the delivery. More importantly they also continue to acknowledge that depending on the needs of other colleagues they may not achieve 'value for money' as an individual school. The needs of the partnership of schools continue to drive them.</p> <p>This year even more staff from North Tyneside have been involved, either as participants or leaders in the work of EIP; in many of these cases this work has contributed to real impact. However, the EIP Executive is not complacent. Its members recognise the pressures that such activities may come under as budgets diminish. In addition the important work of supporting the most vulnerable young people continues. EIP is funded in part by a contribution from Schools Forum (£100,398) but this is supplemented by contributions from 11 High Schools and the 4 Middle Schools (contributions vary according to a formula based on size and their previous use of the PALS service) (2017/18 contributions of £260,064 in addition to the £100,398)</p> <p>Some of the services provided by EIP include (among others) a contribution to Cost of Core Team (School Support Team), contributions to Placement Provision, support for core subjects of English, Maths and Science, support for other subjects such as MFL and Humanities. Important work on Behaviour and Inclusion has also occurred through the work of EIP and its members, as has Leadership Development of staff at all levels. Some vital work in the areas of Work Experience/IAG, vulnerable groups and support for the Lead SENCO initiative have also been supported and provided by EIP.</p> <p>Successes and achievements</p> <p>Post 16 achievement</p> <p>The work of the School Improvement Team beyond statutory activity – Post 16 is, along with Heads of Sixth Form and teaching staff, improving results at key stage 5 year-on-year. Historically, achievement at this key stage has been low overall when compared to that nationally, but improvements over the past 4 years now place North Tyneside in-line with those national averages. However, there is still work to do as we strive for outcomes which are higher, consistently, than those achieved across the country. Post 16 networks have never been stronger and there is now far greater rigour and consistency around all aspects of post 16 leadership, management, accountability and improvement planning.</p> <p>Senior Leadership Development</p> <p>An extensive programme is provided which has included the following:</p> <p>Middle Leadership Development - Four afternoon sessions have been co-ordinated by and delivered by staff from two schools. In 2017 these sessions were attended by 12 delegates from 5 schools and in 2018 a further 11 delegates from across six schools attended. The course, held in twilight sessions, provided participants with the opportunity to engage with colleagues at a similar stage of their career to explore some of the challenges facing middle leaders today and to provide advice and support around some of the key aspects of the role. Evaluations were very positive – 100% good or better, 80% excellent.</p>

Aspiring Senior Leadership Development - Three sessions have been delivered by several staff from one of our schools – aimed at those beginning to think about Senior Leadership Team roles in the next couple of years. The aim is to develop an understanding of what senior leadership involves and to help delegates put themselves in a position where they are ready for that role. Attended by 18 staff from 7 schools over the last two years.

Getting Ready for your Next Promotion - Four whole days for current Assistant Headteachers who are considering going for their next promotion in the near future. The days were spent in four different secondary schools. Twelve attendees over the last four years and very positive evaluations (and several successful in getting a promotion).

Breakfast meetings for deputy heads and senior assistant heads - Four breakfast meetings for senior staff in schools to share good practice. These sessions were facilitated by two different North Tyneside Headteachers each time – each meeting had a specific focus and one session had an external speaker. The sessions were attended by over 30 different staff from 12 schools.

Governance and oversight of the work of the School Support Team (SST)

The school support team support execute the inclusive policies and practices agreed through the Local Authority and Education Improvement Partnership and wider school estate for pupils at risk of exclusion. The team aim to prevent exclusions, reduce absences from school and support educational achievement. This may often include cross border working with our respective neighbours. They enable young people and/or schools to access alternate education placements. This can occur when young people and/or schools believe that the current education placement is no longer able to support the young person's learning outcomes. The team also supports the transition of the young person from the current educational provision to an alternative school/college. Following transfer, the young person may continue in the new alternative provision or indeed at times, request a return to their original school following a trial period.

Supporting the work of the Fair Access process

The school support team also support negotiations in relation to managed moves and hard to place pupils through the Fair Access protocol as agreed with schools. This involves supporting the transition of young people from one school to another when a school is no longer able to meet the young person's learning outcomes and the young person has demonstrated a significant level of challenge to the operational running of the school such that the school is no longer willing / able to meet the needs of the child. The secondary support team hear the views of the young person and parents and provide support to schools and work with parents on all matters in relation to the development and implementation of Pastoral Support Programmes (PSP), Individual Education Plans (IEP), use of Parenting Contracts and appropriate support/referral routes for pupils with SEN. The secondary support team ensure that the views of a range of Secondary Headteachers are heard during the Fair Access process.

PALS

PALS is meeting the needs that schools are presenting to them and achieves excellent outcomes for young people. Ofsted (2014) stated 'students at PALS make outstanding progress in their studies'. Arrangements for students at PALS remain flexible to respond to support maximising achievement. All learning is completed in a small group setting. Groups rarely are higher than 4 or 5 students. All learning in those groups is personalised to the students' needs and Achievement Plan. All pupils attending PALS do so full time. Students are expected to complete two days on a vocational placement

	<p>(WBL). The two days pupils attend WBL placements form part of their statutory education and, as such, are subject to the same high expectations. PALS staff have experience and high quality training in key areas that support breaking down barriers to achievement for PALS students – key barriers students face at PALS are substance mis-use, attachment issues and low aspirations. PALS works with a range of outside agencies to ensure students have access to a range of supporting services. PALS is preparing the young people well for adulthood. A good % of PALS students secure a September post 16 destination, 9.6% NEET in summer 2017.</p>
What schools would/ would not receive if this additional funding was not available	<p>The funding combines with the additional resource that secondary schools contribute and enable them to deliver the services outlined above.</p> <p>Without this funding approximately 28% of provision would not be available. This would be equivalent to the removal of the current spend on and impact of the Leadership Development work and Post-16 work.</p>
Note of any statutory provision(s) within the service area.	<p>None.</p> <p>This provision either enhances the statutory provision or provides support in areas that would otherwise be down to a school to provide.</p>
Additional Information:	<p>This work is being constantly reviewed and refreshed. Headteachers are asked to evaluate the provision and suggest improvements for the following year. The work will continue next year around all of the areas above and in addition, EIP will be continuing to contribute to the leadership of Keeping Children in Schools and are supporting PALS to reconfigure their curriculum offer and endeavour to help students meet academic needs.</p>

REPORT E

Service Manager	Sue Graham
Title of Service Provided:	Budget to support the informational requests of the Schools Forum and improved budgetary awareness across all schools.
A description of what the service provides to schools because of this funding allocation	<p>This budget provides funding to allow the provision to Schools Forum and its associated Sub Group of analysis and interpretation of legislation and operational guidance in the distribution of funding across schools and to support decision making around retained and de-delegated funding and changes to the Scheme for Financing Schools. The funding provides resources to manage the consultation process open to all schools around the funding formula each year.</p> <p>This budget also provides administrative support around the forward plan and web site maintenance for Forum reports. It also provides room hire and catering funding.</p>
What schools would/ would not receive if this additional funding was not available	If this funding were not available the services outlined above which support the key consultative and decision making functions of the Forum would be significantly reduced.
Note of any statutory provision(s) within the service area.	<p>There is a statutory requirement to hold four Schools Forum sessions each year. North Tyneside chose to hold eight sessions but is moving to four longer sessions from September 2018. The primary function of Schools Forum is to act as a consultative body on some issues and a decision making body on others.</p> <p>The forum acts in a consultative role for:</p> <ul style="list-style-type: none"> • changes to the local funding formula (the local authority makes the final decision) • proposed changes to the operation of the minimum funding guarantee • changes to or new contracts affecting schools (school meals, for example) • arrangements for pupils with special educational needs, in pupil referral units, and in early years provision <p>The forum decides:</p> <ul style="list-style-type: none"> • how much funding may be retained by the local authority within the dedicated schools grant (for example, providing an admissions service, or providing additional funding for growing schools) • any proposed carry forward of deficits on central spend from one year to the next • proposals to de-delegate funding from maintained primary and secondary schools (for example, for staff supply cover, insurance, behaviour support) • on changes to the scheme of financial management
Additional Information:	As described above

REPORT F

Service Manager:	Mark Longstaff (Christina Ponting)
Title of Service Provided:	Support of legacy pension release costs – teachers.
A description of what the service provides to schools because of this funding allocation	<p>This is a legacy budget provision for ex-teachers who have left employment and been provided with release of their pension at their point of leaving. The decision making was applied at a local level and provided for mandatory and/ or enhanced pension being released to teachers under set circumstances. This fund was available to all maintained schools.</p> <p>The fund has been closed to all new applications for some time and the current fund provides for those historic members (and/ or their active dependents where this applies).</p> <p>The fund provides for the on-going costs of these legacy members and will continue over time until all members and/or their dependents are no longer eligible to be in receipt of a pension/ dependents payment.</p> <p>The associated cost for individual members are indexed linked so whilst membership will be reduced over time there is no direct correlation to a reduction in the costs, as index linking will continue to apply to active members.</p>
What schools would/ would not receive if this additional funding was not available	The policy now is that schools have an ability to exercise their discretion in some circumstances in relation to teacher's pensions. However, for these legacy school decision, each school would need to pick up the cost of their ex-employees and fund the associated costs directly to teacher's pensions.
Note of any statutory provision(s) within the service area.	None: this is not a statutory function.
Additional Information:	As above

REPORT G

Service Manager	Iain Betham
Title of Service Provided:	De-Commissioned School Buildings
A description of what the service provides to schools because of this funding allocation	<p>Budget costs associated with the de-commissioning of school land and buildings.</p> <p>The land and buildings that are covered under this budget head are both current and planned and will include any miscellaneous costs (current and legacy) associated with new build school projects as part of the Governments Priority Schools Building Programme Investment Initiative as well as any other premises as part of the wider investment across the school estate.</p> <p>The funding has been used to support those recent projects including:</p> <ul style="list-style-type: none"> • Whitehouse Primary School • John Spence High School • Longbenton High School • Marden High School. <p>The funding will continue to support any issues that arise as a result of the new build Backworth Park Primary School and the vacation of the existing school site along with the remodel and refurbishment project at Cullercoats Primary School. It will also cover any new projects that may be delivered linked to future Government announcements on the next phase(s) of the national Priority Schools Building Programme.</p>
What schools would/ would not receive if this additional funding was not available	Any costs associated with de-commissioned land and buildings across the school estate would need to be met from individual school budgets.
Note of any statutory provision(s) within the service area.	Annual returns to the DfE associated with school condition, suitability and sufficiency. The co-ordination of the publication of Statutory School Notices linked to School Organisation Matters
Additional Information:	<i>As above</i>

REPORT H

Service Manager	Val Johnson
Title of Service Provided:	School Admissions Service
A description of what the service provides to schools because of this funding allocation	<p>The allocation of school places are subject to the following Statutory Regulations and Guidance:</p> <ul style="list-style-type: none"> • Section 84 of the School Standards and Framework Act 1998 (SSFA 1998). • School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements)(England) Regulations 2012 (hereafter the "School Admissions Regulations 2012") New Code December 2014 • The School Admissions (Infant Class Sizes) (England) Regulations 2012. • The School Admissions(Appeals)(England) Regulations 2012, New Code December 2014 • The purpose of the Code is to ensure that all school places for maintained schools and Academies (excluding maintained special schools) are allocated and offered in an open and fair way. • The Code imposes mandatory requirements in relation to the discharge of functions relating to school admissions and there is a statutory duty to act in accordance with the Code. • The Local Authority is responsible for the co-ordination and allocation of school places to all residents within the North Tyneside area. This includes all Voluntary Aided and Trust Schools even though the individual VA/Trust School are there own admissions authority. This process is ongoing throughout the academic year. • Local Authorities have a key role in providing information to parents on admission arrangements and schools in their area and in co-ordinating school admissions for parents for all state funded schools. • Local Authorities will also be notified and have oversight of the outcome of all in-year applications. • The Local Authority will collate and publish all the admission arrangements in the area in a single composite prospectus. • The admissions and appeals process is subject to statutory deadlines and timescales that must be followed and co-ordinated with neighbouring LA's and Admission Authorities. This arrangement can be subject to statutory notices and publication. • Section 88P of the School Standards and Framework Act 1998 (SSFA 1998) requires local authorities to make reports to the adjudicator about such matters connected with 6 relevant school admissions as required by the Code and include an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, how admission arrangements affect the interests of looked after children, previously looked after children and the number and percentage of lodged and upheld parental appeals. • The report must be published by the LA locally. The Schools Adjudicator will report annually to the Secretary of State on Fair Access. • Any decision of the Adjudicator will be binding on the admission authority. It will be for the admission authority to implement those decisions without undue delay.
What schools would/ would not receive if this additional funding was not available	Statutory requirement on Admissions Authorities and LA's

Note of any statutory provision(s) within the service area.	See note above, this funding provides for schools to undertake their elements of this. The LA provides for its statutory duties separately.
Additional Information:	<i>As above</i>

REPORT I

Service Manager	Janice Gillespie (Claire Emmerson)
Title of Service Provided:	Support for Schools with Falling Rolls
A description of what the service provides to schools because of this funding allocation	<p>An amount of £250,000 has been centrally retained since 2015/16 to support Schools with falling rolls. This funding is set aside to support schools who meet agreed locally set criteria and who have experienced substantial short term falls in pupils due to exceptional circumstances. This has been made available in the past to schools who suffer a fall of 5% or more in pupil numbers. This is separate from the de-delegated amount identified to support schools in financial difficulty. A total of £200,000 was allocated across five schools in 2016/17. The remainder was carried forward to 2017/18 (with £50,000 previous carry forward). No allocations were made in 2017/18 as Forum decided to review allocation criteria. An amount of £350,000 was carried into 2018/19.</p> <p>This budget sits with NTC for management and monitoring purposes only. Schools Forum decides how this funding is applied usually on the basis of a recommendation from a Sub group of Schools Forum who consider the issues in detail. This funding is considered alongside funding available for schools in financial difficulty.</p>
What schools would/ would not receive if this additional funding was not available	Funding would not be available to support schools with unexpected falls in rolls allowing a transition period to adjust spending to the reduced level of funding available.
Note of any statutory provision(s) within the service area.	Guidelines are produced by the DfE on use of such a fund. There is no statutory requirement to have a fund.
Additional Information:	<i>As noted above</i>

REPORT J

Service Manager	Janice Gillespie (Claire Emmerson)
Title of Service Provided:	Budget to support mainstream schools in financial difficulty (Headroom Funding)
A description of what the service provides to schools because of this funding allocation	<p>This is an agreed se de-delegated amount. This budget makes a small contribution to the deficits currently experienced by a number of schools in North Tyneside.</p> <p>Budget sits within NTC for managing/monitoring purposes only - Forum have received regular reports on this item and ultimately decides the application of this funding usually based on the recommendation of a Sub Group of Forum who consider individual applications from schools against the criteria set.</p> <p>Headroom funding is available to those schools with approved deficit budgets for the year subject to the forecast outturn balance being within the approved level. Seven schools were eligible for funding in 2016/17. A total of 10 schools had approved deficits in 2017/18 and may have been eligible however no allocations were made as Forum decided to review the allocation criteria. An amount of £117,000 was carried forward into 2018/19 and a request for applications for a retrospective allocation has gone out to the relevant schools. The amount for 2018/19 is also available for allocation to schools with approved deficits in 2018/19 who meet the criteria agreed by Forum.</p>
What schools would/ would not receive if this additional funding was not available	This funding makes a small contribution to schools in financial difficulty which meet the criteria agreed by Schools Forum.
Note of any statutory provision(s) within the service area.	Guidance states that schools Forum may agree to de-delegate a sum for this purpose but there is no requirement to do so.
Additional Information:	See above

REPORT K

Service Manager:	Christina Ponting
Title of Service Provided:	Provision of additional HR support for Head teachers and Governing Bodies only
A description of what the service provides to schools because of this funding allocation	<p>There is an SLA in place to clarify this and confidential reports have been provided to Schools Forum to confirm how this SLA operates in practice. This SLA provides for direct confidential help to Head teachers and/ or Governing Body, the support ensures that the mater causing concern is managed and where they need an enhanced level of support from a member of the Schools HR team.</p> <p>There is qualifying criteria in place and the usage per school is also closely monitored.</p>
What schools would/ would not receive if this additional funding was not available	Schools would need to purchase any additional support on an individual school by school basis and the team may not be able to provide the support at point in time if the resources were not already in place.
Note of any statutory provision(s) within the service area.	None: this is not a statutory function
Additional Information:	Support provided continues and year-to-date use is on-par with previous year profiles of use and category. Allocations are allocated within a framework and a funding cap is applied dependent upon the circumstances. Schools Forum receive confidential reports periodically.

REPORT L

Service Manager:	Angela James (Moirra Banks)																		
Title of Service Provided:	Support for minority ethnic pupils and underachieving groups. (EMTAS)																		
A description of what the service provides to schools because of this funding allocation	<div>1. A team of specialist teachers and teaching assistants who provide intervention and support for EAL (English as an additional language) pupils.<div>a. Support addresses achievement gaps and language barrier to diminish differences in outcomes for EAL pupils through:<div>i. Initial assessment</div><div>ii. Advice, strategies and resources given to class teachers</div><div>iii. 1 to 1 or small group support and teaching both by withdrawal and in-class support.</div></div></div> <div>2. On-going assessment and monitoring of pupils achievement.</div> <div>3. Support for schools:<div>a. after school clubs/homework clubs to adjust for EAL pupils</div><div>b. organising school trips and events</div><div>c. parental support groups</div><div>d. attendance at parental meetings</div><div>e. attendance at EHA meetings</div></div> <div>In addition, the team undertake proactive work, to build capacity within schools in North Tyneside:<div><div>• joint termly assessment meeting with each school's EAL lead</div><div>• strategies to support EAL pupils booklet</div><div>• EAL surgeries and training</div><div>• EAL census information</div><div>• SCITT training</div><div>• leading on regional EAL work through NALDIC regional interest group.</div></div></div> <div>The EAL population has continued to rise in North Tyneside over time:</div> <table><tr><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td></tr><tr><td>928</td><td>988</td><td>966</td><td>1101</td><td>1157</td><td>1208</td><td>1301</td><td>1316</td><td>1353</td></tr></table> <div>The EMTAS team currently (July 2017) work across 47 schools (34 nursery, first and primary; 11 middle and secondary, 2 special schools)</div> <div>Referrals and supported pupils:<div><div>• November 2016</div><div>216 pupils</div><div>• January 2017</div><div>206 pupils</div><div>• March 2017</div><div>201 pupils</div><div>• June 2017</div><div>205 pupils</div><div>• November 2017</div><div>252 pupils</div><div>• July 2018</div><div>262 pupils</div></div></div> <div>Since the autumn term, the service have received 38 new referrals including refugees.</div>	2010	2011	2012	2013	2014	2015	2016	2017	2018	928	988	966	1101	1157	1208	1301	1316	1353
2010	2011	2012	2013	2014	2015	2016	2017	2018											
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what schools would/ would not receive if this additional funding was not available (*)	The service would cease in its current form. Schools would then need to make (and pay for) their own arrangements to support EAL pupils.
Note of any statutory provision(s) within the service area.	None.
Additional Information:	<i>As above</i>

REPORT M

Service Manager:	Tim Downing – Senior Manager (Paul Brown – Business Manager)
Title of Service Provided:	Assessment of Free School Meals Eligibility
A description of what the service provides to schools because of this funding allocation	<p>All claims for Free School Meals made to North Tyneside Council are made via the Employment and Skills Business Support Team.</p> <p>The Team can be contacted three different ways:-</p> <ol style="list-style-type: none"> 1. By phone 0191 643 2288 (option 2) 2. Online: my.northtyneside.gov.uk/freeschoolmeals 3. Paper form <p>Once the team gets an application or request for FSM they will check details on the Eligibility Checker Service (ECS) system. If the applicant is entitled to FSM then all details from the application form are entered onto EMS using, and the school/s and Catering Services are contacted by email to let them know the entitlement start date.</p> <p>The team will contact the parent to check details entered on the application form are correct and make sure they are in receipt of a qualifying benefit. Details are entered onto the EMS system so that claim status can be approved / rejected, and the claim start date and end date will be the same.</p> <p>Daily reports are run to produce letters from claims that have been entered the day before, and weekly reports are uploaded /downloaded to and from the Department of Education ECS system to check continuing and new eligibility to meals.</p> <p>Each August 3 lists are compiled and issued detailing every schools FSM requirements:</p> <ol style="list-style-type: none"> 1. Pupils who are due to start the school, Admissions & Transfers (AT). 2. Pupils who attend the school - All Claims (AC). 3. Key Stage 1 pupils who have not yet registered for school meals. <p>Prior to the start of each half term, schools receive an updated list of all the pupils who are entitled to Free School Meals (All Claims). Schools can however request updated lists at other times of the year by emailing student.support@northtyneside.gov.uk</p> <p>Free School Meal applications are processed from Reception stage upwards, though the majority of the process relates to Key stage 2 and above.</p> <p>Any claims that have already been registered for Reception and Year 1 children will automatically move up with the pupil, parents do not have to re-register each year.</p> <p>Thereafter, Schools are issued with reminder notices for parents of Year 2 pupils in June/July that from September when they become Year 3 that they will no longer be eligible for Universal Free School Meals.</p> <p>All Key Stage 1 information is checked regularly to see if they qualify for Pupil Premium.</p> <p>The Business Support Team also work with Debt Recovery, preparing documents before debt is transferred to debt collectors or taken to court. The team also work with the EMS & SIMS team to make sure the schools get the right information for the School Census.</p>

	As eligibility for Free School Meals entitles 16 -19 year olds to claim a set level of Bursary, the team works closely with school sixth forms to make sure those that are applying for 16-19 Bursaries and are entitled to FSM claim the meal. A list is also sent to schools of the pupils who are on FSM and not yet made a claim for Bursary so schools can encourage pupils to make the Bursary claim.
what schools would/ would not receive if this additional funding was not available (*)	The schools would not receive the services detailed above.
Note of any statutory provision(s) within the service area.	
Additional Information:	<i>As above</i>

REPORT N

Service Manager:	Mark Longstaff (Christina Ponting)
Title of Service Provided:	Special Leave & Trade Union Facility Time
A description of what the service provides to schools because of this funding allocation	<p>There is an SLA in place to clarify this and reports have been provided to Schools Forum to confirm how this SLA operates in practice. This SLA is two-fold:</p> <ol style="list-style-type: none"> 1. Funded Special Leave – applying to all teaching staff directly employed in Schools who are approved for absence for Maternity, Paternity, Adoption Leave & Jury Service 2. Funded Trade union (TU)/ Professional Association (PA) Facility Time for Schools applies to staff directly employed in Schools who undertake a role for a recognised TU/PA requiring them to be absence from work to support members of the same TU/PA who directly work in another School in North Tyneside. <p>Schools Forum make a collective decision on an annual basis to support these arrangements of behalf of maintained schools, excluding dedicated Nursery Schools, Special Schools and PRU's, as these schools alongside academies are able to make an independent decision regarding inclusion.</p> <p>Schools Forum have agreed for 2018/19 this SLA will continue but, will be subject to annual review.</p>
what schools would/ would not receive if this additional funding was not available	<p><u>Funded Special Leave</u> – schools would not be able to access funding support for when a member of teachings staff takes maternity, paternity, adoption and jury service. This would not preclude schools from received the SMP/SMA credits but they would not receive the additional top up between statutory payments (where they apply) and the relevant actual salary. This SLA was established to support schools to access collective funding and for the monies that they received to pay for the replacement teacher.</p> <p><u>Funded Trade union (TU)/ Professional Association (PA) Facility Time</u> - schools would not be able to actively engage with consultation and/ or support their employees to access support for their trade union/ professional associations where they did not have dedicated representative in school. Schools would also need to directly consult on all policies and procedures, etc. at an individual school level as there would be no/ limited arrangements for this to be undertaken on their behalf collectively.</p>
Note of any statutory provision(s) within the service area.	None: this is not a statutory function.
Additional Information:	Reports have been provided to Schools Forum on the above and the next update will be provided in September 2018.

REPORT O

Service Manager:	David Baldwin (Janine White)
Title of Service Provided:	Schools Procurement Officer
A description of what the service provides to schools because of this funding allocation	<p>The support provided by the Schools Procurement Officer is offered to all schools within the borough of North Tyneside</p> <p>Procurement Support:-</p> <ul style="list-style-type: none"> • General procurement advice • Tendering support (manage the process on behalf of the school) • Analysis of terms and conditions prior to a School signing any contract to help them understand the commitment • Contract advice and support • Contractor advice and support at meetings • Benchmarking on spend areas • Quotation requests undertaken on behalf of schools • Legal advice offered on procurement • Group procurement undertakings • Meeting with current and prospective suppliers / contractors on behalf of schools and disseminating information. <p>Contractor Support:-</p> <ul style="list-style-type: none"> • Collating IR35 declarations and holding a central database • Conformance Questionnaires and CHAS Accreditation Certificates – holding on a central database • General advice and recommendations from suppliers meetings disseminated to Schools <p>GDPR (General Data Protection Regulations) Support:-</p> <ul style="list-style-type: none"> • Standardising systems for Schools including a data mapping template • Encouraging the sharing of good practice through group meetings • Standardising Policies and Contracts • Investigating staff training options with a view to developing a bespoke online module for schools <p>CPD for School Business Managers through:-</p> <ul style="list-style-type: none"> • An annual conference which brings internal or external providers / expertise in to train or advise SBM's in areas where further information is required or where my research into changes in legislation that affect Schools can be explained and disseminated. • Half termly regional meetings where training or information is provided, Supplier Meeting information is disseminated, and facilitating the SBMs to reflect on their practice to help them develop professionally. • Any other training requirements as identified e.g. GDPR awareness training provided by a solicitor to Schools. <p>Other Support Provided:-</p> <ul style="list-style-type: none"> • Documentation to support website checklists ensuring compliance with statutory obligations • Documentation to support maintenance checklists for statutory testing obligations • Documentation to support Policy compliance with legal obligations • Health and Safety Inspection support in advance of the inspection

	<ul style="list-style-type: none"> • Liaison with NTC departments on behalf of all Schools such as Audit, Health & Safety and Procurement • Promotion of NTC / NEPO contracts to Schools • Single point of contact for liaison to avoid a lot of duplication of work by each School • Maintenance of email support network • Sharing of good practice <p>The service has also allowed for some capacity to support 2 Schools where Business Manager support was / is needed</p>
what schools would/ would not receive if this additional funding was not available (*)	<p>In general all of the above which Schools currently receive, they would no longer get.</p> <p>Procurement Support Schools would be able to ask the Procurement Team for some general advice but they would need to undertake all work themselves including all supplier meetings, tendering, quotation work, compliance questionnaires etc. The Procurement team are governed by the contracts they have in place and would have to recommend these contracts only.</p> <p>Any tenders are required to be processed using the NEPO portal which Schools do not have access to and the Procurement Team do not have the capacity to undertake this work on behalf of Schools. The Schools Procurement Officer is provided with access to this portal to undertake tenders on behalf of the Schools.</p> <p>With Brexit coming, again the Procurement team would be able to provide some advice around changes to procurement legislation if they are requested to do so.</p> <p>Contractor Support Schools would need to undertake this work themselves and each hold their own documentation as there will be no central database or updated checks made (compliance questionnaires, IR35 declarations). Again the Schools Procurement Officer has access to the CHAS database to check compliance which Schools would not have access to unless they paid into the service. Schools will need to meet with all suppliers individually to understand market changes, find prospective suppliers and understand market pricing.</p> <p>GDPR The Schools will receive some support from the Local Authority around GDPR if they sign up to the SLA which is restricted to a fixed number of hours support only.</p> <p>CPD There is currently only statutory training for SBM's provided by the Local Authority around health & safety / first aid / fire warden training etc. There is no professional CPD offered to support School Business Managers and hence Worked to support this through the means highlighted above to help develop their professional capability.</p> <p>Other Support There is support from the health and safety team around statutory documentation and support prior to an inspection which Schools can access.</p> <p>There would no longer be a single point of contact for Schools and there will be a lot of duplication – each School will be doing the same as the others.</p> <p>There will no longer be the support of regional meetings and local groups of Schools getting together to procure jointly, share good practice and support each other, unless</p>

	<p>each area determines a means to continue this practice. Currently even if Schools can't make a meeting they are still shared into the notes from the meetings to ensure that they receive all the information shared.</p> <p>There will no longer be the capacity to support any Schools through any periods of change e.g. where the Business Manager leaves or has an extended absence.</p>
Note of any statutory provision(s) within the service area.	<p>EU Procurement Law</p> <p>GDPR</p> <p>IR35</p>
Additional Information	<p>The funding provided is used to support salary only. During this financial year post holder has been supporting a High School to run an EU tender which is currently in progress through the NEPO Portal. This is a lengthy process which will take up to 5 months to complete.</p> <p>Post holder provides advice to Schools on an-ongoing basis on a range of subject areas, and in particular this year has been around Data Protection and the GDPR. Also looking into alternative Energy Supply options at the request of Schools. Supported a primary school in seeking contractors to undertake a variety of works in School. Continually updating and reviewing the contractors list which supports schools in identifying approved contractors they may wish to utilise.</p> <p>Looking to support schools through Salix applications for loans for energy efficient improvements to School premises, looking at washroom services contracts, new contractors in general, World Start a Heart Day, shredding services and refurbished computer options.</p> <p>Post holder undertaking a secondment as a Data Protection Officer for 6 schools / sites which will bring provide for a saving of c£15,000 before training costs have been deducted.</p>