



TO: ALL MEMBERS OF THE SCHOOLS' FORUM

June 22, 2023

Your contact: Steph Heaps – DSG Finance Business Partner

Tel: 0118 937 4161

E-mail: steph.heaps@brighterfuturesforchildren.org

Notice of Meeting – Schools' Forum

A meeting of the Schools' Forum will be held on **June 22 2023, at 5pm. This will be held virtually using Microsoft Teams, the link will be sent via email.** The agenda for the meeting is set out below.

AGENDA	
1.	Welcome and apologies <i>Chair</i>
2.	Minutes of the meeting held on March 9, 2023, including matters arising <i>Chair</i>
3.	Schools' Forum Membership Update <i>Chair</i>
4.	DSG outturn 2022/23 <i>DSG Finance Business Partner</i>
5.	SEND Delivering Better Value (DBV) update <i>Director of Education</i>
6.	DSG Budget 2023/24 <i>DSG Finance Business Partner</i>
7.	Maintained school balances 2022/23 and budgets 2023/24 <i>Schools Finance Business Partner</i>
8.	Place Planning Update <i>Director of Education</i>
9.	Review of the Schools' Forum constitution <i>DSG Finance Business Partner</i>
10.	Scheme for Financing for Schools update <i>Schools Finance Business Partner</i>
11.	Update from Reading Cultural Education Partnership <i>Hannah Laidley</i>
12.	Agenda items for next meeting <ul style="list-style-type: none"> • DSG budget setting strategy for 2024/25 • Initial proposals for school funding formula for 2024/25 • Budget monitoring 2023/24 month 6 • SEND update – outcomes from DBV and revised DSG Management plan
13.	Any other business

Next Meeting: October 19, 2023, at 5pm – To be held virtually via Teams

Minutes of Schools' Forum Meeting

9 March 2023

Members Present

Justine McMinn – Head Teacher of EP Collier; Nikki McVeigh – Head Teacher of Christ The King; Sophie Greenaway – Head Teacher of Thameside; Richard Rolfe – Governor at Micklands (Chair); Dave Dymond – Governor at Alfred Sutton; Julia Cottee – Governor at Reading Early Years Schools Federation; Symon Cooke – Head Teacher of The Avenue; Jo Budge - Executive Head Teacher of Reading Early Years Schools Federation; Lee Smith – Head Teacher of The Holy Brook;; Annal Nayyar – Finance Director of Baylis Trust (Reading Girls); Dani Hall - Co-Chair of the Federation between Oxford Road Community School & Wilson School; Isabelle Sandy – Business Manager of Kendrick; Ita McGullion – Manager of Kennet Day Nursery; Cathy Woodcock – Finance Director of Reading School; Alison McNamara – NEU

Apologies

In attendance

Lara Patel – Executive Director of Children’s Services; Brian Grady – Director of Education; Ann McDonnell – Business Manager of Blessed Hugh Faringdon; Rebecca Brown – Head of Park Lane Infants; Katherine Tilling – Head of St Martins; Steph Heaps – DSG Business Partner; Clare Warren – School Support Lead; Steven Davies – Strategic Finance Business Partner; Siobhan Egan - Head of IT and Performance Data; Corinne Dishington – Service Manager Under 5s; Fiona Hostler – Interim Head of Education & Access Support; Vanessa Hurdle – minute taker.

	Item	Notes
1	Welcome and apologies - Chair	<p>The Chair welcomed everyone to the meeting.</p> <p>Steph Heaps read out the protocol for the virtual meeting and confirmed that voting was required from all members for item 7 – Falling Rolls Fund 2023/24.</p> <p>Recording of the meeting commenced. The recording will be retained until the minutes have been approved.</p> <p>Steve introduced Lara Patel, the new Director of Education, who joined BFFC in February.</p>

2	Minutes of the meeting held on 19 January 2023 - Chair	<p>Minutes were agreed as an accurate record of the meeting from 19 January 2023.</p> <p>Actions – The Schools’ Forum still requires a Vice-Chair, which will be discussed in item 3.</p>
3	Schools’ Forum Membership Update - Chair	<p>Richard confirmed that he had been in contact with the three members, whose term of office was due to expire at the end of March – Dani Hall, Julia Cottee and Howard Seymour. Both Dani and Julia have confirmed that they will continue as members of the Forum, whilst Howard intends to stand down.</p> <p>This means that there is an additional primary vacancy – both maintained and now Academy. Rebecca Brown, Head of Park Lane Infants, agreed at the meeting to fill the maintained primary vacancy.</p> <p>Vice-Chair – As no-one has come forward to fill this vacancy, RR will contact members individually to discuss the role and situation, as a Vice Chair is constitutionally required to stand in should RR ever be absent.</p>
4	DSG Budget Monitoring 2022/23 – DSG Finance Business Partner	<p>Steph Heaps presented</p> <p>SH stated that the changes to what has previously been reported relate to High Needs and Early Years. The current forecast for all the blocks within the DSG can be seen in Table 2. This shows an estimated overspend of £1.34m, bringing the total DSG deficit to £3.5m by the end of 22/23. Included within this is ring-fenced funding for both Early Years and Growth Funding, meaning that the real deficit is actually £5.5m. This relates to the High Needs block, which is showing a £2.14m overspend and is just less than £1.8m greater than was originally planned for.</p> <p>There has been an increase of £1.03m top-up funding since the last report in month 8. This is due to the large increase in EHCPs since October 22. The total funded EHCPs now stand at 1,587. Further education has seen a large increase since month 8 of 89 pupils, which equates to £300k. Mainstream settings have also seen an increase of 59 pupils, which is just under £400k, whilst alternative provision is showing an increase of £242k.</p> <p>There has been a slight underspend of £116k in place funding as some new resource provisions had been included, which did not open as planned in September as well as the additional expansions to current settings.</p>

		<p>Note 4 – This shows a summary of the breakdown of the variances, relating to the High Needs block and details how the £5.5m is made up.</p> <p>There are no changes to the other blocks. The Schools’ Block is still showing an underspend of £500k. This relates to the Growth Fund and will be carried into 23/24.</p> <p>Early Years Block – This is expected to show an underspend of £294k, based on the January Census draft data. The data still needs to be validated, but is unlikely to change significantly.</p>
5	High Needs Budget 2023/24 – DSG Finance Business Partner	<p>Steph Heaps presented.</p> <p>The High Needs Block budget 23/24 report sets out the proposed budget and assumptions for 23/24. The High Needs block remains in deficit, with a continuing increase in EHCPs. The LA is legally obliged to fund these EHCPs. Associated costs with placements are increasing as well as inflation. These are the key factors when setting the budget for 23/24.</p> <p>Table 1 – shows the breakdown of the funding allocation in comparison to 22/23. There will be a 10% increase in funding, increasing it to £30.485m. This is the gross funding before any place funding recoupment and is subject to change because the import/export adjustment of £2.274m is based on 2022 data. This will be updated in July 2023.</p> <p>At the December Schools’ Forum, it was agreed that up to 5% will be transferred from the Schools’ Block to the High Needs’ Block. This has been set at £484k, and means that the total funding available to the High Needs’ Block will be £30.969m. The £484k is intended to help schools with the disproportionate number of EHCPs in the mainstream.</p> <p>Delivering Better Value Programme – Reading, along with 55 other LAs, has been selected to work with a company called, Newtown Europe as part of the Delivering Better Value (DBV) Programme.</p> <p>The programme is aimed at supporting LAs and their local area partners in improving the delivery of SEND services for children and young people, whilst ensuring that the services are financially sustainable. Work has already commenced and involves a deep dive and a comprehensive diagnostic review of Reading’s data. Part of the programme will provide data analysis and by using individual case reviews will aim to identify the underlying cost drivers, culminating in an</p>

		<p>improvement plan that can be submitted to the DfE for a bid of £1m. This will hopefully be achieved by the beginning of 23/24 academic year.</p> <p>The High Needs Budget for 23/24 is set out in Table 2. This is a draft budget and may change according to the results of the DBV Programme. Table 2 shows that there is an increase to the Early Years' Inclusion fund. This brings the total to £300k, but £50k of this will be funded by the Early Years' block.</p> <p>Some new areas have been added to the budget – 5.14 – 5.16. These are to be funded from the High Needs Block and are: medical tutoring, hard to place funding and children missing education. Fiona Hostler explained that the £146k for children missing education is due to a restructure within the team. It is proposed to increase the team capacity and consequently offer schools more support with exclusions, missing education and complex admissions.</p> <p>Medical Tutoring (£50k) – A piece of work has been undertaken to solidify the LAs duty towards those children, who are medically unfit to attend school.</p> <p>The Hard to Place Funding (£50K) – Children were previously supported under the Fair Access Protocol, and this is now being re-instated to support pupils, prior to getting their EHCP.</p> <p>SH confirmed that some of the place funding had been increased, with the aim of creating more local provision and reduce potential spending. Sites have yet to be identified.</p> <p>The largest increase in this area is top-up funding. This has taken into account the current trend of 10% per annum increase in EHCPs, along with a 5% inflationary increase. There is a larger increase in the budget in the independent and non-maintained special schools. This is £1.9m more than the current budget and £1.2m more than is currently being spent.</p> <p>The DBV Programme has already shown that one area in need of review is the SEND banding system. As this is not likely to be implemented before April 2024, it has been agreed that top-up values will increase by 5% from April 2023.</p> <p>The Forum will be updated both on the budget in June 2023 and the DBV Programme. The Revised Deficit Management Plan will also be shared with the Forum then.</p>
--	--	---

		<p>Isabelle Sandy wished to know if schools would be involved in the DBV Programme, SH confirmed that as local stakeholders, they should be included.</p> <p>Jo Budge also queried why the budget for the resource units had decreased in 22/23 from £212k to £180k, as nurseries had been informed that they would still be paid the same even if there were empty places. SH confirmed that any shortfall in the early years' places will be met from the High Needs block.</p>
6	<p>Early Years' Budget 2023/24 – DSG Finance Business Partner</p>	<p>Steph Heaps presented.</p> <p>SH stated that the funding rates for the Early Years' budget have not changed since the last Forum. The funding rate increase for two year olds will be 61p (£6.72), 27p (£5.80) for three and four year olds and the supplementary funding grant to maintained nursery schools is increasing by £2.68. The Pupil Premium grants will increase by 2p to 62p and the Disability Access Fund by £28 to £828. These full increases will be passed on to providers from April 2023. The rates can be seen in Table 2.</p> <p>Table 3 details the budget for 2023/24. Early Years works slightly different to other areas as 5/12s of funding will be based on January 23 Census and 7/12s on January 24 Census.</p> <p>Cathy Woodcock asked what the implication was for being overspent on the High Needs Block. SH clarified that this is a national issue which is why Reading is working with Newton Europe to find the key cost drivers causing the overspend and then create a deficit management plan.</p> <p>Isabelle Sandy asked what the criteria were for choosing Reading for the DBV Programme. Brian Grady explained that the majority of LAs already have an elevated High Needs deficit and are projecting increased deficits over a period of time. Those authorities with the highest deficits have been involved in the Safety Valve Programme for the last 12-18 months. As Reading's deficit was not as high, it was not included in this programme. Those LAs that have been included in the DBV Programme have smaller High Needs deficits. They were prioritised in terms of the size of their deficit and Reading has been included in the third tranche of this programme. BG confirmed that the DBV programme will conclude in June and will establish the areas that Reading needs to work on as well as the options for investment.</p>

<p>7</p>	<p>Falling Rolls Fund 2023/24 – Strategic Business Partner</p>	<p>Steve Davies presented</p> <p>SD explained that in June 2022, he presented a paper to the Forum on falling rolls as they had not been discussed for a couple of years. The intention was to look at this issue in regard to primary schools, rather than secondary schools, which had previously been affected back in 2011. At the June meeting, the Forum agreed to implement the criteria that had originally been used, as well as using £250k of surplus money from the Growth Fund.</p> <p>In 2022/23 two schools have been supported in relation to falling rolls – EP Collier Primary and Caversham Park Primary. A business case was presented to Brighter Futures for Children, which was approved, and £150k has been spent on the two schools.</p> <p>The Primary School population continues to decrease, and some parts of Reading are being especially hit by this, particularly the Caversham area. BFFC/RBC need to support these primary schools during this difficult period. In order to do this, SD has decided to amend the criteria slightly. Schools will still be required to have a good or outstanding Ofsted report. Previously, the falling rolls fund was based on any shortfall in the Reception classes. However, it has been realised that it will not be enough to just support the Reception class as the numbers are not increasing in the other years. SD is, therefore, suggesting that the school has to have had a 5% reduction in their Reception class in the previous year and the overall PAN of the school has to be under 80%. The gap in Reception will not be funded but the vacant percentage up to 80%. This means that if a school is at 70% capacity, then the difference will be made up to 80%, but there will be a cap of £100k.</p> <p>The funding will not automatically be given to schools. They will still be required to present a business case to clarify why they need the funding and what they will do with it. It is felt that three schools should apply for this funding: Caversham Park Primary, Moorlands Primary and St Martins Primary. Other schools can also apply as well.</p> <p>Isabelle Sandy queried the sustainability and long term demographic changes. This year it has been suggested that three schools should apply for the funding, but next year it could be four or five schools. She wondered how this could be sustained long-term. BG explained that there is a School Place Planning Strategy Model that has been instigated over the past year to predict and project school place needs for the next five years. This has identified that there will be a levelling off of</p>
----------	--	---

		<p>primary need, so area by area is being considered. The indication is that only a short-term intervention will be required, for two to three years, not a long term one.</p> <p>Julia Cottee questioned what would happen to schools, which applied for the funding and then saw their numbers increase. SD explained that the budgets are based on the October 2022 Census. If there were any changes, these would not be reflected in the school's budget until April 2024. This would, therefore, just be a one year agreement. If this funding is to be offered again, then it will be based on how much surplus there is within the Growth Fund.</p> <p>15 members voted. All agreed the proposals.</p>
8	Schools' Forum Meeting Dates for 2023/24	<p>The proposed meeting dates for 2023/24 are:</p> <ul style="list-style-type: none"> • 22 June 2023 • 19 October 2023 • 7 December 2023 • 18 January 2024 • 7 March 2024 <p>It is agreed that these meetings continue to be held virtually as this is the favoured option.</p>
9	Agenda Items for Next Meeting	<p>The next meeting will be held on 22 June 2023 at 5pm as a virtual meeting</p> <ul style="list-style-type: none"> • DSG Outturn 2022/23 • Maintained Schools' balances 2022/23 and budgets 2023/24 • Review of the Schools' Forum constitution • DSG Budget 2023/24 and update on deficit recovery plan • Scheme for Financing of Schools update • SEND update
10	Any Other Business	<p>There were no other items. RR thanked all attendees.</p> <p>The meeting finished at 5.45pm.</p>

Summary of Actions Outstanding

SF Date & Item no.	Action Required	Responsible Person
13/10/22 – Item 3	Appointment of Vice-Chair	Richard Rolfe
8/12/22 – item 6	To provide relevant data to look at the impact of covid in schools	Brian Grady
8/12/22 – item 6	Report on the interventions delivered by the School Improvement Service	Brian Grady
9/3/23	Report on the School Place Planning Strategy Model	Brian Grady

Agenda Item 3

SCHOOLS' FORUM MEMBERSHIP						Jun-23			
Group / Sub Group	Votes	Position	Name	School	First elected / appointed to SF	Last elected / appointed to SF	Period of office as member	Due for re-election / appointment	
School Members:									
Nursery (2)	1	Head teacher	Jo Budge	Reading EY Schools Federation	Jan-17	Jun-22	3 yrs	Jun-25	
	2	Governor	Julia Cottee	Reading EY Schools Federation	Mar-20	Mar-23	3 yrs	Mar-26	
Maintained Primary (7)	3	Head teacher	Rebecca Brown	Park Lane Infant	Mar-23	Mar-23	3 yrs	Mar-26	
	4	Head teacher	Justine McMinn	EP Collier	Nov-13	Jun-22	3 yrs	Jun-25	
	5	Head teacher	Nikki McVeigh	Christ the King	Jul-21	Jul-21	3 yrs	Jul-24	
	6	Head teacher	Sophie Greenaway	Thameside	Dec-22	Dec-22	3 yrs	Dec-25	
	7	Governor	Dave Dymond	Alfred Sutton	Dec-22	Dec-22	3 yrs	Dec-25	
	8	Governor *	Richard Rolfe	Micklands	Dec-16	Dec-22	3 yrs	Dec-25	
	9	Governor	Dani Hall	Oxford Road and Wilson	Mar-20	Mar-23	3 yrs	Mar-26	
		Observer/Substitute	Sarah Bernto	St Anne's					
Maintained Secondary (1)	10	Head teacher	Simon Utley	Blessed Hugh Faringdon	Jan-17	Jan-22	3 yrs	Jan-25	
Academy Primary (2)	11	Academy Member	Karen Edwards	The Heights	Jul-18	Jul-21	3 Yrs	Jul-24	
	12	Academy Member		VACANT FROM MARCH 2023					
Academy Secondary (5)	13	Academy Member	Isabelle Sandy	Kendrick	Feb-12	Jun-22	3 Yrs	Jun-25	
	14	Academy Member	David Littlemore	Propsect	Feb-12	Dec-22	3 Yrs	Dec-25	
	15	Academy Member	Rachel Cave	Highdown	Feb-12	Jun-22	3 Yrs	Jun-25	
	16	Academy Member	Annal Nayyar	Reading Girls	Dec-17	Jun-22	3 Yrs	Jun-25	
	17	Academy Member	Andy Johnson	Maiden Erlegh School	Sep-21	Sep-21	3 Yrs	Sep-24	
			Observer/Substitute	Louise Baker	John Madjeski				
			Observer/Substitute	Cathy Woodcock	Reading School				
		Observer/Substitute	Jonathan Nicholls	UTC					
		Observer/Substitute	John Salberg	The Wren					
Maintained Special (1)	18	Head teacher	Lee Smith	Holy Brook			On-going	n/a	
Academy Special (1)	19	Academy Member	Symon Cooke	The Avenue	Mar-18	Mar-21	3 Yrs	Mar-24	
Alternative Provision (1)	20	Head teacher	Ceri Burns	Cranbury College			On-going	n/a	
Non-School Members:									
Early Year's PVI (1)	21	PVIs	Ita McGullion	Kennet Day Nursery	Oct-17	Oct-21	3 yrs	Oct-24	
Trades Unions (1)	22	Trades Unions	Ali McNamara	NEU			On-going	n/a	
16 - 19 Provision (1)	23	FE College	Charlotte Morgan	Reading College (Activate Learning	Oct-20	Oct-20	3 yrs	Oct-23	

Non Members

Observer	-	RBC	Cllr Lead Member for Education					
----------	---	-----	--------------------------------	--	--	--	--	--

* Chair

** Vice chair

Elected October 2020

VACANT



Reading Schools' Forum

June 22, 2023

Agenda Item 4

Dedicated Schools Grant (DSG)
Outturn 2022/23

For decision

For discussion

For information

SUMMARY

This report details the final outturn of the DSG in 2022/23 and the overall deficit to be carried forward to 2023/24.

AUTHOR

Steph Heaps, Finance Business Partner

Email:

Steph.heaps@brighterfuturesforchildren.org

VERSION

Version number 1

DATE

June 22, 2023

REVIEW DATE

None

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

1. Recommendations

- 1.1 NOTE: The overall DSG deficit increased by £1.299m within 2022/2023.
- 1.2 NOTE: The individual block carry forwards are as follows:
- Schools Block £1.546m underspend on growth funding to meet requirements in 2023/24 and beyond
 - Central Block £0.007m underspend.
 - Early Years Block £0.289m underspend to be set aside as contingency and support for 2023/24 early years budget.
- 1.3 NOTE: The High Needs Block deficit has increased to £5.307m

2. Background

- 2.1 The Dedicated Schools Grant (DSG) is a ring-fenced grant and can only be spent on school/pupil activity, as defined by the School and Early Years Finance (England) Regulations (2018).
- 2.2 The DSG is split between four different funding blocks - schools, central school services, early years, and high needs. Each Council's allocation is largely based upon actual pupil numbers from the October pupil count proceeding the actual financial year. Although separate allocations are received for each block, transfers are allowed between blocks but subject to certain restrictions.
- 2.3 Most of the grant is allocated to schools – the Individual School's Budget (ISB) or delegated budget – this is mainly formula driven; the remainder is the Centrally Retained School's Budget – the non-delegated budget.
- 2.4 The LA receives its DSG allocation gross (including allocations relating to academies), and then the Education & Skills Funding Agency (ESFA) recoups the actual budget for these settings to pay them direct, leaving a net or LA allocation.
- 2.5 A DSG deficit must be carried forward to be managed from future DSG income, and LAs will not be able to fund any part of the deficit from sources other than the DSG, unless the Secretary of State authorises the LA not to do this. Although Schools' Forum will no longer approve the carry forward of the deficit, LAs will still need to work closely with their Forum on their plans for managing DSG deficits. Underspends on the DSG are carried forward to support the future year's school's budget.
- 2.6 The LA must ensure that DSG is correctly spent and must report the outturn position in a separate table within its Statement of Accounts. The outturn position is also submitted to ESFA.

3. DSG Outturn 2022/23

- 3.1. The DSG accounts for 2022/23 have now been closed. Table 1 summarises the overall final position compared to the original and revised budget.
- 3.2. Appendices 1 and 2 provide more detail for each funding block.
- 3.3. The overall final position is an in-year deficit of £1.299m; bringing the overall deficit total to £3.464m. This is £0.948m greater than planned.

Table 1: Summary Outturn Position – 2022-2023

	22-23 BUDGET ALLOCATION	ACTUAL OUTTURN	B/FWD from 21-22	DSG VARIANCE
	(£m)	(£m)	(£m)	(£m)
Schools Block				
<i>Expenditure</i>	49.554	49.076	(1.069)	(1.546)
<i>DSG Income</i>	(49.554)	(49.554)	0	0
Over/(Under)	0	(0.477)	(1.069)	(1.546)
Central Schools Block				
<i>Expenditure</i>	1.134	1.133	(0.007)	(0.007)
<i>DSG Income</i>	(1.135)	(1.135)	0	0
Over/(Under)	(0.001)	(0.001)	(0.007)	(0.007)
Early Years Block				
<i>Expenditure</i>	12.444	12.009	(0.172)	(0.607)
<i>DSG Income</i>	(12.445)	(12.126)	0	0.318
Over/(Under)	0	(0.117)	(0.172)	(0.289)
High Needs Block				
<i>Expenditure</i>	24.228	25.772	3.412	5.307
<i>DSG Income</i>	(23.877)	(23.877)	0.000	0.000
Over/(Under)	0.351	1.895	3.412	5.307
Total – All Blocks				
Total Expenditure	87.360	87.991	2.164	3.146
Total DSG Income	(87.010)	(86.692)	0	0.318
Over/(Under) Spent	0.351	1.299	2.164	3.464

3. Variances

- 3.4. Schools Block (SB)
- The school's block has an in-year underspend of £0.477m, all of which relates to the growth fund. This will be added to the £1.069m carried forward from 2021/22 and has already been considered in setting the growth fund budget for 2023/24 giving a total carry forward balance of £1.546m. This fund will also be used to support

schools financially with any falling rolls which meet the criteria as agreed in March 2023. This is an annual agreement by the Schools' Forum.

3.5. Central Schools Services Block (CSSB)

- There is very minimal in year variance for this block. A total of £0.007m will be carried forward for use within 2023-24

3.6. Early Years Block (EYB)

- There is an in-year underspend of £0.435m for centrally retained spends as well as payments made to Early Years providers in 2022-23. This is due to lower numbers that originally budgeted for across all Early Years entitlements.
- Due to a reduction in census number from January 2022 to January 2023 this will result in some funding being clawed back by the ESFA which we expect to be a value of £0.146m. This will be confirmed in July 2023 when we will receive the revised and final DSG allocations.
- The total expenditure and revised income to be received gives an in-year surplus of £0.117m in 2022/23. Adding this to the bought forward balance of £0.172m from 2021/22 presents a carry forward balance within this block of £0.289m to be used within 2023/24.

3.7. High Needs Block (HNB)

- The High Needs Block deficit brought forward from 2021/22 was £3.412m and has increased by £1.895m to £5.307m at the end of 2022/23.
- The in-year variance is £1.544m more than budgeted for and Table 2 provides a breakdown of this variance.

Table 2: Summary of HNB Overspend

Reason for HNB Overspend	£m
Top up funding	+1.669
Place funding	-0.007
Other budgets	-0.118
Budgeted overspend	+0.351
Total Expenditure over spend	+1.895

- The top-up budget for 2022/23 was set based on the number and cost of top ups as at February 2022 and predicted increase (note that not all EHCPs result in a top up payment). The original high needs budget assumed an increase in the deficit of £0.351m which has not been achieved due to the greater outturn overspend.
- The number of EHCPs at the end of 2022/23 was 1,806 of which 1,584 are funded. This is an in-year increase in total number of EHCPs of 184. This is a similar increase to 2021-22.

- Table 3 shows the budget variances by type of placement.

Table 3: Top Up Budgets 2022/23

	ORIGINAL BUDGET (£m)	ACTUAL EXPENDITURE £m	VARIANCE (£m)
Special Schools	9.730	9.883	+0.152
Resource Units	0.842	0.694	-0.148
Mainstream	3.194	3.591	+0.397
Early Years	0.111	0.086	-0.024
FE Colleges	1.217	1.417	+0.200
Independent/NMSS	3.323	4.054	+0.731
PRU	1.062	1.318	+0.257
Other Alternative Placements	0.229	0.374	+0.145
Personal Budgets	0.089	0.092	+0.003
Hospital incl. Tier 4	0.203	0.161	-0.042
TOTAL	20.001	21.670	+1.669

Appendices

Appendix 1 – Summary DSG Outturn Report 2022/2023

Appendix 2 - Additional Information for Appendix 1 Table

Appendix 3 – Dedicated Schools Grant Note to the Accounts 2022-23

Appendix 1 – Summary DSG Outturn Report 2022/23

Line Ref.	Description	Original Budget £m	Change £m	Current Budget £m	Actual £m	Variance £m
	Schools Block					
1	Individual Schools Budget - Maintained Schools	47.376	0	47.376	47.376	0
2	Growth Fund	0.845	1.069	1.914	0.368	-1.546
3	Business Rates	0.900	0	0.900	0.900	0
4	Behaviour Support Services (de-delegation)	0.182	0	0.182	0.182	0
5	Staff costs supply cover (trade unions) (de-delegation)	0.043	0	0.043	0.043	0
6	School Effectiveness team (de-delegation)	0.128	0	0.128	0.128	0
7	Statutory/regulatory Duties (ESG) (de-delegation)	0.080	0	0.080	0.080	0
	Sub Total Schools Block Net Expenditure	49.554	1.069	50.623	49.076	-1.546
	Central Schools Services Block					
8	Contribution to combined budgets	0.316	0	0.323	0.316	-0.007
9	School admissions	0.229	0	0.229	0.229	0
10	Servicing of Schools' Forum	0.020	0	0.020	0.020	0
11	Prudential borrowing costs	0.032	0	0.032	0.032	0
12	Other Items (copyright licences)	0.120	0	0.120	0.120	0
13	Statutory/regulatory Duties (ESG)	0.417	0	0.417	0.417	0
	Sub Total Central School Services Block Net Expenditure	1.134	0	1.141	1.133	-0.007
	Early Years Block					
14	Early Years Funding	11.740	0.172	11.912	11.233	-0.679
15	Support for inclusion	0.050	0	0.050	0.050	0
16	SEN support services	0.394	0	0.394	0.399	0.006
17	Central expenditure on early years entitlement	0.261	0	0.261	0.327	0.067
	Sub Total Early Years Block Net Expenditure	12.444	0.172	12.616	12.009	-0.607
	High Needs Block					
18	SEN placements - Maintained Schools (place funding)	1.564	0	1.564	1.557	-0.007
19	Top-up Funding - Special Schools	9.730	0	9.730	9.883	0.152
20	Top-up Funding - Resource Units	0.842	0	0.842	0.694	-0.148
21	Top-up Funding - Mainstream	3.194	0	3.194	3.591	0.397
22	Top-up Funding - Early Years	0.111	0	0.111	0.086	-0.024
23	Top-up Funding - FE Colleges	1.217	0	1.217	1.417	0.200
24	Top-up Funding - Independent/NMSS	3.323	0	3.323	4.054	0.731
25	Top-up Funding - PRU	1.062	0	1.062	1.318	0.257
26	Top-up Funding - Other Alternative Placements	0.229	0	0.229	0.374	0.145
27	Top-up Funding - Personal Budgets	0.089	0	0.089	0.092	0.003
28	Hospital Education Services	0.203	0	0.203	0.161	-0.042
29	Additional high needs targeted - Inclusion mainstream	0.484	0	0.484	0.484	0
30	SEN Support Services	0.641	0	0.641	0.604	-0.036
31	Support for Inclusion	0.423	0	0.423	0.408	-0.015

32	SEN Transport	0.100	0	0.100	0.100	0
33	Therapies and other health related services	0.520	0	0.520	0.472	-0.048
34	Central Services	0.185	0	0.185	0.181	-0.004
35	Teachers pay & pension grants to special schools/PRU	0.311	0	0.311	0.296	-0.015
36	Repayment of DSG deficit from previous year	-0.351	-3.412	-3.763	0.000	3.763
	Sub Total High Needs Block Net Expenditure	23.877	-3.412	20.465	25.772	5.307
	Total All Blocks Net Expenditure	87.009	-2.164	84.845	87.991	3.146

Appendix 2 – Additional Information for Appendix 1 Table

SCHOOLS BLOCK

Line 1 - Individual School Budget – Schools formula budget for maintained Primary and Secondary.

Line 2 - Growth fund - The growth fund budget is for new/growing schools or bulge classes in response to basic need and is allocated to schools from the autumn term based on the criteria set by Schools' Forum.

DE-DELEGATIONS – Maintained Primary or/and Secondary Schools Only:

Line 4 - Behaviour Support Services – Passported to Cranbury College to supply this service.

Line 5 - Staff Costs to Supply Union Cover – Pays for Union support and supply cover for staff engaging in union duties.

Line 6 - School Effectiveness team – To fund staff and projects within the service.

Line 7 – Statutory/regulatory duties - formally known as the Education Services Grant, for statutory duties carried out by the LA on behalf of all maintained schools such as internal audit, year-end accounts, central reporting, monitoring compliance with scheme for financing schools.

CENTRAL SCHOOLS SERVICES BLOCK

Line 8 - Combined Budgets - covers School Effectiveness Team, MASH (Multi Agency Safeguarding Hub), virtual school for looked after children, Early Help – children action teams that covers family workers, Welfare, CAMHs and Education Psychology.

Line 9 - School Admissions – contribution towards the statutory admissions service for all Reading Schools.

Line 10 - Servicing of Schools Forum – contribution towards officer time for preparation of reports and attendance at meetings; cost of room hire; arranging meetings, minute taking, web site.

Line 11 - Prudential Borrowing costs – Borrowing costs for schools' capital programme has historically been and will be funded by borrowing over many years. This is a small contribution to the overall borrowing costs.

Line 12 – Other Items – Copyright licences – national contract, purchased on behalf of all schools.

Line 13 – Statutory/regulatory duties - formally known as the Education Services Grant, for duties carried out by the LA for all schools, including academies. Includes DSG budgets, school funding formula, payments to schools, statutory returns, education welfare, asset management.

EARLY YEARS BLOCK

Line 14 - Early Years formula funding – 2, 3 & 4-year-old free entitlement funding including deprivation and early years pupil premium and other early years grants relating to maintained nurseries and disability.

Line 15 - Support for Inclusion – Early Years Cluster funding and central staffing in Education department. Supports inclusion of children in early year's settings, supporting inclusive practices and resources that enable young children with SEND to have their needs met in these settings. There is also a contribution from the high needs block (in line 37).

Line 16 - SEN Support Services – Portage and contribution to Dingley.

Line 17 - Central Expenditure on Children under 5 – Early Years team including compliance, data, sufficiency and performance.

HIGH NEEDS BLOCK

Line 18 - SEN Placements – Place funding for pre-16 maintained Resource Units (first £6k), maintained Special Schools (first £10k).

Line 19 to 22 - Top-up funding for schools - EHCP top-ups for nursery, primary, secondary, special and alternative provisions within any LA that has a Reading financial responsibility for the EHCP. This also includes Pupils without EHCPs in Pupil Referral Units

Line 23 - Top-up funding for FE Colleges - EHCP top-ups for students in further education colleges.

Line 24 - 27 - Top-up funding and other funding – non maintained and Independents - EHCP top-ups for Independent and non-maintained special schools, and placements in other alternative private provision for pupils with or without an EHCP.

Line 28 - Hospital Education Services – This includes Hospital Education unit at Royal Berkshire Hospital and Education for Pupils in Tier 4 CAMHS specialist independent mental health hospital provision which is commissioned by NHS England

Line 29 – Additional High Needs Targeted Funding (Inclusion Fund) – financial support to schools with a higher than average number of pupils with EHCPs.

Line 30 - SEN Support Services – This includes Sensory Consortium (joint arrangement with other Berkshire LAs), virtual school, and ASD Outreach commissioned to Christ the King School.

Line 31 - Support for Inclusion – Funding for hard to place pupils (through Inclusion panel & Therapeutic Thinking approach), and central staffing (2 posts) in Education department, one for statutory functions including monitoring exclusions and one for ASD advisory support. Includes contribution to the early years inclusion panel.

Line 32 - SEN Transport – Contributions to SEN School Travel

Line 33 - Therapies and other Health Related services – Contribution towards Speech and Language, Occupational and Physiotherapy. Jointly funded with the Clinical Commissioning Group.

Line 34 – Central Services – Contributions to SEN Commissioning Team and Central establishment charges

Line 35 – Teachers Pay and Pension grants to special schools/PRU

Line 36 – Repayment of deficit – All of the 2022/22 deficit related to the high needs block.

Appendix 3 - DSG Note to the LA Statement of Accounts

870 Reading

Cells
requiring
input

Details of the deployment of DSG receivable for 2022/23 are as follows:

Notes	Central expenditure	Individual schools budget	Total
A			149,442,188
B			62,604,371
C			86,837,817
D			0
E			0
F	24,379,445	61,989,451	86,368,896
G	-318,000	786,921	468,921
H	24,061,445	62,776,372	86,837,817
I	25,214,237		25,214,237
J		62,922,500	62,922,500
K	0	0	0
L	-1,152,792	-146,128	-1,298,921
M			0
N			0
O			-2,164,377
P			-1,298,921
Q			-3,463,298
R			-3,463,298

Notes

- A Final DSG figure before any amount has been recouped from the authority as published March 2023. Does not include the adjustment to the 2021/22 DSG for early years made during 2022/23 based on January 2022 numbers or top-up funding (see G below).
- B Figure recouped from the authority in 2022/23 by the DfE for the conversion of maintained schools into academies and for high needs payments made by ESFA
- C Total DSG figure after academy and high needs recouped for 2022/23, as published March 2023. (Does not deduct centrally funded licences.)

- D Figure brought forward from 2021/22. There can only be an entry here if this is a surplus or zero; a deficit must have been placed in the DSG unusable reserve created by MHCLG's amending regulations.
- E Any amount which the authority decided after consultation with the Schools' Forum to carry forward to 2022/23 rather than distribute in 2022/23 – this may be the difference between estimated and final DSG for 2022/23, or a figure brought forward from 2021/22 which the authority is carrying forward again.
- F Budgeted distribution of DSG, adjusted for carry-forward, as agreed with the Schools' Forum. Note that the ISB column should include only money distributed to schools (including high needs place funding) and to other early years providers; centrally held schools block items such as the growth fund belong in the central expenditure column.
- G Changes to the initial distribution, for example adjustments for exclusions or the final early years block adjustment for 2021/22 made during 2022/23 on the basis of January 2022 numbers or top-up funding.
- H Budgeted distribution of DSG as at the end of the financial year
- I Actual amount of central expenditure items in 2022/23 – amounts not actually spent, e.g. money that is moved into earmarked reserves.
- J Amount of ISB actually distributed to schools (ISB is regarded for DSG purposes as spent by the authority once it is deployed to schools' budget shares). Note that budget shares include early years funding, sixth form funding and high needs place funding; they do not include high needs top-up funding, which is treated as central expenditure
- K Any contribution from the local authority in 2021/22 that will have the effect of substituting for DSG in funding the school's budget. Does not include any change in balances held by schools as they are not to be recorded in this note.
- L In-year position at end of 2022/23, ie:
- For central expenditure, difference between final budgeted distribution of DSG and actual expenditure, plus any local authority contribution.
 - For ISB, difference between final budgeted distribution and amount actually deployed to schools, plus any local authority contribution.
- M Plus/minus any carry-forward to 2023/24 already agreed.
- N Total is carry-forward on central expenditure plus carry-forward on ISB plus/minus any carry-forward to 2023/24 already agreed. To be entered in this line, this can only be a surplus or zero; if it results in a deficit, enter zero. Any in-year deficit in 2022/23 must be recorded as part of the DSG unusable reserve.
- O DSG unusable reserve at end of 2021/22 (if any) – any amount placed in the unusable reserve at the end of 2020/21 in accordance with the MHCLG amending regulations.
- P Any addition to DSG unusable reserve in 2022/23 as a result of an in-year deficit in 2022/23.
- Q Total of DSG unusable reserve at end of 2022/23
- R Net DSG position at the end of 2022/23; this is a memorandum item designed to show the overall position on DSG. It is calculated by taking the figure (if any) and deducting the figure (if any) and will therefore show any net deficit that the local authority would have if the unusable reserve were not held separately.



Reading Schools' Forum

June 22, 2023

Agenda Item 5

Delivering Better Value SEND update

For decision

For discussion

For information

SUMMARY

Outline of proposals developed from the Delivering Better Value Programme recommending HNB review

OWNER

Director of Education/ Strategic Head of SEND

VERSION or DRAFT

D3.0

DATE

15.6.2023

REVIEW DATE

01 June ,2024

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

Contents

1. Delivering Better Value , Key Outcomes.....	Error! Bookmark not defined.
2. Opportunity lines	4
3. How are these priorities to be addressed?.....	4
4. DBV HNB Expenditure Forecast and Deficit Position.....	6
5. Co- production -with Schools Forum Proposal.....	8
5.DBV Grant Submission – timeline update.....	8

1. Delivery Better Value – Key Outcomes

Brighter Futures for Children has been part of a DfE programme, Delivering Better Value (DBV) since January 2023. The DBV programme's aim is to identify sustainable changes that can drive high quality outcomes for children and young people with SEND.

An analysis of High Need Block (HNB) expenditure in 2021/22 identified that the vast majority of spend occurred in Maintained Special schools (MSS) and independent non maintained (INMSS) provision whilst the spend in mainstream provision was proportionally smaller, however there has been a 34% growth of the number of EHC plans maintained in mainstream since 2020. The impact of the Therapeutic Thinking Schools initiative has supported the inclusion of an increased number of children with high level SEND being maintained in Mainstream. However, this number has also been compounded by the lack of capacity in Specialist provision, a national problem, replicated in Reading. MMS, INMSS and Mainstream account for 69% of total spend whilst MSS alone accounts for 44%.

Benchmarking data: (from 2020-2022 data)

- Reading has had a higher number of EHCPs in the 2-18 population than statistical neighbours, the growth of which is double the population growth
- The proportion of children and young people who have EHC plans in mainstream settings is lower in Reading, compared to the national average and statistical neighbours.

Further data analysis through the DBV Programme:

- A key starting point for special school placements was around transition years, reception and again especially at age 11
- Broken down by need, the most common primary need identified for those with an EHCP in Maintained Special School or Mainstream was Autism Spectrum Disorder.

Through a detailed examination of 48 case reviews, and extensive engagement with education providers through surveys, questionnaires with SENCOs and families and interviews with children and young people, an evidenced based understanding of underlying opportunities, that are available to improve outcomes for children, young people and their families emerged.

What an ideal outcome looks like for a child varies for every child and young person, and it is hard to create a universal definition of what is 'ideal'. Practitioners conveyed that an ideal outcome for children and young people (CYP) with SEN has many constituent parts.

During the case reviews, facilitators asked whether the following aspects of a children and young people’s journey was ideal:

- The support that the children and young people has in order to meet their goals
- The timing of any support and intervention with the children and young people
- The type of provision and the area in which the children and young people can meet their goals

Of the cases reviewed, professionals consider up to 31% could have had their needs met in mainstream provision without the need for an EHC plan, with additional input.

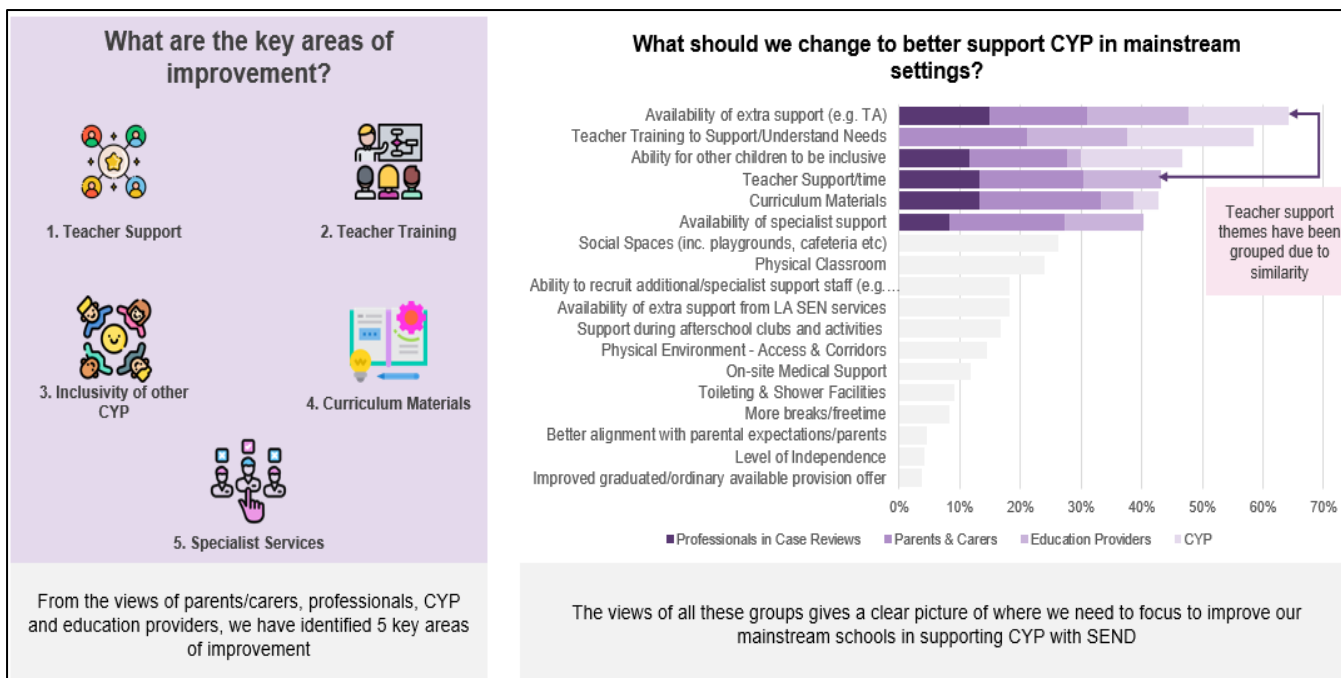
2. Opportunity lines

The DBV Programme identified the most impactful areas for most children in Reading with SEND to determine the targeted use of grant implementation funding (£1m).

The opportunities identified centre around supporting the goals and aspirations of children and young people in mainstream settings without an EHCP or with an EHCP but preventing transfers into a less ideal provision type

Opportunity lines Identified	
1.	Supporting the goals and aspirations of the child can be achieved without the need for an EHC plan (mainstream)
2.	Supporting the goals and aspirations of the child in a mainstream setting rather than an MSS
3.	Supporting the goals and aspirations of the child in a mainstream setting rather than INMSS
4.	Supporting the goals and aspirations of the child through Additional Resource Provision rather than INMSS
5.	Supporting the goals and aspirations of the child through Additional Resource Provision rather than MSS

The views of different stakeholder groups allowed the identification of 5 key areas to focus on that underline all of our identified opportunities



Keys Areas of Improvement -comments from Children and young people, Families, Education Providers and Stakeholders	
Priority areas	Findings form Module 2 of DBV Programme
1) Availability of extra support (e.g., TA)	<ul style="list-style-type: none"> • Comments around what this extra support looks like centred around support needing to be more specific to need rather than more in terms of quantity • Parents and carers did not view teacher support as key to what an EHCP allowed them to access or a main reason why children and young people transferred to special schools
2) Teacher training to support/understand needs	<ul style="list-style-type: none"> • Additional training and ability to understand needs was the second most requested improvement for mainstream schools overall • In the SENCO forum, SENCOs voted that training to better understand need would be the most useful form of training • Parents and carers at the P&C Forum also thought that the most useful training would be around understanding of bespoke need • For children and young people at the Listening forum, better support and understanding of needs from school staff was the key area identified to better support in mainstream
3) Ability of other children to be inclusive	<ul style="list-style-type: none"> • The ability for other children and young people to be inclusive was the third most requested improvement for mainstream schools



	<ul style="list-style-type: none"> • Children and young people identified that inclusivity of other children and young people was the most frequent strength of special schools, but something to be improved in mainstream • A key area of feeling included at school for children and young people was access to clubs and activities. Barriers to this were identified for mainstream settings
4) Curriculum materials	<ul style="list-style-type: none"> • Curriculum materials was highlighted as the 4th most requested change to mainstream schools • Parents & carers voted that flexible structures and understanding different learning styles were the key improvement areas to make lessons more inclusive. Comments from surveys supported these findings. • Discussion at the children and young people forum also highlighted that the flexibility of lessons and adapting lessons to need was a key focus
5) Specialist Support	<ul style="list-style-type: none"> • SENCOs were generally aware of services and felt positively about their effectiveness • Comments from the survey highlighted that waiting times could be an area of improvement however • SENCOs voted decreasing waiting times as the most important lever to improving specialist service provision • Parents and carers forum thought that a wider range of services and shorter waiting times were the key improvements needed in specialist services

3. How are these priorities to be addressed?

N.B. The DBV grant is not able to be used for capital programmes funding must have been used by 31 March 2025.

Three workstreams have been identified to enable the delivery of programme in Reading:

1. Supporting and upskilling the workforce through a New SEND Advisory Service
2. Review funding processes, including decision - making systems to ensure consistency and equity the System
3. Reviewing the graduated response and access to clinical support services

These workstreams build on or align to existing programmes, already being developed by BfC and RBC through:



- School Standards Team and SEND Team
- Work through the SEND Strategy Steering Groups
- The SEND Sufficiency Strategy and Capital Developments
- High Needs Block Deficit Management Plan

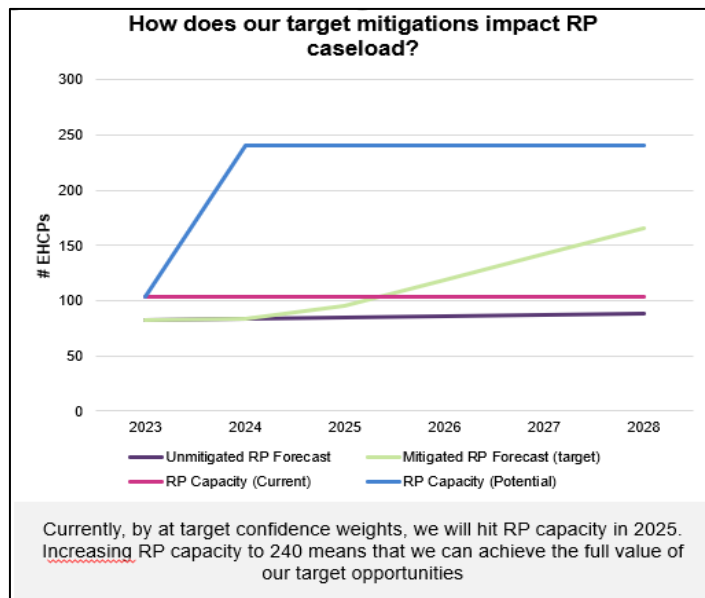
The funding will be used to “Pump Prime” initiatives with sustainability built into the bid process.

A detailed submission on how the grant will be implemented is submitted with the bid, including sustainability and performance indicators and use will be monitored throughout the programme by external agencies and internal governance structures across BfC and RBC and the workstreams impacts on the High Needs Block.

4. DBV HNB Expenditure Forecast and Deficit Position

Detailed data analysis has allowed for an accurate projection of the unmitigated deficit position on the pressure on the High Needs Block (HNB). Brighter Futures for Children has already anticipated this and implemented measures to ameliorate this position, e.g., significant capacity development in Resourced Provision, (up to 160 places by September 2024).

By increasing our Additional Resource Provision capacity, this will unlock opportunities to their full value:



The DfE is aware of the position Local Authorities are finding themselves in, given the continued demand for EHC plans and capacity pressure in specialist provisions and the DBV programme is intended to grant fund high impact changes in the local system whilst longer term changes are implemented centrally.

CLASSIFICATION: ENTER HERE

The workstreams will amplify the HNB Deficit Management Plan already being implemented.

By targeting specific areas, as identified, the impact on the cumulative deficit is profound. The potential year on year savings outlined below reflect a substantial influence on the HNB Deficit Management Plan moving forward.

Steady State Annual Opportunities delivered through workstreams and existing Deficit Management Plans

Opportunity	Full Value	Target	#CYP impacted per year	Stretch
Supporting the goals and aspirations of the child can be achieved without the need for an EHCP	£4,800,896	£1,488,278	50	£2,592,484
Supporting the goals and aspirations of the child in a Mainstream setting rather than MSS	£4,313,441	£1,725,377	4	£2,588,065
Supporting the goals and aspirations of the child through Resources/SEN Unit setting rather than MSS	£3,360,382	£1,209,738	3	£1,915,418
Supporting the goals and aspirations of the child in a Mainstream setting rather than INMSS	£1,805,316	£722,126	2	£1,083,190
Supporting the goals and aspirations of the child through Resources/SEN Unit setting rather than INMSS	£1,190,559	£476,224	2	£714,335
Total	£15,470,594	£5,621,742	61	£8,893,491

The “target figure is realistic and achievable, the “stretch”” figure is achievable if we deliver in all areas.

5. Co- production -with Schools Forum Proposal

- **DBV – Strand 2: Review funding processes, including decision - making systems to ensure consistency and equity the System**

This review is necessary to ensure continued progress in successfully meeting the needs of children with SEND. New processes and systems will be reviewed and co-produced with stakeholders and families. BfFC is requesting a subgroup of representatives from Schools Forum to participate in the development of a new banding system to support the priorities and opportunities highlighted through the DBV programme.

It is proposed that the development and pilot of new Banding Tool will be undertaken over the next few months. This will be evaluated, and the evaluation shall be returned to Schools Forum in Spring 2024 with recommendations in relation to implementation.

6. DBV Grant Submission – timeline update

It had been intended to submit the grant application as soon as possible, once agreed internally by BfFC and RBC. Unfortunately, the DfE is currently reviewing further information that may be required to support any submission for LAs in Tranche 2 and 3 of the bid process.

This is likely to impact on timelines, but it is hoped that grant awards will still occur by September 2023.

DEPT	NAME & ROLE	Date	Comments
Finance			
HR			
Legal/ Commissioning			
IT Performance & Data			
Communications, Marketing & Compliance			
Operational colleagues and others consulted			
Data source used			



Reading Schools' Forum

June 22, 2023

Agenda Item 6

Dedicated Schools Grant (DSG)
Budget 2023/24

For decision

For discussion

For information

SUMMARY

This report sets out the DSG budget for 2023/24 and outlines the areas of pressure to be monitored throughout the year.

AUTHOR

Steph Heaps - Finance
Business Partner

Email:

steph.heaps@brighterfuturesf
orchildren.org

VERSION

Version number 1

DATE

June 22, 2023

REVIEW DATE

None

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

1. Recommendations

- 1.1 NOTE: The overall budget for 2023/24.
- 1.2 NOTE: The potential pressures within each funding block.

2. Background

- 2.1 The Dedicated Schools Grant (DSG) is a ring-fenced specific grant and can only be used in support of the schools' budget and spent on school/pupil activity as defined by the School and Early Years Finance (England) Regulations (2020).
- 2.2 The DSG is split between four different funding blocks - schools, central school services, early years, and high needs. Each Council's allocation is largely based upon actual pupil numbers from the October pupil count proceeding the actual financial year. Although separate allocations are received for each block, transfers are allowed between blocks but subject to certain restrictions.
- 2.3 Most of the grant is allocated to schools – the Individual School's Budget (ISB) or delegated budget – this is mainly formula driven; the remainder is the Centrally Retained School's Budget – the non-delegated budget.
- 2.4 Overspends on the DSG are carried forward and are a first call on the new year's allocation of DSG. Underspends on the DSG are carried forward to support the future year's schools' budget.
- 2.5 The Authority must ensure that DSG is correctly spent and has to report the outturn position to inform the impact upon the following year's budget position. The budget monitoring of the Authority distinguishes between how services are funded, namely by DSG or by the Local Authority.
- 2.6 The LA receives its DSG allocation gross (including allocations relating to academies and post-16 provision), and then the Education & Skills Funding Agency (ESFA) recoups the actual budget for these settings to pay them direct, leaving a net or LA allocation.

3. DSG Allocation 2023/24

- 3.1. The DSG allocation estimated for 2023/24 is summarised in Table 1 below, with a more detailed breakdown of the calculations provided in Appendix 1. The DSG allocation received by the LA will change during the year and the next update is due in July when the latest high needs and early years' allocations are published. The original budget was based on the LA's own estimate of these, and this needs to be monitored as it could impact on the overall position.
- 3.2. The allocations shown in the table are prior to any transfers between blocks. For the 2023/24 budget the Schools' Forum has agreed a transfer of £484k from the school's block to the high needs block.

Table 1: BFFC's original DSG allocations for 2023/24 (March 2023)

BLOCK	ORIGINAL ESTIMATED DSG ALLOCATION 2023/24		
	Gross DSG Allocations (£m)	Less centrally deducted NNDR and Academy Recoupment (£m)	Total LA DSG Allocations (£m)
Schools Block	117.762	-65.805	51.957
Central Schools Block	1.133	0	1.133
Early Years Block	13.620	0	13.620
High Needs Block	30.486	-4.490	25.996
Total	163.000	-70.295	92.705
22/23 EY adjustment			-0.146
Total Available			92.559

- 3.3. The main changes that may occur and need to be monitored during the year are as follows:
- Reductions in the schools' block funding due to any academy conversions. This is because funding is paid direct to these schools by the ESFA, though this has minimal impact on the LA budget, as expenditure is reduced accordingly. Currently, there are no mainstream academy conversions in process.
 - High needs block funding will be adjusted in July due to the import/export adjustment if there is a change to the number of Reading pupils placed in settings outside Reading or a change in the number of pupils from other LAs attending settings in Reading. This is because the LA where the setting is located is responsible for the place funding, so this adjustment ensures any changes in pupil numbers transferring between LAs are properly funded. High needs funding is also adjusted for any changes in the number of high needs places in academies, which is deducted from our allocation.
 - Our original allocation budget has used Spring 2022 Census hours and due to Spring 2023 numbers being low than previous years, we are estimating a decrease within the funding. We have already made a provision in the accounts of £146k to allow for the 2022/23 funding adjustment payment.

4. DSG Budget 2023/24 Update

- 4.1. Appendix 2 contains the original 2023/24 budget as agreed/notified at previous meetings of the Schools' Forum. This is split between the four funding blocks and broken down by the main reporting lines for the DSG.

Appendix 3 contains brief notes on what is included in each line of the budget report.

4.2. Table 2 below summarises the current budget per block.

Table 2: Summary Budget 2023/24

	ORIGINAL BUDGET (£m)	VIREMENTS £m	CURRENT BUDGET (£m)
Schools Block	51.957	(0.484)	51.473
Central Schools Block	1.133	0	1.133
Early Years Block	13.114	0	13.114
High Needs Block	27.802	0.484	28.286
Sub Total – Net Expenditure	94.006		94.006
DSG Allocation - Income	(92.705)		(92.705)
Balance Over/(Under) Allocated	1.301	0	1.301

4.3. Budgets have been set with an estimated Early Years allocation based on January 2023 census that will be updated in July 2023. This table does not include any DSG deficit being carried forward from 2022-2023. Other changes to the DSG will need to be taken into account when confirmed in July. It is too early in the year to assess whether this position will be sustained. Risks and any emerging pressures are highlighted per block in the following paragraphs.

5. Current Risks/Emerging Issues

5.1. Schools Block (SB)

- There would only be a variance on maintained primary and secondary school delegated budget allocations due to business rate revaluations or where actual business rates bills vary from the initial school formula allocation (due to like for like funding). These are likely to be minimal.
- The budget for this year does include funding for bulge classes for September 2023 if required, of which will be confirmed later in the year.
- Falling Rolls was re-introduced in June 2022 and a revised policy was agreed at Schools Forum in March 2023. Any funding required in year will also be met from the Growth fund.
- This surplus at the end of the financial year will be required for future year requirements as set out in the plan brought to Schools' Forum in January 2023.
- De-delegations are contributions to central services and unlikely to have any variance.

5.2. Central Schools Services Block (CSSB)

- Most of the central school services budgets are contributions and the majority will not therefore have a variance. There will be no variance on copyright licences, as this is a national contract agreed in advance. The small surplus brought forward from 2022/23 is likely to be required in 2023/24 as the DSG allocation for this block has reduced again for 2022/23. Any surplus at the end of the financial year will be

carried forward. This will contribute towards the reduction in the central block allocation in which the historic cost allocation is reducing annually by 20%.

5.3. Early Years Block (EYB)

- Over 95% of Early Years Funding is relating to the free early year's entitlement for 2, 3 and 4 -year-olds. The budget for 2023/24 is based on the draft Spring 2023 census hours at the set hourly rates laid out in March 2023 Schools Forum paper. The DSG funding due to be received this year is based on an average of January 2023 and January 2024.
- It is impossible to make a reasonable forecast when both funding and expenditure is based on actual take up of places at a date in the future. If the budget was to overspend, this would then have an impact on the funding rate to providers in the following financial year.
- Government announcements to changes in the universal entitlement suggests an increase in funding rates during the financial year. We still await confirmation of how and when this will be funded
- There is £289k contingency carried forward from 2022/23. Note that the contingency can only be used to fund providers through the Early Years' formula as already set and cannot be used to increase the hourly rates or to change the formula after these have been set for the year.
- Other budgets that pay for central spend are mainly contributions as agreed at the budget setting and will not have a variance.

5.4. High Needs Block (HNB)

- Annual expenditure in the HNB is increasing the deficit due to the ever-expanding EHCP population and the increasing need of pupils. The High Needs budget has increased, and more budget has been added to the placement/top-up expenditure, but this will be tested with the demand and inflation issues nationally. Top-up rates for Reading schools were increased by 5% in April 2023 and forms part of the increase to this budget. It is unlikely that the budget will be contained within its annual DSG allocation, and the overall deficit is increasing.
- As top-up/placement fees represent 89% of the high needs budget this will be closely monitored throughout the year, including comparing actual number and average cost of placements by each type to the original budget set.
- The Inclusion Fund provides additional funding to mainstream schools with a high percentage of pupils with EHCPs compared to our statistical neighbour average. £484,000 has been transferred from the Schools Block to the High Needs block to fund this.

- Changes to this block in year are likely and are dependent on the outcomes of the DBV programme. Further details of this are within agenda item 5.

Appendices

Appendix 1 – DSG Allocations 2023/24 – March 2023

Appendix 2 – Summary DSG Budget 2023/24

Appendix 3 – Additional Information per Service

Appendix 1 – DSG Allocations 2023/24 – March 2023

	Mar-23	LA Estimate
Schools Block		
Pupil Numbers Primary	13,289	13,289
Rate	£4,881.54	£4,881.54
Allocation	£64,870,785	£64,870,785
Pupil Numbers Secondary	7,824.00	7,824.00
Rate	£6,427.55	£6,427.55
Allocation	£50,289,151	£50,289,151
Growth Funding	£1,301,798	£1,301,798
Premises Funding	£1,300,499	£1,283,350
Business Rates Adjustment	-£1,283,350	-£1,283,350
actual funding rounding adjustment	£2	£2
Gross Allocation	116,478,885	116,461,736
Academy Recoupment	-£64,521,503	-£64,521,503
Schools Block Net Total	£51,957,382	£51,940,233
Central School Services Block		
Pupil Numbers	21,113.00	21,113.00
Rate	£40.45	£40.45
Allocation	£854,021	£854,021
Historic Commitments	£278,528	£278,528
Central School Services Block Net Total	£1,132,549	£1,132,549
High Needs Block		
Formula	£29,121,762	£29,121,762
Hospital Funding	£307,798	£307,798
AP Teachers pay/pension grant		
Pupil Numbers - Special Schools	405.5	405.5
Pupil Numbers - Alternative Provision		
Rate (includes grants)	£4,915.12	£4,915.12
Allocation	£1,993,081	£1,993,081
Import/Export Adjustment	-379	-379

Rate	£6,000.00	£6,000.00
Allocation	-£2,274,000	-£2,274,000
rounding	£1	£1
Allocation	£29,148,642	£29,148,642
Additional Funding	£1,337,081	£1,337,081
Gross Allocation	£30,485,723	£30,485,723
Recoupment - academy high needs places	-£4,490,001	-£4,490,001
High Needs Block Net Total	£25,995,722	£25,995,722
Early Years Block	(Jan '22 census)	(Jan '23 census)
3 & 4-year-olds Universal - Schools	2,560.55	2,481.61
3 & 4-year-olds Universal - PVI		
3 & 4-year-olds Extended - Schools	840.71	843.64
3 & 4-year-olds Extended - PVI		
Total	3,401.26	3,325.26
Rate	£5.80	£5.80
Allocation	£11,244,566	£10,993,293
2-year-olds - schools	368.97	311.57
2-year-olds - PVI		
Total	368.97	311.57
Rate	£6.72	£6.72
Allocation	£1,413,303	£1,193,429
PPG - schools	438.13	
PPG - PVI		
Total	438.13	380.15
Rate	£0.62	£0.62
Allocation	£154,836	£134,344
DAF - eligible pupils	68.00	68.00
Rate	£828.00	£828.00
Allocation	£56,304	£56,304
Maintained Nursery Grant	346.60	335.00
Rate	£3.80	£3.80
Allocation	£750,736	£725,610

Early Years Block Net Total	£13,619,746	£13,102,981
<u>SUMMARY GROSS IN YEAR ALLOCATION</u>		
Schools Block	117,762,235	116,461,736
Central School Services Block	1,132,549	1,132,549
High Needs Block	30,485,723	25,995,722
Early Years Block	13,619,746	13,102,981
TOTAL GROSS DSG ALLOCATION IN YEAR	£163,000,253	£156,692,988
<u>SUMMARY NET IN YEAR ALLOCATION</u>		
Schools Block	£51,957,382	£51,940,233
Central School Services Block	£1,132,549	£1,132,549
High Needs Block	£25,995,722	£25,995,722
Early Years Block	£13,619,746	£13,102,981
TOTAL NET DSG ALLOCATION IN YEAR	£92,705,399	£92,171,485
<i>(CHECK TO GRANT NOTIFICATION RECEIVED)</i>		
Grant Adjustments		
Transfer from School Block	-484,000	-484,000
Transfer to HN Block	£484,000	£484,000
<u>DSG AVAILABLE</u>		
Schools Block	£51,473,382	£51,456,233
Central School Services Block	£1,132,549	£1,132,549
High Needs Block	£26,479,722	£26,479,722
Early Years Block	£13,619,746	£13,102,981
TOTAL DSG AVAILABLE	£92,705,399	£92,171,485

Appendix 2 – Summary DSG Budget 2023/24

Line Ref.	Description	Original Budget £m	Change	Current Budget £m
	Schools Block			
1	Individual Schools Budget - Maintained Schools	49.728		49.728
2	Growth Fund	1.140		1.140
3	Behaviour Support Services (de-delegation)	0.286		0.286
4	Staff costs supply cover (trade unions) (de-delegation)	0.047		0.047
5	School Improvement (de-delegation)	0.188		0.188
6	Statutory/regulatory Duties (ESG) (de-delegation)	0.084		0.084
	0.5% movement to the High Needs Block	0.484	(0.484)	0.000
7	Sub Total Schools Block Net Expenditure	51.957	(0.484)	51.473
	Central Schools Services Block			
10	Contribution to combined budgets	0.253		0.253
11	School admissions	0.289		0.289
12	Servicing of schools forum	0.020		0.020
13	Prudential borrowing costs	0.026		0.026
14	Other Items (copyright licences)	0.128		0.128
15	Statutory/regulatory Duties (ESG)	0.417		0.417
16	Sub Total Central School Services Block Net Expenditure	1.133	0	1.133
	Early Years Block			
19	Early Years Funding (free entitlement)	12.396		12.396
20	Support for inclusion	0.050		0.050
21	SEN support services (Portage/Dingley)	0.438		0.438
22	Central expenditure on early years entitlement	0.230		0.230
23	Sub Total Early Years Block Net Expenditure	13.114	0	13.114
	High Needs Block			
26	SEN placements - Maintained Schools (first £10k/£6k place funding)	1.574		1.574
27	Top up funding - Special Schools inc PRU	11.346		11.346
28	Top up funding - Resource Units	0.881		0.881
29	Top up funding - Mainstream	3.220		3.220
30	Top up funding - Nursery	0.066		0.066
31	Top up funding - FE Colleges	1.801		1.801
32	Top up funding - Alternative Provision	0.936		0.936
33	Top up and other funding - non maintained & independent schools	5.197		5.197
34	Additional high needs targeted funding (Inclusion Fund)	0.000	0.484	0.484
35	SEN support services	0.659		0.659
36	Hospital education services	0.196		0.196
37	Support for Inclusion	0.550		0.550
38	Therapies and other health related services	0.520		0.520
39	Medical Tutoring (Children Missing Education)	0.050		0.050
40	Hard to Place Funding	0.050		0.050
41	Children Missing Education	0.146		0.146
42	SEN Transport	0.100		0.100
43	Teachers pay & pension grants to special schools/PRU	0.296		0.296
44	Central Services	0.213		0.213
45	Sub Total High Needs Block Net Expenditure	27.802	0.484	28.286
46	Total All Blocks Net Expenditure	94.006	0	94.006
47	Total DSG Allocation Available	92.705	0	92.705
48	Balance - Deficit / (surplus) In Year	1.300	0	1.300

Appendix 3 – Additional Information for Appendix 2 Table

SCHOOLS BLOCK

Line 1 - Individual School Budget – Schools formula budget for maintained Primary and Secondary.

Line 2 - Growth fund - The growth fund budget is for expanding schools or bulge classes in response to basic need and is allocated to schools from the autumn term based on the criteria set by Schools' Forum.

DE-DELEGATIONS – Maintained Primary or/and Secondary Schools Only:

Line 3 - Behaviour Support Services – Passported to Cranbury College to supply this service.

Line 4 - Staff Costs to Supply Union Cover – Pays for Union support and supply cover for staff engaging in union duties.

Line 5 - School Improvement – To fund staff and projects within the service.

Line 6 – Statutory/regulatory duties - formally known as the Education Services Grant, for duties carried out by the LA on behalf of all maintained schools.

CENTRAL SCHOOLS SERVICES BLOCK

Line 10 - Combined Budgets - covers School Effectiveness Team, MASH (Multi Agency Safeguarding Hub), virtual school for looked after children, Early Help – children action teams that covers family workers, Welfare, CAMHs and Education Psychology.

Line 11 - School Admissions – contribution towards the Admissions service for all Reading Schools.

Line 12 - Servicing of Schools Forum – Preparation for Schools' Forum.

Line 13 - Prudential Borrowing costs – Borrowing costs for schools' capital programme has historically been and will be funded by borrowing over many years. This is a small contribution to the overall borrowing costs.

Line 14 – Other Items – Copyright licences – national contract, purchased on behalf of all schools.

Line 15 – Statutory/regulatory duties - formally known as the Education Services Grant, for duties carried out by the LA for all schools, including academies.

EARLY YEARS BLOCK

Line 19 - Early Years formula funding – 2, 3 & 4-year-old free entitlement funding including deprivation and Early Years pupil premium and other early years grants relating to maintained nurseries and disability.

Line 20 - Support for Inclusion – Early Years Cluster funding and central staffing in Education department. Supports inclusion of children in early year's settings, supporting inclusive practices and resources that enable young children with SEND to have their needs met in these settings. There is also a contribution from the high needs block (in line 36).

Line 21 - SEN Support Services – portage and contribution to Dingley.

Line 22 - Central Expenditure on Children under 5 – Early Years team including compliance, data, sufficiency and performance.

HIGH NEEDS BLOCK

Line 26 - SEN Placements – Place funding for maintained school Resource Units (first £6k) and maintained Special Schools (first £10k).

TOP UP FUNDING (EHCP top ups within any LA that Reading has a financial responsibility for):

Line 27 - Top-up funding for Special schools and PRU - This also includes Pupils without EHCPs in Pupil Referral Units

Line 28 - Top-up funding for Resource Units - EHCP top-ups for pupils placed in Resource Units.

Line 29 - Top-up funding for Mainstream schools - EHCP top-ups for pupils in mainstream schools (not Resource Units).

Line 30 - Top-up funding Nursery providers - EHCP top-ups for children in both maintained and private settings.

Line 31 - Top-up funding for FE Colleges - EHCP top-ups for students placed in further education colleges.

Line 32 - Top-up funding Alternative Provision - EHCP top-ups for children in Alternative Provision. This is usually short-term placements which are not schools.

Line 33 - Top-up funding and other funding – non maintained and Independents - EHCP top-ups for Independent and non-maintained special schools.

Line 34 – Additional High Needs Targeted Funding (Inclusion Fund) – financial support to schools with a higher than average percentage of pupils with EHCPs.

Line 35 - SEN Support Services – This includes Sensory Consortium (joint arrangement with other Berkshire LAs), virtual school, and ASD Outreach commissioned to Christ the King.

Line 36 - Hospital Education Services – This includes Hospital Education unit at Royal Berkshire Hospital and Education for Pupils in Tier 4 CAMHs specialist independent mental health hospital provision which is commissioned by NHS England

Line 37 - Support for Inclusion – Funding for hard to place pupils (through Inclusion panel), and central staffing (2 posts) in Education department, one for statutory functions including monitoring exclusions and one for ASD advisory support.

Line 38 - Therapies and other Health Related services – Contribution towards Speech and Language, Occupational and Physiotherapy. Jointly funded with the Clinical Commissioning Group.

Line 39 - Medical Tutoring (Children Missing Education) (£50,000) – To ensure the local authority are able to discharge their statutory duty in providing appropriate tuition to pupils who are medically unfit for school.

Line 40 - Hard to Place Funding (£50,000) – To create a fund to support children going through the fair access protocol or requiring intervention to prevent permanent exclusions.

Line 41 - Children Missing Education (CME) (£146,000) – To maintain the offer of service in regards to Children Missing Education and Elective Home Education where numbers have increased

Line 42 - SEN Transport – Contributions to SEN School Travel

Line 43 – Teachers Pay & Pension Grants – Allocation of grant for special schools/ PRU and nurseries paid outside of the funding formula.

Line 44 – Central Services – Contributions to SEN Commissioning Team and Central establishment charges





Reading Schools' Forum

June 22, 2023

Agenda Item 7

Maintained School Balances

For decision

For discussion

For information

SUMMARY

This is to

AUTHOR

Clare Warren, School Support Lead

Tel: 0118 937 4350

Email:

clare.warren@brighterfuturesforchildren.org

VERSION

Version number 1

DATE

June 22, 2023

REVIEW DATE

N/A

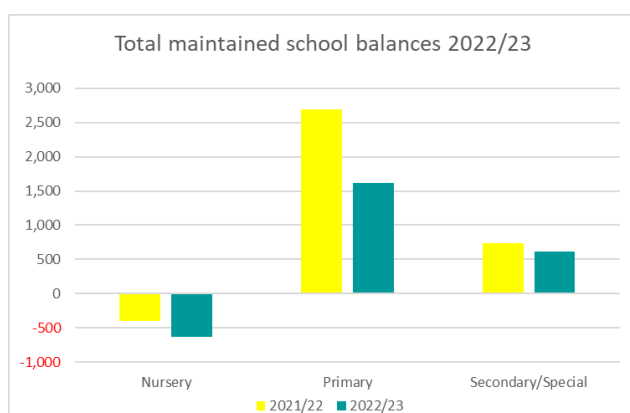
© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

1. Summary - DRAFT

1.1 Overall school balances have marginally decreased from £3.0m as at 31 March 2022 to £1.6m as at 31 March 2023, overall a 47% decline, as per the following chart:



1.2 The movements during the year by phase were:

Phase	2022/23 movement £'000s	Total 2022/23 balance £'000s
Nursery	(234)	(635)
Primary	(1,077)	1,611
Secondary/Special	(122)	613
Total	(1,433)	1,589

Overall school balances have decreased significantly as there was additional spend including:

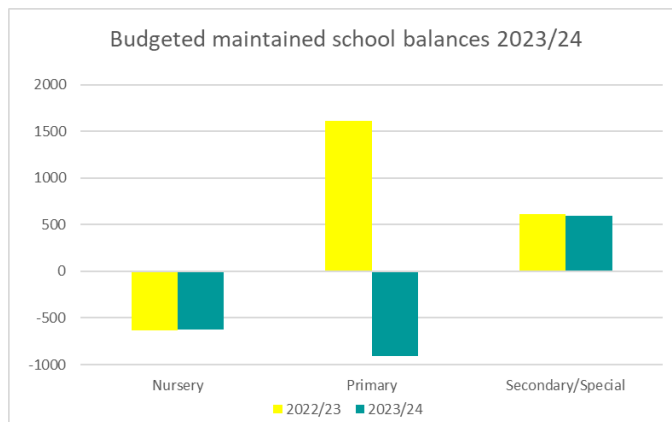
- £3.7m additional staff costs with £1.5m on teachers (including £0.6m more on agency) and an additional £1.6m on Education Support Staff reflecting the higher than expected pay increases as well as increase for staff to support rising SEN
- £1.8m more of other costs with premises costs being £0.5m higher and learning resources £0.8m (partially offset by additional income from contributions to visits of £0.15m) reflecting both increase in prices due to inflation and more activities post-Covid
- £3.5m higher funding was received, with an additional £1.4m for the School Supplementary Grant on top of the agreed increases to the National Funding Formula Rate while SEN and Pupil Premium funding were each up £0.4m (15% and 13% increases)

1.3 12 maintained schools ended the year 2022/23 with a deficit balance totalling £1.9m compared to 8 schools at the end of 2021/22 with a combined deficit balance of £1.4m as shown below:

Phase	2021/22 balance £'000s	2022/23 balance £'000s
Nursery	(497)	(755)
Primary	(887)	(1,185)
Secondary/Special	0	0
Total	(1,384)	(1,940)

2. 2023/24 budgeted balances

Overall balances for 2023/24 are budgeted to decrease by £2.5m to a deficit balance of -£0.9m (2022/23 budgeted surplus balance £0.5m):



This includes 14 schools in deficit totalling £2.7m (up from 2022/23 balance £1.9m).

- All schools budgeting a deficit balance are required to complete a Licensed Deficit Application to be submitted to the Director of Education.
- The deficit balances are reviewed and classified according to reason such as legacy, pupil numbers, impact of SEN
- The Director of Education will then contact each school to specify any next steps required as part of the approval of the application
- The schools are required to submit monthly budget monitoring reports from September 2023 and the BFC School Finance Support team continue to work with these schools to support them with these plans.
- Further training and support with regards to effective Financial Management using a wide-range of tools and advice made available by the DfE is available through school finance support providers.

There are a number of factors included in the submitted budgets:

- Additional staffing costs up by £4.1m (8.1%) due to expected pay increases, not matched by 101 main school funding up 6.3%. Main school funding includes significant rate increases in EY funding rates and the Mainstream School Additional Grant.
- Inflation costs, particularly energy which is budgeted to be up £0.5m (or 65%)
- Increasing levels of SEN in schools so funding up £0.5m (or 15.8%), including rate increase of 5%
- Reduction in Covid catch-up grants of £0.6m

3. Appendices

See Appendix 1 for Balances by School for 2022/23.

Appendix 1: DRAFT School balances 2022/23

School name	Type of school	Main School Revenue/Community Total Balances		In-year movement	% movement	Balance as % of total income
		2021/22	2022/23	22/23 vs 21/22	22/23 vs 21/22	2022/23
Blagdon Nursery School and Children's Centre	Nursery	-106,308	-189,780	-83,472	-78.5%	-20.3%
Blagrave Nursery School	Nursery	-41,154	-102,454	-61,299	-149.0%	-41.5%
Caversham Nursery School	Nursery	-217,456	-237,900	-20,443	-9.4%	-21.1%
New Bridge Nursery School	Nursery	-132,500	-225,010	-92,511	-69.8%	-46.7%
Norcot Early Years Centre	Nursery	96,543	120,630	24,087	24.9%	8.3%
Total Nursery Schools		-400,875	-634,514	-233,639	-58.3%	-14.9%
Alfred Sutton Primary School		116,365	186,082	69,717	59.9%	5.4%
All Saints Church of England Aided Infant School	Voluntary Controlled	40,079	20,926	-19,153	-47.8%	4.9%
Caversham Park Primary School		9,693	-8,677	-18,370	-189.5%	-0.9%
Caversham Primary School		53,527	14,212	-39,315	-73.4%	0.7%
Christ the King Catholic Primary School	Voluntary Aided	96,359	127,922	31,563	32.8%	5.4%
Coley Primary School		95,797	15,755	-80,042	-83.6%	1.2%
Emmer Green Primary School		-145,237	-75,983	69,253	47.7%	-3.5%
English Martyrs' Catholic Primary School	Voluntary Aided	272,173	105,670	-166,503	-61.2%	4.3%
E P Collier Primary School		162,515	169,531	7,016	4.3%	8.0%
Geoffrey Field Infant School		334,484	227,009	-107,475	-32.1%	12.0%
Geoffrey Field Junior School		363,356	318,667	-44,688	-12.3%	14.7%
Katesgrove Primary School		212,282	155,969	-56,313	-26.5%	4.5%
Manor Primary School		75,933	-15,073	-91,006	-119.9%	-0.8%
Micklands Primary School		-94,276	-197,440	-103,164	-109.4%	-9.7%
Moorlands Primary School		143,794	79,031	-64,763	-45.0%	3.6%
Oxford Road Community School		139,958	146,778	6,820	4.9%	9.6%
Park Lane Primary School		140,999	64,849	-76,150	-54.0%	3.1%
Redlands Primary School		17	-156,920	-156,937	-95056.0%	-11.7%
Southcote Primary School		200,818	68,002	-132,815	-66.1%	2.1%
St Anne's Catholic Primary School	Voluntary Aided	-477,074	-455,159	21,914	4.6%	-38.8%
St Martin's Catholic Primary School	Voluntary Aided	-170,348	-195,114	-24,767	-14.5%	-23.4%
St Michael's Primary School		435,880	317,700	-118,181	-27.1%	13.7%
Thameside Primary School		6,148	-80,514	-86,662	-1409.7%	-3.0%
The Hill Primary School		250,047	290,250	40,203	16.1%	13.9%
The Ridgeway Primary School		91,753	150,236	58,483	63.7%	5.6%
Whitley Park Primary and Nursery School		95,969	55,730	-40,240	-41.9%	1.5%
Wilson Primary School		235,983	281,019	45,036	19.1%	11.0%
Total Primary Schools		2,686,997	1,610,458	-1,076,539	-40.1%	2.8%
Blessed Hugh Faringdon Catholic School	Voluntary Aided	619,712	489,686	-130,026	-21.0%	7.2%
The Holy Brook School		115,692	123,614	7,922	6.8%	11.1%
Total Secondary/Special Schools		735,403	613,300	-122,104	-16.6%	7.8%
Total Balances		3,021,525	1,589,244	-1,432,281	-47.4%	2.3%



Reading Schools' Forum

June 22, 2023

Agenda Item 8

School Place Planning update

For decision For discussion For information

SUMMARY

This report provides an update on the Reading School Place Planning Strategy, it's alignment with work on school deficits and our strategic approach to SEND, and the priority actions being established.

OWNER

Brian Grady, Director of Education

VERSION

V2.0

DATE

15 June 2023

REVIEW DATE

N/A

1. Introduction and context

- 1.1 The School Place Planning Strategy 2022-2027 considered by Reading Borough Council CMT in November 2022 sets out how BfFC on behalf of RBC will deliver sufficient school places in the context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Reading children.
- 1.2 The strategy confirms that there are sufficient primary school places, and with the delivery of the new secondary academy, River Academy, sufficient secondary places, for the duration of the strategy. The strategy will be updated in Summer 2023 with the latest capacity and census data before being presented to Schools Forum and ACE Committee in September.
- 1.3 In contrast to the sufficiency challenges of previous years, and reflecting the national context of school place demand, the focus is shifting from the need for plans to deliver an increasing number of mainstream school places across phases, to:
 - securing a sustainable school system of sufficient places through effective school organisation and;
 - meeting the rising challenge of sufficiency for SEND provision and the pressures on the DSG High Needs Block.
- 1.4 This update report sets out the options being considered to deliver these two objectives and sets out time frames for next steps.
- 1.5 **Demand for Primary Places:** Demand projections (based on January 2022 school census) indicate that demand for Reception will remain at current rates for the next five years. This means that Reading will continue to have spare places across the system and that at a borough-level there is sufficient capacity to meet any increase in demand for mainstream primary places. While overall demand is forecast to remain at current levels, in some areas of the borough demand is forecast to reduce. The local authority, therefore, will continue to support particular schools where necessary in managing the impacts of reduced pupil numbers with measures such as temporarily reducing admission numbers or repurposing accommodation. The School Place Planning Strategy 2022 – 2027 identifies a number of areas where primary places will be kept under review to ensure that provision is sustainable over the next five years.
- 1.6 **Demand for Secondary Places:** Demand for places in Year 7 has been increasing steadily and this is expected to continue as the significant growth in pupil numbers in the primary phase in Reading continues to progress into the secondary phase. However, the latest forecasts indicate slower growth than previously anticipated. The current forecasts indicate that there are sufficient secondary school places to meet forecast demand up to 2029/30 in all year groups, including a 5% operating margin and the 2021 forecasts confirm this view.
- 1.7 **Demand for Special Provision:** Demand for places that meet the needs of children and young people with SEND is increasing due to increased diagnosis and the expansion of the age range to 25. The prevalence of Social, Emotional and Mental Health, Autism Spectrum Disorder (ASD) and children with Severe Learning Disability (SLD) continue to rise and, as more children survive premature birth or severe disabilities, the number of children of

school age presenting with significant additional needs is also increasing. At present we are unable to meet the following areas of need in Reading:

- Assessment places for children arriving in Reading with very significant levels of need but previously unknown to services – including those from overseas.
- Community special school placements
- Placements for children displaying anxiety and emotionally based school avoidance
- SEMH provision for secondary age girls
- Children with failed placements in specialist provision displaying a significant level of dysregulation

1.8 There are insufficient local places for Reading children with SEND for children of both primary and secondary age and the 16-25 age group. To meet this demand and reduce dependence on out-of-borough independent special schools, which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks, Reading is planning to commission additional primary and secondary special places to cater for pupils through special school expansions and new Additionally Resourced Provision. In addition Oak Tree Special School sponsored by The Maiden Erlegh Trust will open in September 2023, providing 75 places for Reading children aged 5-18. There is a need for the borough to develop post-16 SEND provision to meet demand for places for young people with SEND, in particular young people aged 16-25 with complex learning difficulties.

Further detail on the demand for special provision is set out in the SEND Commissioning Strategy.

1.9 **Pupil Projections: Where do the projections come from?** The projections that Reading use are developed by Brighter Futures for Children and are informed by school census collected in January each year; live birth data; GP data, ONS population data; DfE cross-border movements data; ONS migration data; and local housing data. The projection model calculates the number of children resident in each ward who are expected to attend schools in each planning area by each national curriculum year from Reception to Year 13. The number of children projected for each new intake is calculated as an average of the proportion of children in those wards that attended the school in the previous 5 years multiplied by the ward level age population data. This helps to smooth out any unusual variations that are unlikely to reoccur each year. For other year groups the model calculates the current proportion of children in the ward attending the school and applies this to the ward level population data. School level projections are then aggregated to planning area projections and Borough totals.

1.10 The methodology also takes account of the percentage of children who historically move into the following academic year in an area. This is particularly important in Reading where there is a high level of pupil mobility and migration to schools in other boroughs.

- 1.11 The Reading forecast is based upon several assumptions. It is important to understand these assumptions when using the forecast. All estimates have been rounded to a multiple of five.
- 1.12 The forecast is designed to predict the total enrolment in schools. The initial forecast is formulated by applying the cohort survival method to the school census data. This method assumes historical year group rollover rates can be projected forward for future year groups. This initial forecast is adjusted for cross-border movement trends, housing trends and planned new schools using a Bayesian inference framework.
- 1.13 The Primary school reception forecast is based on live birth data. The relationship between live birth data and primary reception enrolment is very strong. The r-squared value is 0.92. Historically, the live birth data for Reading is erratic. This is largely because Reading is a small unitary authority. This makes forecasting future birth rates exceptionally difficult. While live births in Reading have dropped for the last three years, the rate of decrease appears to be levelling off. Consequently, the forecast assumes that the number of live births will recover for years 4 and 5 of the primary school forecast.
- 1.14 Historically Reading has been a net exporter of pupils meaning we export more than we import. However, for the last 5 years in primary schools and the last 10 years in secondary schools this trend is reversing. The forecast assumes that net number of pupils attending Reading primary schools is increasing in a linear manner. The forecast has been adjusted to reflect the spike in numbers of pupils attending secondary schools in other authorities due to the delay with the building of the new secondary school.
- 1.15 The forecast assumes that the number of houses being built in Reading will increase linearly each year. The primary pupil yield is assumed to be 0.3 and the secondary pupil yield is assumed to be 0.16
- 1.16 The projections are a good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down:
- Underlying data, such as birth rates and migration patterns and the impact of local regeneration projects, can change significantly in a short period of time.
 - Secondary projections are more secure as they largely take account of children already in the system. However, the percentage of children who historically change schools during the academic year is a particularly important factor in Reading where there is significant cross-border movement regarding secondary pupils, and patterns of demand may change if pressures on secondary places in neighbouring boroughs lead to an increase in demand beyond that in the current projections.
 - The Local Authority monitors both current and emerging local and national factors, such as Brexit and the COVID-19 pandemic, that can impact on school place demand by changing migration patterns. It is difficult to predict the impact of these factors on demand for school places and in particular demand from families of Eastern European origin. Demand at schools that serve these communities will be closely monitored.
- 1.17 **What are primary and secondary planning areas and why do we have them?** The Council has a duty to provide a “reasonable offer” of a school place to all children. In the primary phase a “reasonable offer” is one that is within 2 miles of home for children under 8 years

old. By dividing the Borough into five primary planning areas officers can more easily ensure that places are provided near to where children live. However, they are only a guide to help officers. Children can travel across planning areas to attend school, particularly when they live close to the borders. Secondary aged children can be expected to travel longer distances to school. A reasonable offer for a secondary place is one that is within 3 miles of home, which given the size of Reading and the good transport links mean that children can travel to any school. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live.

1.18 How does BfC forecast demand for special provision?

To understand demand for special school places, the Council and Brighter Futures for Children analyse current and historical data to track trends in the number of children and young people aged 0-25 with EHCPs. This includes assessment of pupil numbers by year group and type of need, as well as the type of provision attended. Analysis of trends is used to predict likely future patterns of demand. Reading Council and Brighter Futures for Children are partnering with DfE as part of the national Delivering Better Value programme, which will enhance the current approach to modelling future need.

1.19 How does BfC and the Council manage spare places?

When demand for school places falls significantly and the number of spare places increases, this can cause difficulties for individual schools, in particular with regards to managing school budgets. Where this occurs, the Brighter Futures for Children and the Council analyses a range of local data, including recent intakes, parental preferences, availability of places within the local area and school standards, before recommending strategies that support schools within a local area to ensure the sustainability of provision. Strategies could include reducing admission numbers on a temporary basis, encouraging schools to work collaboratively to support the efficient use of budgets and repurposing spare capacity, for example to establish Additionally Resourced Provision to support children with SEND.

2. Recommendations

- 2.1 Schools Forum are recommended to Note work being undertaken to secure a sustainable school system through effective school organisation, and work being undertaken to secure an increase in provision for children with SEND.

3. Ensuring a sustainable school system of sufficient places: school organisation

- 3.1 Further to the School Place Planning Strategy 2022-2027 considered by CMT in November 2022, several actions have been taken to enhance our understanding of place planning considerations.

- 3.2 Five consultation surgeries have been held through the Autumn term with Reading schools on demand data and proposed mainstream and special place planning assumptions, to ensure place planning is triangulating local intelligence from school leaders.
- 3.3 School place applications for September 2023 are informing our demand analysis with current intelligence:
- Secondary School applications for National Offer Day on 1 March evidence that the decision to delay the planned opening of River Academy from September 2023 was correct, with sufficient secondary places being available for local children to receive offers for September 2023. This was contingent on access to places on other LA areas, and evidences the ongoing need for additional secondary provision from September 2024.
 - Primary admissions data validate our projections, with a stabilisation of applications over the past two years.
- 3.4 Further work on the SEND Commissioning Strategy has further refined understanding of need, and highlighted the high prevalence of need in the West and South Planning Areas.
- 3.5 A draft school asset management strategy has been presented by RBC Property, with work being done to share mapping of spare capacity in Reading schools by planning area.
- 3.6 For primary, this identifies that schools in planning area north have significantly the greatest number of temporary buildings on their sites, which are not included in the formal capture of spare school capacity. 6 schools out of 9 schools in planning area north have temporary builds. Conversely, asset surveys identify that schools in planning area north have the poorest overall condition. Removing or reusing temporary buildings needs to be taken into consideration in plans considering the overall formal spare school place capacity. Area targeted evaluation of north and south areas is planned with RBC to review for condition of both temporary and permanent classrooms.
- 3.7 For Secondary, analysis demonstrates a healthy capacity in the future, particularly in the northern region. As all Reading secondary schools are Academies or Voluntary Aided, therefore there is limited condition data held by RBC.
- 3.8 Schools facing financial difficulty have been reviewed with BFFC Finance to ensure that school organisation options are informed by the current sustainability position of Reading schools.
- 3.9 The theme of falling pupil numbers has been identified in a number of schools facing financial difficulty. Actions being considered for these schools include consideration of temporary and permanent reductions in PAN, school support and resource consolidation and access to DSG falling rolls funding will also be considered where appropriate.
- 3.10 The Draft Annual School Standards report 2021/2022 being considered by RBC ACE Committee in July 2023 provides data on the first period for three years where attainment data has been published and it paints a picture of concern – with children clearly impacted from the loss of schooling during the period of the pandemic. Data this year suggests a need to enhance leadership capacity and for more effective school-to-school support and resourcing to be secured through the development of local and national partnerships.

- 3.11 The school organisation approach set out in the School Place Planning Strategy has a commitment to promote federations between schools, both to address any quality issues and to address the future viability of particularly smaller and one form of entry primary schools. This includes a stated commitment to work towards the amalgamation of separate infant and junior schools. Attainment data, combined with a financial and school place planning context indicate the need for an amplifying of this principal and the consideration of Federation options is now a priority for us.
- 3.12 Federating community schools could increase leadership capacity and formalise school to school support. By consolidating the functions needed to efficiently manage schools across a federation, and by strengthening school leadership through the appointment of Executive Headteachers supported by Heads of School, both sustainable models of school provision and strengthened leadership can be secured.
- 3.13 Options to respond to the current mainstream school places demand picture and to maximise effectiveness of school organisation and long-term school sustainability are being considered as follows:
- Federation of schools
 - PAN reductions
 - Consideration of remodelling spare mainstream capacity as SEND provision.
 - Temporary reductions to Published Admission Numbers and encouraging schools to work collaboratively to manage resources
- 3.14 The triangulation of further data from the above activities indicates that specific action in North and South planning areas be prioritised. Factors to consider by planning area are set out below:

Planning Area North: Caversham Park; Caversham; Emmer Green; Micklands; St Annes RC; St Martins RC; Thameside; The Heights; The Hill.

(11.4% surplus place capacity against DfE recommended 5%).

- The highest proportion of schools facing financial difficulty 6/7 – all but two of the schools facing financial difficulties 4 =school place issues/falling rolls; one school where children with SEND are contributing to finance pressures
- The highest proportion of schools with modular building capacity, beyond the formal surplus place capacity
- Lowest area of SEND, so although there is spare building capacity, consideration of use to meet needs of children with SEND would involve transport cost calculation
- 8/9 of schools are at national or above KS2 RWM at the expected standard (one school below national average is the one school impacted by high proportions of children with SEND)
- **Actions: PAN review and school organisation options, including Federations to consider freeing up spare capacity and to ensure sustainability.**
- **Potential for this to lead to a Borough-wide contribution from north area schools to school standards /school to school support (Single Academy schools and two VA Diocese Schools in terms of local school governance context).**

Planning Area East: Alfred Sutton; Katesgrove; New Town; Redlands; St John's.

- (4.5% surplus place capacity against DfE recommended 5%).
- 3/5 of schools are at national or above KS2 RWM at the expected standard
- **Actions: school organisation options, including Federations to consider developing school to school support to increase consistency of standards**
- **Resource sharing agreement being progressed as a precursor to Federation between Alfred Sutton and Redlands.**

Planning Area: Central West. Schools: All Saints CE Infants; All Saints Junior; Battle; Civitas; Coley; EP Collier; Oxford Rd; Southcote; St Mary All Saints; Wilson

- (8.5% surplus place capacity against DfE recommended 5%).
- 5/9 of schools are at national or above KS2 RWM at the expected standard
- **Actions: PAN review and school organisation options, including Federations to consider developing school to school support to increase consistency of standards**

Planning Area: West. Schools: Church End; English Martyrs; Manor; Meadow Park; Moorlands; Parklane; Ranikhet; St Martin's Primary School

- (16.1% surplus place capacity against DfE recommended 5%).
- One of the highest areas of SEND need
- 5/8 of schools are at national or above KS2 RWM at the expected standard
- **Actions: PAN review and school organisation options, including Federations to consider developing school to school support to increase consistency of standards**
- **Development of new SEND provision options, including through spare capacity.**

Planning Area: South. Schools: Christ the King; Geoffrey Field Infants; Geoffrey Fields Junior; New Christchurch; Palmer; Ridgeway; Whitley Park

- (22.6% surplus place capacity against DfE recommended 5%).
- One of the highest areas of SEND need
- 0/6 of schools are at national or above KS2 RWM at the expected standard
- **Actions: This is a priority area in terms of standards and SEND.**
- **Development of new provision options needs to consider south planning area as a priority.**
- **The RBC Reducing Inequality work will focus community-based actions in this area and BfC officers will work to support the maximum impact of this work for local schools.**
- **PAN review and school organisation options. There is already commitment from local schools to work on this on a cluster basis – the Whitley Excellence Cluster.**

4. SEND sufficiency and SEND provision options appraisal

4.1 The School Place Planning Strategy sets out the priority needs for children with SEND and commissioning intentions to meet these needs; including the development of enhancing schools-led specialist advisory support and developing further Additionally Resourced Provision. The evidence regarding demand is being enhanced, with more robust forecasting and projections being developed through participation in the DfE Delivering Better Value programme.

4.2 Our strategy for SEND is rooted in our vision for Reading's children and young people, it reflects the outcome of the June 2021 local area inspection and the key areas for development identified through that report:

All children and young people with SEND will be supported through the provision of the right support at the right time to be as independent as possible and have their emotional, social and physical health needs met. They will have choice and agency in adult life and be able to access and navigate services to lead rich and fulfilling lives and flourish in a healthy, thriving and inclusive borough."

4.3 To deliver this vision, BFFC has prioritised:

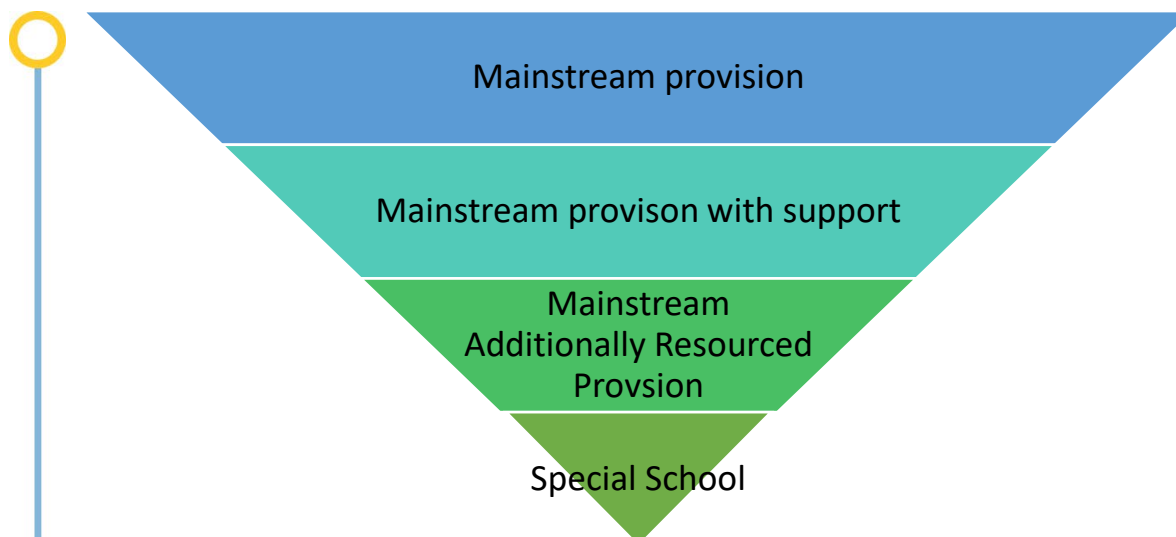
- Delivering the right support in the right place at the right time, ensuring the availability and development of high quality universal and specialist provision to meet needs locally.
- To improve outcomes for children and young people. We focus on working together to identify and assessing needs early, and through transparent and evidenced based decision making, ensuring equitable resource allocation to meet agreed outcomes and support aspirations

4.4 The Children and Families Act 2014 presumes that the vast majority of children and young people will be educated in mainstream provision, through inclusive, differentiated practice.

4.5 Children and young people with SEND have different needs at different times and can usually be educated effectively in a range of mainstream settings through good quality teaching.

4.6 Those with Education Health and Care (EHC) plans may require access to specialist provision, although the majority of these children will continue to be educated in mainstream provision throughout their education. Some may require tailored or additional support to fully participate in everything the school has to offer. Some children and young people may need different settings at different times of their school life.

4.7 Only a very few children and young people have SEND needs that require an EHC plan. The level and type of provision/placement required by a child or young person is considered at the point of drafting an EHC Plan of Special Educational Needs, or at an Annual Review.



4.8 Demand is based on data of current children with an EHCP, modified by current in-year transfers of children with additional needs moving in from out of borough. More work is being done through the DBV programme to develop more robust projections of overall need for children with SEND for the next 5 years

4.9 DBV work has established a future forecast based on data from 2020 to 2023. The DBV programme have included the most recent EHCP numbers as these have seen significant increases from April 2022.

4.10 Two projection models have been developed: Constrained and Unconstrained EHCP Projections by Provision. both are informed by our Reading School Place Planning forecasting methodology. This method assumes historical year group rollover rates can be projected forward for future year groups. This initial forecast is adjusted for cross-border movement trends, housing trends and planned new schools.

4.11 Increasing the number of children in mainstream provision with support

This is where we expect to benefit the most from the work being currently undertaken through the Delivering Better Value programme, which will see an opportunity for a £1M investment in our local SEND system; to reduce the need for children to have an EHCP to access appropriate support, and to increase the number of children who can have their needs met in mainstream provision.

- Early Years Inclusion fund and resource
- Increasing banding top ups / funding for children placed in mainstream,
- Development of a specialist advisory support service
- Remodelling spare mainstream capacity as SEND Additionally Resourced Provision.
 - Planning Area South – Whitley Cluster assessment provision
 - Planning Area West: Additionally Resourced Provision

4.12 Establishing Special School provision

Any proposal to develop new specialist SEND provision is likely to require significant financial investment. Positive news has been forthcoming with the publication of HM Government's Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP)



Improvement Plan, which includes an ambition to sponsor a further 30 Free Special Free Schools as part of the plan. Reading was not able to benefit from the previous Special Free Schools expression of interest round, which closed in October of last year, due to no site being able to be identified. Whilst timeframes for any new build special school means this would not meet immediate need, and with details of the timescales of applications not yet known, the option of a submission is an important one for us to consider.

- 4.13 Secondary school sites in Reading have been identified as having potential space for new provision. As access to these sites and development of new provision would require the agreement of the relevant Multi Academy Trust, Trust Chief Executives have been written to, to test interest and any potential additional option to be included in the appraisal.



Reading Schools' Forum

June 22, 2023

Agenda Item 9

Schools' Forum Constitution
2023/24

For decision

For discussion

For information

SUMMARY

This report sets out changes required to the composition of the membership to comply with the regulations, and attaches the amended constitution document to be approved for the 2023/24 academic year.

AUTHOR

Steph Heaps, DSG Business Partner

Email:

steph.heaps@brighterfuturesforchildren.org

VERSION

Version number 1

DATE

June 22, 2023

REVIEW DATE

June 2024

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

1. Recommendations

- 1.1 AGREE: The membership as shown in Table 1
- 1.2 AGREE: The Schools' Forum constitution for the 2023/24 financial year (Appendix 1).
Note: Voting applies to all Schools' Forum members.

2. Background

- 2.1 The Schools' Forum is a statutory and public meeting. The 'Schools Forums (England) Regulations 2012' govern the composition, constitution, and procedures. The respective roles of Schools Forums, local authorities and the Department for Education are summarised in the document 'schools forum powers and responsibilities'¹.
- 2.2 It is good practice for school forums to set its own constitution following the guidelines contained in the regulations and operational guide. This will include documenting the local arrangements for:
 - Terms of Reference
 - Membership – size and composition
 - Procedures
- 2.3 The current constitution for Reading Schools Forum is provided in Appendix 1. This needs to be updated annually for membership changes required and if any changes to the regulations require a revision.

3. Membership for 2023/24

- 3.1. An annual review is required to ensure that the composition of the membership is still meeting the statutory requirements as follows:
 - There is no maximum or minimum size. There needs to be a balance between keeping it to a manageable size and ensuring all the various types of schools are represented. The average size of Schools' Forums in England is 20 to 25 members.
 - All types of schools must be represented – with at least one head teacher (or their representative) and at least one Governor overall.
 - Mainstream academies, special academies, and AP academies must each be represented if a school of this type exists in the LA. There is no requirement to have members from both primary and secondary academies.
 - Must have a representative from 16-19 providers.
 - Must have a representative from early years PVI providers.
 - School and academy representatives must comprise of at least two thirds of the school forum membership.
 - Maintained primary schools, maintained secondary schools and academies must be broadly proportionately represented on schools forum, based on the total number of pupils registered at them.
 - Additional non-school members may include diocese representatives, trade unions, and other professional associations.

¹ <https://www.gov.uk/government/publications/schools-forums-operational-and-good-practice-guide-2015>

- 3.2. Based on current numbers on roll there is no requirement to split the proportion of members and it is proposed to remain as set out in Table 1.
- 3.3. Table 1 provides a breakdown of the current membership representation to comply with the regulations.

Table 1: Current and Proposed Membership Breakdown

	Current and Proposed Representation			
	Head Teacher	Governor	Total	%
School Members:				
Primary Maintained	4	3	7	46.7
Secondary Maintained	1		1	6.7
Primary Academy	2		2	13.3
Secondary Academy	5		5	33.3
Sub Total	12	3	15	100.0
Other School Members:				
Nursery	1	1	2	
Special Maintained	1		1	
Special Academy	1		1	
Alternative Provision	1		1	
Total School Members	16	4	20	
Non School Members:				
Early Years PVI	1			
16-19 Provision	1			
Trade Union	1			
Total Non-School Members	3	0	3	
TOTAL MEMBERSHIP			23	
Proportion of School Members (must be at least 66.7%)				87.0%

- 3.4. The current pupil number percentage breakdown for the purpose of determining the proportional representation of school members is shown in Table 2.

Table 2: Pupil Number Breakdown

January 2023 Census	Pupil Numbers	%
Primary Maintained	9,351	44%
Secondary Maintained	895	4%
Primary Academy	4,044	19%
Secondary Academy	6,967	33%
Total Pupil Numbers	21,257	100%

- 3.5. All other members will also remain as per the current representation, maintaining the total membership at a total of 23.

4. Constitution for 2023/24

- 4.1. The proposed constitution for 2023/24 is in Appendix 1 and contains the membership.
- 4.2. Schools Forum members are required to approve its constitution for 2023/24.
- 4.3. Note that the ESFA has a team who scrutinise the proceedings of every local authority's Schools' Forum to ensure compliancy with the regulations.

5. Appendices

Appendix 1 – Reading Schools' Forum Constitution 2023/24

Reading Schools' Forum Constitution

The Schools' Forum is a decision making and consultative body in relation to matters concerning schools' budgets as defined in the School and Early Years Finance (England) Regulations 2021. The Schools Forum Regulations 2012 govern the composition, constitution and procedures of Schools' Forums.¹

This document is divided into 3 sections:

- A. Terms of Reference for the Reading Schools' Forum
- B. Membership of the Reading Schools' Forum
- C. Operating Conventions of the Reading Schools' Forum

Further information, including the Schools' Forum Operational and Good Practice Guide published by the Education and Skills Funding Agency (ESFA) can be found on their website.²

¹ These Regulations can be accessed at: <https://www.legislation.gov.uk/uksi/2021/59/made>

² <https://www.gov.uk/government/publications/schools-forums-operational-and-good-practice-guide-2015>

A. TERMS OF REFERENCE OF THE READING SCHOOLS' FORUM

Status of the Schools' Forum

The Schools' Forum is established in accordance with Sections 47(1) 47A of the School Standards and Framework Act 1998 and The Schools Forums (England) Regulations 2012.

Annual Consultation on School Funding

The authority must consult the Schools Forum annually in respect of the authority's functions relating to school funding including:

- Changes to the primary and secondary funding formula (only school members plus the early years PVI representative can vote).
- The allocation of the Dedicated Schools Grant (DSG), including movements between blocks (except for movement from the schools block – see below).
- Contracts where the LA is entering into a contract to be funded from the schools budget.
- Funding arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.
- Funding arrangements for the use of Pupil Referral Units and the education of children otherwise than at school in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.
- Central spend on children and young people with high needs.
- Funding arrangements for early year's provision.
- Central spend on licences negotiated centrally by the Secretary of State.
- Administrative arrangements for the allocation of central government grants paid to the schools via the authority.
- Changes to the Minimum Funding Guarantee and any other changes from the regulations which the local authority intends to submit to the DfE for approval.
- Any other matter concerning the funding of schools as the Schools' Forum sees fit.

Annual Decisions on School Funding

School Forum Members must decide (usually annually) on the following proposals made by the LA:

- Movement of up to 0.5% from the schools block to other blocks.
- The amount of expenditure the local authority can centrally retain from the school budget, including growth fund, falling rolls fund, admissions service, servicing of schools forum, contributions to responsibilities that local authorities hold for all schools, contributions to combined budgets, prudential borrowing costs, and central spend on early years.
- The criteria for allocating funding from the growth fund and falling rolls fund.
- The de-delegation from mainstream maintained schools budgets for allowable central budgets, to be decided by the schools representatives of the relevant phase on behalf of all the schools they represent. This includes the general duties (support services) for maintained schools.
- Revisions to the authority's Scheme for Financing Schools.
- Elects the Chair of Schools' Forum, and determines the voting procedures.

B. MEMBERSHIP OF THE READING SCHOOLS' FORUM

Composition

The Schools' Forums regulations 2012 state that maintained primary schools, maintained secondary schools, and academies must be broadly proportionately represented on the Schools' Forum having regard to the total number of registered pupils, though there must be at least one representative for each type of school. There must also be at least one representative of head teachers and one representative of governors among the school members. Schools and academies members must number at least two-thirds of the total membership

Reading Schools' Forum shall in total comprise of 23 members being 20 school members (including academies) and 3 non-school members. The school members shall be Headteachers, Governors or Early Years representatives drawn from the schools / provisions in the Reading Borough Council Local Authority area. The Primary and Secondary head teacher members may also include representatives of head teachers - senior members of staff, such as School Business Managers.

School Members

The current number of representatives in each phase is as follows:

- a) Maintained Primary Representatives**
7 representatives from primary schools of which at least 1 must be a head teacher and at least 1 is a governor.
- b) Maintained Secondary Representatives**
1 representative from secondary schools.
- c) Maintained Special School Representatives**
1 representative from special schools.
- d) Nursery School Representatives**
2 representatives from the nursery schools.
- e) Academy Primary & Secondary School Representatives**
7 representatives from the academies, of which 2 from the primary sector and 5 from the secondary sector.
- f) Academy Special School Representatives**
1 representative from academy special schools.
- g) Alternative Provision Representatives**
1 representative from the Pupil Referral Unit.

Election of Schools Members

The maintained primary school head teacher representatives shall be elected by their Heads Forum.

The maintained primary school governor representatives shall be elected through nominations from and a vote by all governors in the relevant sector.

The maintained secondary school representative shall be decided by the school (there is only one school).

Academy representatives shall be decided by the Academies proprietors.

The special school representatives shall be decided by the relevant schools (there is only one maintained special and one academy special).

The nursery school representative shall be elected by mutual agreement between them.

The pupil referral unit representative shall be decided by the school (there is only one school).

The Clerk of the Schools' Forum must make a record of the process by which the constituents of each group elect their nominees to the Schools' Forum. An election scheme must take into account the following factors:

- The process for collecting names of those wishing to stand for election.
- The timescale for notifying all constituents of the election and those standing.
- The arrangements for dispatching and receiving ballots.
- The arrangements for counting and publicising the results.
- Any arrangements for unusual circumstances, such as only one candidate standing in an election or where there is a tie between two or more candidates.
- Whether existing members can stand for re-election.

If an election does not take place by any date set by the Authority or any such election results in a tie between two or more candidates the Authority will appoint the schools member.

Non-School Members

In addition to the 20 school members a representative of the following groups will have full voting rights within the Schools' Forum except for voting on the funding formulae where only the Early Years PVI Provider representative can vote:

- Trade Union
- Early Years PVI Provider
- Non school Post 16

The representative will be elected by their group and the record of the appointment process will be held by the Clerk of the Schools' Forum.

Substitute Members

Representative groups may nominate permanent substitutes who have sufficient experience and knowledge of schools funding to attend meetings.

and/or

A stand-in substitute who attends as a full voting member if a headteacher or permanent substitute is unavailable. Stand-in substitutes may attend some meetings as an observer to gain an insight into the work of the Forum.

The clerk must be notified in writing 24 hours before the start of the meeting that a substitution will be required. Substitute members will have full voting rights when taking the place of the substantive member for whom they are the designated substitute.

Participation of Observers

Observers shall be invited to attend Forum meetings. Observers may participate in the debate but will not have voting rights should any business of the Forum require a vote. The following groups shall be asked if they would like to nominate an observer (and a named substitute) to the Forum:

- The Education & Skills Funding Agency (ESFA)

Council Officers and Elected Members

Officers may attend and speak at the Schools' Forum meetings in an advisory capacity only. The following or their representatives will be invited to attend the Forum meetings:

- Director of Education or their representative
- Head of Finance or their representative
- Lead Member for Education
- Any person invited by the Schools' Forum to provide financial or technical advice

Terms of Office

The term of office for members of the Forum is three years. The same members can be reappointed providing they are re-elected by the group that they represent. This also applies to any permanent substitutes.

As well as the term of office coming to an end, a schools member ceases to be a member of the Schools' Forum if he or she resigns from the Forum, giving at least one month's written notice, or no longer occupies the office which he or she was nominated to represent. An election should be held within the outgoing members electing group to nominate a successor. The Clerk will then inform the Forum members of the result of the election within one month.

If a change in membership representation (e.g. due to proportionality) requires a reduction in members from a particular group, that group will mutually decide between them which member(s) will step down. The member(s) stepping down will be welcome to continue to attend as a substitute/observer.

Review of the Membership

Membership will be a standing item on the agenda for each meeting of the Schools' Forum, to review the current list of members which will include which group they represent and their term of office.

The proportionality of the membership will be reviewed annually (in June/July) so that elections if required can be held by the end of the summer term ready for the new academic year.

C. OPERATING CONVENTIONS OF THE READING SCHOOLS FORUM

Ordinary Meetings

An ordinary meeting of the Schools' Forum shall be held, at a minimum, four times a year.

Schools forums can now meet remotely. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming

Administration of Meetings

Meetings of the Schools' Forum shall be convened by the Local Authority, who will arrange the clerking and recording of meetings. The cycle of annual meetings are based on the financial year. All the meeting dates for the next financial year are set by the end of March every year.

Items for consideration by the Schools' Forum shall be submitted to the Clerk no later than 10 working days prior to the meeting. The agenda and working papers should be circulated a week in advance of the meeting date. Every effort should be made to circulate minutes to Forum members within 10 working days of the meeting.

The Chair and Vice Chair

The Chair and Vice-Chair shall be elected from within the membership of the Schools Forum (but may not be either an elected member or an officer of the local authority).

Quorum

The Schools' Forum shall be quorate if at least 40% of the total membership is present (this excludes observers and vacancies). If the Schools' Forum is not quorate the meeting can proceed and the members present can give advice to the local authority, but the authority is not obliged to take that advice into consideration. Decisions on the schools budgets may not be taken unless 40% of the school members are present.

Voting

Each member shall only have one vote. Voting shall be by show of hands. If there are equal numbers of votes for and against, the Chair will have a second or casting vote. There will be no restriction on how the Chair chooses to exercise a casting vote.

When the vote is on the schools funding formula only the schools members and the Early Years PVI Representative are eligible to vote.

Sub-Committees and Working Groups

The Schools' Forum may have sub-committees or working groups. The Schools' Forum shall receive reports from the sub-committees or working groups to approve formally.

Declaration of Interest

Any member of the Schools' Forum who has an interest in any proposal beyond the generality of the group that they represent or in which they might have a personal or prejudicial interest shall declare the interest at the beginning of the relevant item. The member can explain any issues to the meeting and then must leave the meeting until the item has finished. The member cannot vote on that item.

Where it is clear that a decision in which a member has an interest is likely to arise at a particular meeting, the meeting concerned may invite a substitute member (with no interest to declare) in accordance with the constitution to attend the meeting in their place.

Elected members are subject to the governance of the Council's Code of Conduct.

Status of Reports

All report authors will be responsible for informing the clerk in advance of the status of reports to be included in the agenda i.e. confidential or non-confidential.

Expenses

The Local Authority shall maintain a budget for the reimbursement of all reasonable expenses relating to the operation of the Forum and charge these expenses to the Schools Budget. The Local Authority shall reimburse expenses of members of the Schools' Forum when members submit appropriate claims, in connection with attendance at the meetings. Supply cover should only be claimed when it has been necessary to employ a supply cover teacher to enable the Headteacher to attend the Forum.

Interpretation of the Constitution

The Chair or person residing at the meeting shall be the final arbiter regarding the interpretation of the Schools' Forum's constitution. The constitution shall be interpreted in conjunction with the relevant provisions contained in the legislation relating to the Schools' Forum's proceedings. The requirements of legislation will prevail in the event of there being any inconsistency between the legislation and the constitution.

Amendment of the Constitution

With the exception of matters subject to legislative provision or approval by the authority, the Schools' Forum may vary its constitution by a simple majority vote by the members provided that prior notice of the nature of the proposed variation is made and included on the agenda for the meeting.

Publicity relating to the Schools Forum

The Schools Forum is a public meeting and the Local Authority is responsible for putting the Schools' Forum papers, minutes and decisions promptly on the Reading Borough Council website and generally draw schools attention to forthcoming Schools' Forum meetings and agendas and the minutes of Schools' Forum discussions.

Document to be approved by the Reading School's Forum on 22 June 2023



Reading Schools' Forum

June 22, 2023

Agenda Item 8

Scheme for Financing Schools
2023/24



For decision



For discussion



For information

SUMMARY

This report sets out the statutory changes required to the Scheme for Financing Schools, which requires approval by the Schools' Forum.

AUTHOR

Clare Warren, Schools Business Partner

VERSION

Version number 1

DATE

June 22, 2023

REVIEW DATE

June 2024

© Brighter Futures for Children

Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

1. Recommendations

- 1.1 AGREE: The revisions to the Scheme for Financing Schools as set out in Appendix 1
Note: Voting applies to all Schools Members only.

2. Background

- 2.1 The Scheme for Financing Schools is a statutory document and all local authorities are required to publish their Scheme. It sets out the financial relationship between them and the schools they maintain.
- 2.2 The Department for Education (DfE) set out the provisions which the Scheme must, should or may include. In making any changes to their Schemes, other than directed revisions, local authorities must consult all maintained schools in their area and receive the approval of the members of Schools' Forum representing maintained schools.
- 2.3 The last update to Reading Borough Council's Scheme was in June 2022 and can be found on the RBC website¹.
- 2.4 The statutory guidance for the 2023/24 financial year was updated by the DfE on 31 March 2023.

3. Proposed Changes

- 3.1. There is only one change relating to the income from sale of assets in paragraph 5.4 regarding retention of proceeds from sale of land assets requires consent of the Secretary of State.
- 3.2. There are two minor/presentational changes to reflect current policy wording. The changes are listed in Appendix 1.
- 3.3. We do not propose any local changes at this time, but we will exercise discretion on schools meeting certain requirements/deadlines as set out in the Scheme.
- 3.4. As we are only making the changes to reflect the current DfE policy guidance, we will not go out to consultation with all schools, though Schools' Forum are still required to approve these changes.

4. Appendices

Appendix 1 – Changes to The Scheme for Financing Schools

Appendix 2 – Scheme for Financing Schools 2023/24 (with changes)

¹ <https://www.reading.gov.uk/schemes-for-financing-schools>

² [Schemes for financing local authority maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/schemes-for-financing-local-authority-maintained-schools)

Appendix 1 – Changes to The Scheme for Financing Schools 2023/24

- Paragraph 2.22: Change made to the guidance – Removed wording relating to the 2021-22 submission and added ‘31 May 2023 for the financial year 2022-23’.
- Paragraph 4.9 Change made to the guidance – Removed wording ‘March 2022’ and added ‘The 5% deficit threshold will apply when deficits are measured as at 31 March 2023’.
- Paragraph 8.4: Added required wording ‘Any retention of funds from the sale of land assets is subject to the consent of the Secretary of State, and any conditions the Secretary of State may attached to that consent relating to use of proceeds. The retention of proceeds of sale for premises not owned by the local authority will not be a matter for the scheme.’



SCHEME FOR FINANCING SCHOOLS

Version 202~~2~~³.01

Approved by Schools' Forum on ~~16/06/2022~~22/06/2023

CONTENTS

FOREWORD	6
SECTION 1: INTRODUCTION	7
1.1 The Funding Framework	7
1.2 The role of the scheme	8
1.3 Application of the scheme to the Authority and maintained schools	8
1.4 Publication of the scheme	9
1.5 Revision of the scheme	9
1.6 Delegation of powers to the head teacher	9
1.7 Maintenance of Schools.....	9
SECTION 2: FINANCIAL CONTROLS	10
2.1 Application of financial controls to schools	10
2.2 Provision of financial information and reports	10
2.3 Payment of salaries; payment of bills	10
2.4 Control of assets	10
2.5 Accounting policies (including year-end procedures).....	11
2.6 Writing off of debts.....	11
2.7 Basis of accounting	11
2.8 Submission of budget plans	11
2.9 Submission of financial forecasts.....	12
2.10 School Resource Management	12
2.11 Virement	12
2.12 Audit: General	12
2.13 Separate external audits	13
2.14 Voluntary Funds Charity Commission Registration and Audit of voluntary and private funds .	13
2.15 Register of business interests	14
2.16 Purchasing, tendering and contracting requirements	14
2.17 Application of contracts to schools.....	15
2.18 Central funds and earmarking	15
2.19 Spending for the purposes of the school.....	16
2.20 Capital spending from budget shares	17

2.21	Notice of concern.....	17
2.22	Schools Financial Value Standard (SFVS)	18
2.23	Fraud	18
SECTION 3: INSTALMENTS OF THE BUDGET SHARE; BANKING ARRANGEMENTS.....		20
3.1	Frequency of instalments.....	20
3.2	Proportion of budget share payable at each instalment.....	20
3.3	Interest clawback	20
3.3.1	Interest on late budget share payments.....	21
3.4	Budget shares for closing schools	21
3.5	Bank and building society accounts	21
3.6	Restrictions on accounts	21
3.7	Borrowing by schools.....	22
3.8	Finance leases and hire purchase agreements.....	23
3.9	Other provisions.....	24
SECTION 4: THE TREATMENT OF SURPLUS AND DEFICIT BALANCES ARISING IN RELATION TO BUDGET SHARES		25
4.1	The right to carry forward surplus balances	25
4.2	Reporting on and control of the use of surplus balances	25
4.3	Interest on surplus balances	25
4.4	Obligation to carry forward deficit balances	25
4.5	Planning for deficit budgets	26
4.6	Charging of interest on budget advances	26
4.7	Writing off deficits	26
4.8	Balances of closing and replacement schools.....	26
4.9	Planned (licensed) deficits	27
4.10	Loan Schemes	28
4.11	Credit union approach	28
SECTION 5: INCOME.....		29
5.1	Income from lettings.....	29
5.2	Income from fees and charges.....	29
5.3	Income from fund-raising activities	29
5.4	Income from the sale of assets	29
5.5	Administrative procedures for the collection of income.....	30
5.6	Purposes for which income may be used	30
SECTION 6: THE CHARGING OF SCHOOL BUDGET SHARES.....		31

6.1	General provision.....	31
6.2	Circumstances in which charges may be made	31
SECTION 7: TAXATION.....		33
7.1	VALUE ADDED TAX.....	33
7.2	CIS (Construction Industry Taxation Scheme).....	33
SECTION 8: THE PROVISION OF SERVICES AND FACILITIES BY THE AUTHORITY		34
8.1	Provision of services from centrally retained budgets	34
8.2	Provision of services bought back from the Authority using delegated budgets.....	34
8.3	Packaging	34
8.4	Service level agreements	34
8.5	Teachers’ Pensions.....	35
SECTION 9: PRIVATE FINANCE INITIATIVE / PUBLIC –PRIVATE PARTNERSHIP		36
9.1	Private Finance Initiative (PFI) / Public –Private Partnership (PPP).....	36
SECTION 10: INSURANCE		37
10.1	Insurance cover.....	37
SECTION 11: MISCELLANEOUS.....		39
11.1	Right of access to information	39
11.2	Liability of governors.....	39
11.3	Governors' Allowances	39
11.4	Responsibility for legal costs.....	39
11.5	Health and Safety.....	40
11.6	Right of attendance for the Chief Finance Officer	40
11.7	Special Educational Needs	40
11.8	Interest on late payments.....	40
11.9	‘Whistleblowing’	41
11.10	Child Protection	41
11.11	Redundancy/Early Retirement Costs (new).....	41
SECTION 12: REPAIRS AND MAINTENANCE		42
12.1	Responsibility for Repairs and Maintenance	42
SECTION 13: COMMUNITY FACILITIES		43
13.1	Application of Schemes for Financing Schools to the Community Facilities Power	43
13.2	Consultation with the authority – financial aspects	43
13.3	Funding agreements – authority powers.....	43
13.4	Other prohibitions, restrictions and limitations	44
13.5	Supply of financial information to the Authority.....	44
13.6	Audit.....	44

13.7	Treatment of income and surpluses	45
13.8	Health and safety	45
13.9	Insurance.....	45
13.10	Taxation.....	45
13.11	Banking.....	46
	ANNEXES	47
	SCHOOLS COVERED BY THE SCHEME.....	48
	INTEREST CHARGES ON ADVANCES.....	49
	REQUIREMENT TO PROVIDE DATA ON TEACHER PENSIONS.....	50
	RESPONSIBILITY FOR REDUNDANCY AND EARLY RETIREMENT COSTS	51

FOREWORD

The Scheme sets out the principles underlying the funding of schools, and the basis for the financial relationship between maintained schools in Reading and the Authority.

The June 202~~32~~ version incorporates statutory changes to reflect current policy positions and changes in legislation, as notified in the 31 March 202~~23~~ version of the guidance from the DfE¹.

The Authority will keep the scheme under review and stakeholders are invited to comment on the scheme at any time to the Chief Finance Officer.

¹ <https://www.gov.uk/government/publications/schemes-for-financing-schools/schemes-for-financing-local-authority-maintained-schools>

SECTION 1: INTRODUCTION

1.1 The Funding Framework

The current funding framework which replaces Local Management of Schools is set out in the legislative provisions in sections 45-53 of the School Standards and Framework (SSAF) Act 1998.

Under this legislation, local authorities determine for themselves the size of their schools budget and their non-schools education budget – although at a minimum a Authority must appropriate its entire Dedicated Schools Grant to their schools budget. The categories of expenditure which fall within the two budgets are prescribed under regulations made by the Secretary of State, but included within the two, taken together, is all expenditure, direct and indirect, on an authority's maintained schools except for capital and certain miscellaneous items. Local authorities may centrally retain funding in their schools budget for purposes defined in regulations made by the Secretary of State under s.45A of the Act. The amounts to be retained centrally are decided by the authority concerned, subject to any limits or conditions prescribed by the Secretary of State (including gaining the approval of Schools' Forum or the Secretary of State in certain instances). The balance of the schools budget left after deduction of centrally retained funds is termed the Individual Schools Budget (ISB). Expenditure items in the non-schools education budget must be retained centrally (although earmarked allocations may be made to schools).

Local authorities must distribute their ISB amongst their maintained schools using a formula which accords with regulations made by the Secretary of State and enables the calculation of a budget share for each maintained school. This budget share is then delegated to the governing body of the school concerned, unless the school is a new school which has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with s.51 of the Act. The financial controls within which delegation works are set out in a scheme made by the authority in accordance with s.48 of the Act and regulations made under that section. All proposals to revise the scheme must be approved by the Schools' Forum, though the authority may apply to the Secretary of State for approval in the event of the forum rejecting a proposal or approving it subject to modifications that are not acceptable to the authority.

Subject to provisions of the scheme, governing bodies of schools may spend budget shares as they think fit for any purposes of their school. They may also spend budget shares on any additional purposes prescribed by the Secretary of State in regulations made under s.50 of the Act. (Section 50 has been amended to provide that amounts spent by a governing body on providing community facilities or services under section 27 of the Education Act 2002 are treated as if they were amounts spent for the purposes of the school).

An authority may suspend a school's right to a delegated budget if the provisions of the school financing scheme (or rules applied by the scheme) have been substantially or persistently breached, or if the budget share has not been managed satisfactorily. A school's right to a delegated budget share may also be suspended for other reasons (schedule 17 of the Act).

Each authority is obliged to publish each year a statement setting out details of its planned Schools Budget and other expenditure on children's services, showing the amounts to be centrally retained and funding delegated to schools. After each financial year the authority must publish a statement showing outturn expenditure.

The detailed publication requirements for financial statements are set out in directions issued by the Secretary of State. A copy of each year's budget and outturn statement should be made easily accessible to all schools.

Regulations also require an Authority to publish their scheme and any revisions to it on a website accessible to the general public, by the date that any revisions come into force, together with a statement that the revised scheme comes into force on that date.

1.2 The role of the scheme

The Scheme is prepared in line with the latest statutory guidance issued by the Department for Education which relates to s.48 of the School Standards and Framework Act, and Schedule 14 to the Act. It sets out the principles underlying the funding of schools, and the basis for the financial relationship between Reading Borough Council and the maintained schools which it funds. The requirements of the scheme relating to financial management and associated issues as detailed throughout this document are binding on both the Authority and on schools.

1.3 Application of the scheme to the Authority and maintained schools

The institutional coverage of the scheme will be for all community, nursery, voluntary, foundation, community special or foundation special schools and pupil referral units (PRUs) maintained by Reading Borough Council. A current list of the schools to which the scheme applies is provided at annex A (Schools covered by the scheme) of this document. Unless specifically stated otherwise the provisions of this Scheme apply to any nursery school maintained by the Authority.

As indicated in s.48 of the Act, new maintained schools opening will also be covered by the scheme.

Maintained schools that convert to academy status will cease to be covered by the Scheme. Similarly, new Free Schools will not be covered by the Scheme.

1.4 Publication of the scheme

A copy of the scheme and any approved revisions will be supplied to the head teacher and to the governing body of each school covered by the scheme and placed on the Authority's website. This requirement is subject to regulations published by the Secretary of State for Education.

1.5 Revision of the scheme

The scheme and any subsequent amendments are subject to the approval of members of Schools' Forum representing maintained schools. Any subsequent revisions to the scheme will be subject to consultation with the governing body and head teacher of every school maintained by the Authority and then submission to Schools' Forum for approval. Where Schools' Forum does not approve them or approves them subject to modifications which are not acceptable to the Authority, the Authority may apply to the Secretary of State for approval.

If the Secretary of State makes directed revisions to schemes *after* consultation, such revisions become part of the scheme from the date of the direction.

1.6 Delegation of powers to the head teacher

As part of the scheme, the governing body of each school is required to consider and review (at a frequency to be determined by the governing body and agreed with the Director of Education) the extent to which it wishes to delegate its financial powers to the head teacher, and to record its decision (and any revisions) in the minutes of the governing body. Additionally, the Governing Body or a committee of the governing body must approve the first formal annual budget plan of each financial year.

1.7 Maintenance of Schools

Reading Borough Council is responsible for maintaining the schools covered by the scheme, and this includes the duty of defraying all the expenses of maintaining them (except in the case of a voluntary aided school where some of the expenses are, by statute, payable by the governing body). Part of the way in which the Authority maintains schools is through the funding system put in place under sections 45 to 53 of the School Standards and Framework Act 1998.

SECTION 2: FINANCIAL CONTROLS

2.1 Application of financial controls to schools

Schools are required to abide by the Authority's requirements on financial controls and monitoring in the management of their delegated budgets as outlined within this scheme and detailed in the financial regulations, and those guidelines contained in more detailed publications referred to in the scheme but outside and compatible with it.

2.2 Provision of financial information and reports

Schools are required to provide the Authority with details of actual expenditure and income reconciled to the bank account (I&E Return) on a monthly basis. Schools will also be required to submit outturn statements twice a year – usually in September (monitoring position at month 5) and in January (monitoring position at month 9). The Authority may determine different methods for individual schools and will consult with schools about such requirements, for example schools in financial difficulty may be asked to submit monthly monitoring reports. The submission of such information should so far as possible take account of the Consistent Financial Reporting (CFR) framework. This is in addition to the financial information required as part of schools annual budget plans and year-end predicted outturn processes.

2.3 Payment of salaries; payment of bills

All payments from delegated budgets are to be made in accordance with:

- any specific Service Level Agreement drawn up between the school and Reading Borough Council and,
- the guidelines as detailed as part of any service purchased by the school as part of a Buy-Back service from the Authority, which includes the retention of delegated funding as part of the arrangements for the payroll service.

2.4 Control of assets

Each school is required to maintain an inventory of its moveable assets, in a form to be agreed by the Authority and establish authorisation procedures for disposal of assets. As a minimum requirement all schools should maintain an inventory which records all plant, machinery and equipment with an estimated life of more than five years and an approximate replacement value of, or historic cost of more than, £1,000. Schools should also keep some form of register of assets worth less than £1,000 but are free to determine their own arrangements (with a suggested de minimis of £250). This would be to register anything that is portable and attractive such as a camera.

2.5 Accounting policies (including year-end procedures)

Schools are required to comply with the procedures, requirements and regulations relating to the accounting policies and end of year financial procedures issued and determined by the Authority as being applicable to schools. Guidance will be published annually on the practical arrangements (e.g. accruals accounting and other end of year financial procedures).

2.6 Writing off of debts

No debt shall be discharged other than by payment in full or being written-off. The writing-off of non-recoverable debts is set out in the Financial Regulations and requires the Authority's approval for sums over £5,000, as well as full governing body approval.

2.7 Basis of accounting

End of year reports and accounts completed by schools for submission to the Authority are to be prepared on the same accounting basis as the Authority's financial accounts, that is on an accruals accounting basis, as detailed in the Authority's financial regulations and in accordance with a timetable agreed with the Authority. Support will be available from the Authority for schools requiring assistance in this process.

2.8 Submission of budget plans

Governing bodies must prepare, formally adopt and submit to the Authority a budget plan which reconciles with their total budget allocation, detailing its budgeted income and expenditure for the current financial year, in a format taking account of the Consistent Financial Reporting framework. The plan should be prepared in accordance with the guidelines issued by the Authority to schools as part of the Authority's annual budget preparation process and should take full account of estimated deficits / surpluses at the previous 31 March. Governing bodies should normally submit their formal budget plan to the Authority by no later than 1 May.

The Authority will supply schools in a timely manner with all income and expenditure data it holds which is necessary to efficient planning by schools, for example indicative budget shares as soon as they are available, usually by the end of January.

The Authority would normally expect the governing body to review the initial submitted and approved budget plan in September and January of the current financial year and submit current year outturn forecasts to the Authority. Completed budget plans and any current year forecasts need to demonstrate both the assumptions which underpin the financial data reported and what consideration the

school has made of other Authority initiatives which have a direct impact on the school's resources.

2.9 Submission of financial forecasts

Governing bodies must also submit to the Chief Finance Officer a financial forecast covering each year of a three to five year period. The purposes of such forecasts are to ensure schools are planning ahead strategically and to indicate where schools may have financial difficulties. Multi-year forecasts should be submitted no later than the 30 June.

2.10 School Resource Management

Schools must seek to achieve effective management of resources and value for money, to optimise the use of their resources, and to invest in teaching and learning.

It is for heads and governors to determine at school level how to optimise the use of resources and maximise value for money.

As a minimum, schools should review their current expenditure, compare it to other schools (such as through use of the DfE's benchmarking tool <https://schools-financial-benchmarking.service.gov.uk/>), and think about how to make improvements.

2.11 Virement

Governing bodies are authorised to freely transfer funds between budgets whilst ensuring that the overall budget as approved and submitted to the Authority remains within the cash limit agreed with the Authority. It is for the governing body to determine the extent to which it wishes to delegate power to vire between budget heads and to record its decision in the minutes of the governing body. Proposed virements exceeding the delegated power must be formally adopted by the governing body and duly minuted.

2.12 Audit: General

In accordance with the Local Government Act 1972 and the Accounts and Audit Regulations 2011, the Chief Finance Officer has a statutory responsibility to ensure that a continuous internal audit and examination of accounting, stores and financial records and internal control systems of the Authority and its officers are carried out.

The Chief Finance Officer or a nominated and authorised representative, including the Authority's external auditor, shall have the authority to:

- enter at all times on any premises or land used by the Authority;
- make such checks and seek such explanations as is considered necessary to be satisfied any matters under examination are correct;

- require any employee of the Authority and/or governing body to produce upon request cash, stores or other Authority (including all school) property under his/her control (including reasonable access to IT systems).

Wherever possible auditors will agree an appointment in advance with the school and ensure that they carry out their duties with the minimum disruption to the school.

This internal audit shall be carried out in accordance with the audit regime adopted by the Authority and as detailed in the Authority's *Financial Regulations*. Schools must co-operate with the Chief Finance Officer or his / her representative in all aspects related to the internal and external audit process including responding promptly and where appropriate confidentially to requests for information necessary to carry out the audit.

Head teachers and/or governing bodies shall notify the Director of Education, who shall in-turn inform the Chief Finance Officer of any irregularities or suspected irregularities concerning cash, stores or other property of the Authority or school, or the exercise of any of the Authority's or school's functions.

2.13 Separate external audits

Governing bodies are authorised to spend funds from their budget share to obtain external audit certification of its accounts, separate from any Authority internal or external audit process. Any external audit commissioned by the school must take into account the status of the school as being a spender of the Authority's funds. Copies of external audit reports commissioned by the school should be made available to the Authority.

2.14 Voluntary Funds Charity Commission Registration and Audit of voluntary and private funds

Registration

Charity Commission registration requirements should be followed, these differ between voluntary, foundation and community schools.

Schools must consider their own specific needs should the annual gross income of these funds exceed £5,000. This includes donations, fund raising receipts as well as interest payments. Where the fund (or part of the fund) is used as a holding account, where money is being collected for a specific purpose, e.g. school trips, photographs, uniforms, this can be netted off and be exempt from the £5,000 (other than any surplus). If a school is in any doubt about whether or not it needs to register, it should seek advice from the Charity Commission.

Scrutiny of accounts

The governing body must advise the Chief Finance Officer of all voluntary and private funds held by the school including any trading organisations controlled by the school. In addition to details of any such funds, schools are required to provide annual audit

certificates of all such funds. The governing body must choose either independent examination by a suitably qualified person or arrange for an independent audit by a registered auditor that provides the level of assurance deemed suitable and this should be documented in the school's own finance procedures manual.

Any other requirements concerning the audit of such funds are a matter for those making the funds available and, where registered as a charity, any Charity Commission requirements.

2.15 Register of business interests

Governors and staff have a responsibility to avoid any conflict between their business and personal interests and the interests of the school. This is essential for effective and accountable financial management of the school. Interest should be declared that could result in a conflict of interest. Examples of potential conflicts of interest include:

-

1. Financial – interests in a contract or proposed contract by direct or family connection.
2. Appointment – interests in the provision for sponsor governors or interests in someone's appointment, reappointment or suspension from office as a governor or clerk to the governing body.
3. Pay and performance – interests in the pay or appraisal of someone working at the school in cases where the governor or staff member is also paid to work at the school.

The governing body of each school is required to establish a register which lists for each member of the governing body and management team (including the head teacher and School Business Manager/Bursar), any business interests they or any member of their immediate family have; details of any other educational establishments that they govern; and any relationship between school staff and members of the governing body. The register must be kept up to date with notification of changes and through annual review of entries, and to make the register available for inspection by governors, staff and parents, and the authority and to publish the register on a publicly accessible website. Schools are required to report their Related Party Transactions as part of the annual submission of the Schools Financial Value Standard see 22.2.

2.16 Purchasing, tendering and contracting requirements

Schools must abide by the Authority's financial regulations and standing orders in purchasing, tendering and contracting matters (including leases). Schools are required to assess in advance, where relevant, the health and safety competence of contractors, taking account of the Authority's policies and procedures.

In accordance with DfE requirements, schools are **exempt** from any provisions in the Authority's *Financial Regulations* which would require them to:

- a. do anything incompatible with the provisions of the Scheme, or any statutory

- provision, or any EU Procurement Directive;
- b. seek an Authority officer countersignature for any contracts for goods or services for a value below £60,000 in any one year;
 - c. select suppliers only from an approved list;
 - d. permit schools to seek fewer than three quotes or tenders in respect of any contract with a value exceeding £10,000 in any one year, subject to specific listed exceptions.

The fact that an authority contract has been let in accordance with EU procurement procedures does not in itself make it possible to bind a school into being part of that contract. For the purposes of the procurement directives schools are viewed as discrete contracting authorities.

Schools may seek advice on a range of compliant deals via Buying for schools (<https://www.gov.uk/guidance/buying-for-schools>).

2.17 Application of contracts to schools

Schools are free to elect to opt out of contracts arranged by the Authority.

Whilst governing bodies are empowered under paragraph 3 of schedule 1 to the Education Act 2002 to enter into contracts, in most cases they do so on behalf of the Authority as maintainer of the school and the owner of the funds in the budget share. For this reason, the Authority will require all contracts exceeding £100,000 entered into by the school to be counter-signed by the Authority. Other contracts may be made solely on behalf of the governing body, when the governing body has clear statutory obligations - for example, contracts made by aided or foundation schools for the employment of staff. VA and Foundation school governing bodies are legally separate entities and do not require counter-signature from the Authority. However, as the Authority is providing the funds, any school which places a contract that will be funded by more than £60,000 from delegated funds, should advise the Authority. In practice this notification will normally happen in the ordinary course of events.

In line with Section 2.16 and the requirement on schools to have regard to good tendering procedures, schools should:

- Seek tenders for all contracts over £60,000
- Obtain 3 quotes or tenders for contracts above £10,000
- Ensure that the Chair of Governors of all schools (or a nominee) opens tenders above £100,000
- Ensure that an Authority Member is involved in the opening of tenders above £250,000 (community schools only)

2.18 Central funds and earmarking

The Authority is authorised to make sums available to schools from central funds, in the form of allocations which are additional to and separate from the schools' budget

shares. All such allocations may be subject to conditions setting out the purpose or purposes for which the funds may be used; and while these conditions need not preclude virement (except, where the funding is supported by a specific grant which does not permit virement), this should not be carried to the point of assimilating the allocations into the school's budget share.

Such earmarked funding from centrally retained funds is only to be spent on the purposes for which it is given, or on other budget heads for which earmarked funding is given and is not transferred into the budget share. Schools are not permitted to authorise expenditure in excess of the amount allocated without the prior agreement and approval of the Director of Education. Furthermore, unless previously agreed with the Director of Education, any earmarked funds not spent in the current financial year are to be returned to the Authority. The Authority will not make any deduction, in respect of interest costs to the Authority, from payments to schools of devolved specific special grant. Schools shall comply with the audit requirements as outlined within financial regulations. Details of earmarked funds as well as the purposes of such funds will be included with the budget statements for each school year.

2.19 Spending for the purposes of the school

Schools must be managed in accordance with their budget allocation for each financial year. They may use their budget allocation to meet, subject to the requirements as outlined in the scheme, all expenditure for the purposes of the school.

They may not however use this resource to meet the cost of:

- any items detailed as exceptions within the scheme, and outlined in this document,
- any items relating to unofficial school funds and;
- any non-LA (or non-curriculum related) activities. By virtue of section 50(3A), amounts spent by governing bodies on community facilities under section 27 of the Education Act 2002 will be treated as if spent for the purposes of the school.

Schools are allowed to spend their budgets on pupils who are on the roll of other maintained schools or academies.

Income received and/or reflected in the schools general accounts must come from the following sources only:

- Advances (general and special) from the Authority
- VAT, tax and other related reimbursements
- Any income generated as a result of an authorised school activity
- Approved contributions towards school expenditure from a third-party
- Any other sources as notified and agreed with the Director of Education and the Chief Finance Officer.

2.20 Capital spending from budget shares

Governing bodies may use their budget shares to meet the cost of capital expenditure on the school premises. This includes expenditure by the governing body of a voluntary aided school on work which is their responsibility under paragraph 3 of Schedule 3 of the SSAF Act 1998.

Schools must notify the Authority of all proposed capital spending from their budget share. It is recommended that schools discuss their proposals with the Authority prior to the final authorisation of such proposals and in particular that they ensure that the proposed works do not already form part of the Authority's approved capital programme. If the expected capital expenditure from the budget share in any one year will exceed £25,000, the governing body must notify the Authority and take into account any advice from the Director Education and the Chief Finance Officer as to the merits of the proposed expenditure. If the Authority owns the premises or the school has voluntary controlled status, then the governing body should seek the consent of the Authority to the proposed works, but consent will only normally be withheld on health and safety grounds.

The reasons for these provisions are to help meet responsibilities with the School Premises (England) Regulations 2012, the Workplace (Health, Safety and Welfare) Regulations 1992, the Regulatory Reform (Fire Safety) Order 2005, the Equality Act 2010, and the Building Regulations 2010.

These provisions do not affect expenditure from any capital allocation made available by the authority outside the delegated budget share.

2.21 Notice of concern

The Authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Chief Finance Officer and the Director of Education, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the Authority or the school.

Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. These may include:

- insisting that relevant staff undertake appropriate training to address any identified weaknesses in the financial management of the school;
- insisting that an appropriately trained/qualified person chairs the finance committee of the governing body;
- placing more stringent restrictions or conditions on the day-to-day financial management of a school than the scheme requires for all schools

- such as the provision of monthly accounts to the Authority;
- insisting on regular financial monitoring meetings at the school attended by Authority officers;
- requiring a governing body to buy into the Authority’s financial management systems; and
- imposing restrictions or limitations on the manner in which a school manages extended school activity funded from within its delegated budget share – for example by requiring a school to submit income projections and/or financial monitoring reports on such activities.

The notice will clearly state what these requirements are and the way in which and the time by which such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the Authority may take where the governing body does not comply with the notice.

2.22 Schools Financial Value Standard (SFVS)

All maintained schools (including nursery schools and Pupil Referral Units (PRUs) that have a delegated budget) must demonstrate compliance with the Schools Financial Value Standard (SFVS) and complete the assessment form on an annual basis. It is for the school to determine at what time in the year they wish to complete the form, but this must be before the end of the financial year.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the Chair of Governors. The form must include a summary of remedial action with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. **Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines.**

All maintained schools with a delegated budget must submit the form to the Authority before the 31 March. ~~However due to the coronavirus (COVID-19) outbreak, DfE has decided that the SFVS return should be delayed this year. This is to take account of the current pressures schools and local authorities are facing. For the financial year 2020 to 2021, schools should submit their SFVS to their local authority by no later than 28 May 2021.~~ Authorities should submit their assurance statement to DfE within 6 weeks, by no later than 31 May 2023 for the financial year 2022-23.

2.23 Fraud

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and head teacher must inform all staff of school policies and

procedures related to fraud and theft, the controls in place to prevent them; and the consequences of breaching these controls. This information must also be included in induction for new school staff and governors.

SECTION 3: INSTALMENTS OF THE BUDGET SHARE; BANKING ARRANGEMENTS

For the purposes of this section, Budget Share includes any place-led funding for special schools or pupil referral units.

3.1 Frequency of instalments

The Authority will ensure that schools receive their budget share allocation in monthly instalments sufficient to meet their reasonable cash-flow needs. Top-up payments for pupils with high needs will be made on a monthly basis unless alternative arrangements have been agreed with the provider. The Chief Finance Officer in consultation with the Director of Education will agree with individual schools an appropriate schedule of payment. Payments to individual school bank accounts will usually be by BACS.

3.2 Proportion of budget share payable at each instalment

Monthly budget share payments to schools will be made in accordance with the schedule of payment agreed with individual schools and the Chief Finance Officer. Where no prior agreement exists with a school and the Chief Finance Officer, then the budget share payable will be equal to one twelfth of the schools approved budget share. Payment will be made direct into the school's main bank account.

Schools wishing to revise their schedule of payment, changing either the frequency of each instalment or the proportion of budget share payable at each instalment are required to submit their request at least two weeks in advance in writing to the Chief Finance Officer.

Schools who use a payroll service that is external to that provided by the Authority will receive their budget share in instalments that reasonably take account of payroll costs. Those schools whose payroll is administered by the Authority will receive the instalments net of estimated payroll costs for the period to which the payment relates.

3.3 Interest clawback

Where a school requests and the Authority agrees to make available the budget share in advance (of what the Authority believes to be reasonable cash flow needs taking account of the pattern of expenditure of schools of that size, and any particular representations relating to the individual school's circumstances) the Authority may deduct from the budget share an amount equal to the estimated interest lost. The calculation basis as outlined in annex B (Interest charges on advances) may be at a rate up to 2% higher than the rate applicable to funds invested with the Authority on any amount advanced, although provided the Authority has agreed the business plan with the school that sets out the repayment regime, interest will usually be waived.

3.3.1 Interest on late budget share payments

The Authority will add interest to late payments of budget share instalments made after payroll run day each month, where such late payment is the result of Authority error. The interest rate to be used will be that used for clawback calculations as detailed above.

3.4 Budget shares for closing schools

Subject the agreement of the Director of Education and the Chief Finance Officer, the budget shares of schools for which approval for discontinuation has been secured, may be made available until closure of that school on a monthly basis net of estimated pay costs, even where some different basis was previously used.

3.5 Bank and building society accounts

All maintained schools must establish a main bank account to which the budget share will be paid. They must notify the Chief Finance Officer of the account and any proposals to change it. Schools shall be allowed to retain all interest payable on the account unless they choose to have an account within an authority contract which makes other provision.

When a school so changes its bank account, the previous account used to receive budget shares should be closed within 3 months, and any balance transferred to the new account. Any balance the Authority is holding in respect of the school's budget share (or if necessary, an estimate, to be adjusted once the correct amount is determined), will also be transferred to the new account (or from it in the case of a deficit, subject to funds being available).

Schools shall also notify the Chief Finance Officer of other bank accounts they hold, although this is not necessary if the account is held by a separate legally constituted related legal body (e.g. a properly constituted charitable trust).

The operation of school bank accounts in this way will result in school balances being held in the nominated account at the year end, or one otherwise agreed with the Chief Finance Officer (subject to adjustments associated with estimated payroll costs, as mentioned in 3.2.).

3.6 Restrictions on accounts

Full details, including account details and authorised signatories (minimum of two) for all banking transactions, of all bank and/or building societies maintained by the school should be supplied in writing to the Chief Finance Officer. Schools are normally

required to advise the Authority at least three months in advance of its intention to change its banking arrangement. Any school closing an account used to receive its budget share and opening another must agree the new bank or building society with the Chief Finance Officer, which must be consistent with the authority's Treasury Management policy.

Under section 49(5) of the Act, all monies paid by the Authority and held in such accounts shall remain to be the property of the Authority until spent.

Although accounts can be in the name of the school rather than the authority, wherever the school holds its bank account, the account mandate should provide that the Authority is the owner of the funds in the account, that it is entitled to receive statements, and that it can take control of the account if the school's right to a delegated budget is suspended by the Authority.

Where on-line banking is used, schools must ensure that sufficient controls are in place for authorisation of transactions.

3.7 Borrowing by schools

With the exception of loan schemes run by the Authority and outlined in the scheme, governing bodies may only borrow money (which includes the use of finance leases) with the written permission of the Secretary of State (who will only grant permission for borrowing in exceptional circumstances). Details of all such requests and subsequent approvals or otherwise should be supplied in writing to the Authority's Chief Finance Officer.

However, schools may be permitted to use any scheme that the Secretary of State has said is available to schools without specific approval.

Schools must not use interest bearing credit cards, as this is considered a form of borrowing. Procurement cards should be used for facilitating electronic purchases, and these must be set up to prevent cash withdrawals. Balances must be fully cleared on a monthly basis.

The restrictions do not apply to Trustees and Foundations, whose borrowing, as private bodies, makes no impact on government accounts, though such borrowing must not be serviced directly from the delegated budget.

This provision does not apply to loan schemes run by the Authority. The introduction of IFRS 16 was postponed in relation to 2020 to 2021. There was a CIPFA consultation taking place in March 2022.

3.8 Finance leases and hire purchase agreements

The Authority adopts the definition of leases in accordance with best accounting practice as described in the International Accounting Standard (IAS) 17.

IAS 17 classifies a lease as a finance lease if it 'transfers substantially all the risks and rewards incidental to ownership' to the lessee. A lease not classified as a finance lease is classified as an operating lease.

A finance lease is a form of borrowing and must not be entered into by a school without the agreement of the Authority. A hire purchase agreement is similar in substance to a finance lease and must not be entered into by a school.

IAS 17 states that 'whether a lease is a finance lease, or an operating lease depends on the substance of the transaction rather than the form of the contract'.

IAS gives the following examples of situations that individually or in combination would normally lead to a lease being classified as a finance lease: -

- a) The lease transfers ownership of the asset to the lessee by the end of the lease term.
- b) The lessee has the option to purchase the asset at a price which is expected to be sufficiently lower than the fair value at the date the option becomes exercisable such that, at the inception of the lease, it is reasonably certain that the option will be exercised.
- c) The lease term is for the major part of the economic life of the asset even if title is not transferred.
- d) At the inception of the lease the present value of the minimum lease payments amounts to at least substantially all of the fair value of the leased asset.
- e) The leased assets are of a specialised nature such that only the lessee can use them without major modifications being made.

The standard also provides indicators of situations that individually or in combination could result in a finance lease as follows: -

- a) If the lessee can cancel the lease, the lessor's losses associated with the cancellation are borne by the lessee.
- b) Gains and losses from the fluctuation in the fair value of the residual accrue to the lessee.
- c) The lessee has the ability to continue the lease for a secondary period at a rent that is substantially lower than market rent.

Schools must seek an opinion from the Authority's professional advisors (financial or legal) or the Authority before entering into any significant lease agreement, where a significant lease agreement is defined as a lease agreement where an annual gross lease payment to a bank or banks exceeds £20,000 or total gross lease payments over the life of the lease exceed £60,000 and/or at a level at the discretion of the

Chief Finance Officer. This must be done irrespective of any advice given by the leasing company on the nature of the lease.

Schools must not enter into a significant lease through the equipment vendor without the express agreement of the Authority.

Schools must provide information on all leases as at the year-end or as requested by the Chief Finance Officer.

3.9 Other provisions

All relevant provisions contained in the Authority's financial regulations or other appropriate financial guidance issued by the Authority shall be applicable to schools where those provisions impact on a school's banking arrangements.

SECTION 4: THE TREATMENT OF SURPLUS AND DEFICIT BALANCES ARISING IN RELATION TO BUDGET SHARES

4.1 The right to carry forward surplus balances

Schools may carry forward from one financial year to the next any shortfall in expenditure relative to the school's budget share for the year plus or minus any balance brought forward from the previous year.

4.2 Reporting on and control of the use of surplus balances

Local authorities are no longer required to operate a balance control mechanism.

The Authority will, however, provide Schools' Forum with the level of year-end balances held by schools and the balance as a percentage of the delegated budget, plus the data for the previous three years. Schools' Forum will decide whether any schools will be required to provide additional information regarding the proposed use of those balances, if it has concerns over that school's financial management. Schools' Forum may commission the Authority to collect the information or collect the information directly. Schools' Forum must make information so collected available to the Authority on request.

4.3 Interest on surplus balances

Balances held by the Authority on behalf of schools will **not** attract interest.

4.4 Obligation to carry forward deficit balances

Where a school's expenditure in a financial year exceeds the school's budget share plus any surplus/deficit balances carried forward from a previous year, this will generate a deficit balance to be carried forward to the next financial year. Any such deficit balances will form a first charge and be deducted from the following year's budget share.

Unless the deficit is very small and can be managed within the school's normal cash flow, as soon as the school foresees such a situation is likely to arise it must seek advice of the Chief Finance Officer and Director of Education with proposals as to how the situation will be addressed.

Details of the amount of balances carried forward from one financial year to the next will be reflected in the relevant outturn statement published under s.251.

4.5 Planning for deficit budgets

Schools are required to operate on the basis of a balanced budget agreed with the Authority and are not permitted to plan for deficits in their initial budget plan. In the event that a school unavoidably generates a deficit balance then section 4.9 of the scheme shall apply.

4.6 Charging of interest on budget advances

The Authority is permitted to charge interest on any cash advanced to fund deficit balances. Interest on deficit balances will be calculated on a daily basis and may be charged at a rate up to base rate plus 2% though this will normally be waived provided the Authority has agreed the business plan to address a deficit position.

4.7 Writing off deficits

The Authority is not permitted to write off the deficit balance of any school.

4.8 Balances of closing and replacement schools

When a school closes, any balance, whether surplus or deficit shall revert to the Authority; it cannot be transferred as a balance to any other school, even where the school is a successor to the closing school. The closing school must make all reasonable endeavours to avoid a deficit balance on closure.

The Authority may make allocations to new schools which have the effect of giving them the benefit of additional sums which are equal to the balances of the relevant closing schools.

Where a school converts to academy status (whether as a standalone academy or as part of a multi academy trust) under section 4(1)(a) of the Academies Act 2010, the Authority must pay to the new academy school an amount equal to the surplus balance of the school at the date of conversion.

Where a school with a deficit balance converts to academy status (whether as a standalone academy or as part of a multi academy trust) under section 4(1)(a) of the Academies Act 2010, the Authority shall be compensated by central government for the amount of deficit inherited at the date of conversion. Central government will then recover the deficit from budget allocations made by them to the new academy.

Where a school converts to academy status as a sponsored academy due to being eligible for intervention, the Authority will pay to the academy school an amount equal to the surplus balance of the school at the date of conversion. Where a school with a deficit balance converts to academy status as a sponsored academy due to being eligible for intervention, the amount of the deficit is transferred to the Authority. The

Authority may charge some or all of the cost of deficit against the Dedicated Schools Grant.

4.9 Planned (licensed) deficits

The Authority will permit schools to plan for a deficit budget in particular circumstances. The funding to allow such a deficit budget shall be provided from the collective surplus of school balances held by the Authority on behalf of schools although it is open to the Authority, in circumstances where there is no such surplus, to make alternative arrangements if it can do so within the relevant Authority finance legislation.

The requirements are set out below:

- The maximum length over which schools may repay the deficit, i.e. reach at least a zero balance with appropriate mechanism to ensure that the deficit is not simply extended indefinitely, would normally be five years.
- The deficit will only be agreed to allow a school in the short term to maintain a level of spend which in the opinion of the Director of Education is the minimum required to deliver the National Curriculum.
- The maximum size of the deficit in normal circumstances will not exceed 5% of the school's budget share.
- The maximum proportion of the collective balances held by the LA, which would be used to back the arrangement, shall not exceed 20%.
- Before a deficit budget is approved, the school must produce a detailed deficit recovery plan in the prescribed format for the duration of the planned period of the deficit, which will be reviewed and updated at least annually.
- Schools must submit a deficit recovery plan to the Authority when their revenue deficit rises above 5% at 31 March of any year. Authorities may set a lower threshold than 5% for the submission of a deficit recovery plan if they wish. The 5% deficit threshold will apply when deficits are measured as at 31 March 2023~~2~~.
- The school must provide to the Authority any additional information/school data requested in relation to the deficit recovery within a reasonable timescale. This may include information on staffing structures, class/timetable arrangements, curriculum plans etc.
- The school must submit monthly budget monitoring reports to the Authority.
- The school must meet with the Authority at least every 6 months to review progress of the deficit recovery plan and attend Schools' Forum if requested.
- A member of the Authority may attend the school's Governor Meetings where the budget is to be discussed.
- The Director of Education , jointly with the Chief Finance Officer, would be responsible for approving any deficit.
- Should a school not comply with the requirements of the licensed deficit, and/or the deficit recovery plan is not being adhered to, the Authority may issue a Notice of Concern (see paragraph 2.21) which may ultimately result in withdrawal of financial delegation.

The Authority will inform schools annually on the guidelines to setting a deficit budget and any additional requirements in operating with a licensed deficit.

In circumstances where a school requires a budget share advance in order not to be overdrawn at their bank, this should be treated as a cash advance and not a loan. This will have no effect on the school's budget and outturn statements

4.10 Loan Schemes

Loans must only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year. Loans cannot be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its current income.

There is currently no loan scheme available to Reading Borough Council Schools, and schools with a deficit are covered by a licenced deficit as set out in paragraph 4.9.

4.11 Credit union approach

Schools may group together to utilise externally held balances for a credit union approach to loans. If doing so and if the authority does not act as administrator of such an arrangement, audit certification will be required.

SECTION 5: INCOME

5.1 Income from lettings

Schools are allowed to retain income from lettings of school premises owned by the Authority which would otherwise accrue to the Authority, subject to alternative provisions arising from any joint use or PFI/PPP agreements. Income from lettings of school premises should not be paid into voluntary or private funds held by the school. Schools must ensure that lettings of school premises are not provided at an overall cost to the budget share but may cross-subsidise lettings for community and voluntary use with income from other lettings, provided the governing body is satisfied that this will not interfere to a significant extent with the performance of any duties imposed on them by the Education Acts, including the requirement to conduct the school with a view to promoting high standards of educational achievement. The use of such premises is subject to any directions issued by the Authority as to the appropriate use of school premises as permitted under the School Standards and Framework Act 1998 for various categories of schools.

Income from lettings of school premises should not normally be payable into voluntary or private funds held by the school. However, where land is held by a charitable trust, it will be for the school's trustees to determine the use of any income generated by the land.

5.2 Income from fees and charges

Schools are allowed to retain income from fees and charges except where a service is provided by the Authority from centrally retained funds. Schools are required to give due regard to any policy statements on charging the Authority may produce.

5.3 Income from fund-raising activities

Schools are allowed to retain income from fund-raising activities.

5.4 Income from the sale of assets

Schools are allowed to retain the proceeds of sale of assets except in cases where the asset was purchased with non-delegated funds (in which case it will be for the Authority to decide whether the school should retain any of the proceeds), or the asset concerned is land or buildings forming part of the school premises and is owned by the Authority. [Any retention of funds from the sale of land assets is subject to the consent of the Secretary of State, and any conditions the Secretary of State may attached to that consent relating to use of proceeds.](#)

The retention of proceeds of sale for premises not owned by the local authority will not be a matter for the scheme.

5.5 Administrative procedures for the collection of income

The procedures for the collection of all income due to the Authority are subject to the continual review of and issuing of appropriate guidance from the Chief Finance Officer.

5.6 Purposes for which income may be used

Income from the sale of assets purchased with delegated funds may only be spent for the purposes of the school.

Sale of assets would become part of the capital balance of the school and, therefore, would be available for capital expenditure only.

SECTION 6: THE CHARGING OF SCHOOL BUDGET SHARES

6.1 General provision

The Authority is authorised to charge the budget share of a school without the consent of the governing body **only** in circumstances expressly permitted by the scheme (6.2) and requires authorities to consult with schools on any intended changes, and notify schools when it has been done. The Authority is not permitted to levy a charge where the statutory responsibility rests elsewhere and therefore the Authority cannot incur a liability. For the avoidance of doubt the Authority may de-delegate funding for permitted services without the express permission of the governing body, provided this has been approved by the appropriate phase of the Schools' Forum.

All charges for salaries and wages of school-based staff to school budget shares will wherever possible be based on actual rather than estimated costs.

Schools may wish to draw to the attention of the Authority expenses they feel they have incurred as a result of the acts or omissions of the Authority.

6.2 Circumstances in which charges may be made

The circumstances under which charges may be applicable are outlined below:

- i. Where premature retirement costs have been incurred without the prior written agreement of the Authority to bear such costs (the amount chargeable being only the excess over any amount agreed by the Authority);
- ii. Other expenditure incurred to secure resignations where there is good reason to charge this to the school (see Annex D);
- iii. Awards by courts and industrial tribunals against the Authority or out of court settlements, arising from acts or omissions by the governing body or head teacher contrary to the Authority's advice
- iv. Expenditure by the Authority in carrying out health and safety work or capital expenditure for which the Authority is liable where funds have been delegated to the governing body for such work, but the governing body has failed to carry out the required work;
- v. Expenditure by the Authority incurred in making good defects in building work funded by capital spending from budget shares, where the premises are owned by the Authority or the school has voluntary controlled status;
- vi. Expenditure incurred by the Authority in insuring its own interests in a school where funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would be arranged by the Authority;
- vii. Recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out

- in a service level agreement, and the result is that monies are owed by the school to the Authority;
- viii. Recovery of penalties imposed on the Authority by the Board of Inland Revenue, the Contributions Agency or HM Customs and Excise, Teachers Pensions, the Environment Agency or other regulatory authorities as a result of school acts or omissions.
 - ix. Correction of Authority errors in calculating charges to a budget share (eg pension deductions)
 - x. Additional transport costs incurred by the Authority arising from decisions by the governing body on the length of the school day, and failure to notify the Authority of non-pupil days resulting in unnecessary transport costs.
 - xi. Legal costs which are incurred by the Authority because the governing body did not accept the advice of the Authority.
 - xii. Costs of necessary health and safety training for staff employed by the Authority, where funding for training had been delegated but the necessary training not carried out.
 - xiii. Compensation paid to a lender where a school enters into a contract for borrowing or leasing beyond its legal powers, and the contract is of no effect, and the full initial cost of any credit arrangement the school enters into without the prior written agreement of the Chief Finance Officer.
 - xiv. Cost of work done in respect of teacher pension remittance and records for schools using non-Authority payroll contractors, the charge to be the minimum needed to meet the cost of the Authority's compliance with its statutory obligations.
 - xv. Costs incurred by the Authority in securing provision specified in an Education, Health and Care Plan (EHCP) where the governing body of a school fails to secure such provision despite the delegation of funds in respect of low cost high incidence SEN and/or specific funding for a pupil with High Needs.
 - xvi. Costs incurred by the Authority due to submission by the school of incorrect data.
 - xvii. Recovery of amounts spent from specific grants on ineligible purposes.
 - xviii. Costs incurred by the Authority as a result of the governing body being in breach of the terms of a contract.
 - xix. Costs incurred by the Authority or another school as a result of a school withdrawing from a cluster arrangement, for example where this has funded staff providing services across the cluster.
 - xx. Costs incurred by the Authority in administering admission appeals, where the Authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.

SECTION 7: TAXATION

7.1 VALUE ADDED TAX

Schools are required to complete a monthly return of expenditure and income showing the amount of VAT incurred and any VAT arising for services supplied by schools. In respect of VAT incurred, schools must hold a valid VAT invoice to support their claim.

On receipt of the monthly return the Authority will reclaim the net VAT and arrange for the school to be reimbursed.

VAT **cannot be recovered** on expenditure by the governors of a voluntary aided school when carrying out their statutory responsibilities to maintain the external fabric of their buildings.

Schools should seek advice of the Chief Finance Officer in relation to VAT if there is any doubt as to how a particular transaction should be treated.

7.2 CIS (Construction Industry Taxation Scheme)

Schools are required to agree a procedure with the Chief Finance Officer to enable any expenditure they incur to which the Construction Industry Taxation Scheme (CIS) applies to be correctly accounted for. For many schools this can be achieved by asking the Chief Finance Officer to make such payments.

SECTION 8: THE PROVISION OF SERVICES AND FACILITIES BY THE AUTHORITY

8.1 Provision of services from centrally retained budgets

The Authority will determine the basis upon which services from centrally retained funds (including existing premature retirement costs and redundancy payments) are provided to schools. The Authority will, wherever possible endeavour to do this in consultation with schools. The Authority will not discriminate in its provision of services on the basis of categories of schools except where this would be permitted under the School and Early Years Finance Regulations or the dedicated schools grant conditions of grant.

8.2 Provision of services bought back from the Authority using delegated budgets

The Authority will limit the term of any arrangement with a school to buy services or facilities from the authority to a maximum of three years from the date of the agreement, and periods not exceeding five years for any subsequent agreement or extensions relating to the same.

Schemes for contracts for supply of catering services may be limited to a maximum of five years, with a maximum agreement of seven years if the contract is extended.

When a service is provided for which expenditure is not retainable centrally by the Authority under the Regulations made under section 45a of the Act, it will be offered at prices which are intended to generate income which is no less than the cost of providing those services. The total cost of the service will be met by the total income, even if schools are charged differentially.

8.3 Packaging

The Authority will ensure that in providing any service on a buy-back basis that such services will be offered in a way which does not unreasonably restrict schools freedom of choice among the services available, and where practicable, this will include provision on a service-by-service basis as well as in packages of services. Services available to be purchased with delegated funds will be outlined in guidance from time to time (Reading Borough Council support services for schools).

8.4 Service level agreements

Service level agreements must normally be in place by no later than 31st March to be effective for the following financial year and schools must normally have at least a month to consider the terms of agreements.

With the exception of centrally funded premises and liability insurances, if services or facilities are provided under a Service Level Agreement (SLA) (whether free or on a buy-back basis), the terms of any such agreement starting on or after the inception of the scheme will be reviewed at least every three years if the agreement lasts longer than that.

Services provided by the Authority will be available on a basis which is not related to an extended agreement, as well as on the basis of such agreements. Where such services are provided on an ad-hoc basis they may be charged for at a different rate than if those services were provided on the basis of an extended agreement.

8.5 Teachers' Pensions

For the purposes of the Teachers' Pensions Scheme (TPS), the Authority is deemed to be the employers of teachers employed in maintained schools, whoever is the contractual employer. This brings with it the duty, under the Teachers' Pensions Regulations 2014, to make data returns relating to contributions, salaries and service for the staff concerned to Teachers Pensions.

Schools must ensure that their contracts with third party payroll agencies contain proper provision requiring the agency to supply a monthly return of salary and service to the Authority and in the format as reasonably specified by the Authority. Governing bodies must also ensure that details of Additional Voluntary Contributions (AVCs) are passed to the Authority within the time limit showed in the AVC scheme. Annex C sets out the full details. Where a revision to the contract involves increased charges then the additional cost is to be met from within the existing schools' budget share.

SECTION 9: PRIVATE FINANCE INITIATIVE / PUBLIC –PRIVATE PARTNERSHIP

9.1 Private Finance Initiative (PFI) / Public –Private Partnership (PPP)

The Authority may develop PFI projects within the schools sector. An appropriate funding mechanism for such projects will be established in consultation with schools and the particular governing bodies concerned. The Authority anticipates agreeing with the governing body of schools as to the basis of such charges; and the treatment of monies withheld from contractors due to poor performance.

SECTION 10: INSURANCE

10.1 Insurance cover

The Chief Finance Officer has the responsibility for ensuring that the Authority is adequately protected by insurance. It is essential that the School governing body is adequately protected. Without insurance, schools could find themselves in a position where they are exposing the School and the Authority to potential liabilities which could have serious financial implications for Schools and Authority, e.g. a major fire or injury. In addition, individual teachers or governors may unwittingly open themselves to the possibility of being sued personally. The Chief Finance Officer can determine the minimum levels of insurance cover for schools. The **Minimum Requirement** will be based on the cover currently provided by the Authority, or such amounts that the Chief Finance Officer reasonably determines due to changes in the nature of the risk. Schools will not be allowed to place their insurance cover elsewhere unless they can demonstrate that these meet the Minimum Requirements.

When considering the options open to them governing bodies should make their decision bearing in mind their own individual circumstances and ensure that they are clear as to the extent of cover and other services included within each option.

In the event of the School deciding not to take advantage of the Authority's insurance service, the School must demonstrate that it has arranged cover to as good a standard as that which would have been arranged by the LA.

Schools making their own alternative insurance arrangements must produce evidence of such insurance to the Chief Finance Officer following inception and each subsequent annual renewal. The evidence required to demonstrate parity of cover should be reasonable, not place an undue burden upon the School, nor act as a barrier to the school exercising their choice of supplier.

An Authorised Insurer (i.e. a company that is licensed to undertake the appropriate insurance business in the United Kingdom) must provide any insurance cover. It must also meet the requirements of the Authority's insurance advisor's security board.

If the alternative insurance does not meet the minimum specification, the Authority will have the right to take out the necessary insurance cover on behalf of the School and charge the premium to the School delegated budget.

Details of the insurance cover required for Reading schools (available as a buy-back) is updated annually in the School Insurance Guide which is published on the Reading SLA portal, also available on request from the Chief Finance Officer.

Instead of taking out insurance, a school may join the Secretary of State's Risk Protection Arrangement (RPA) for risks that are covered by the RPA. Schools may join

the RPA after 1st April 2020. Schools may do this individually when any insurance contract of which they are part expires. All primary and/or secondary maintained schools may join the RPA collectively by agreeing through the Schools' Forum to de-delegate funding.

SECTION 11: MISCELLANEOUS

11.1 Right of access to information

Governing bodies are required to supply upon request and within a reasonable timescale, all financial and other information including the specific requirements outlined throughout this document, which might reasonably be required to enable the Authority or, its auditors to satisfy itself as to the school's management of its delegated budget share, or the use made of any central expenditure by the Authority (eg earmarked funds) on the school.

11.2 Liability of governors

Under the terms of s.50 (7) of the Act, and the governing body being a corporate body, governors of maintained schools will not incur personal liability in the exercise of their power to spend the delegated budget share provided they act reasonably in good faith.

11.3 Governors' Allowances

Schools with delegated budgets

Under schedule 50(5) of the Act, only allowances in respect of purposes specified in regulations may be paid to governors from a school's delegated budget share. Payment of any other allowances is forbidden. Schools are also barred from payment of expenses which duplicate those paid by the Secretary of State to additional governors appointed by him to schools under special measures.

Schools without delegated budgets

The authority may delegate to the governing body of a school yet to receive a delegated budget, funds to meet governors' expenses. Governing bodies would not normally have discretion in the amounts of such allowances, which would be set by the authority.

11.4 Responsibility for legal costs

Where the governing body fails to act in accordance with the advice of the Authority, then the Authority is authorised to charge school's budget shares for appropriate legal costs incurred by the school's governing body. The Authority will wherever possible discuss in advance with schools its intention to make such a charge, and may in exceptional circumstances, following consultation with schools, waive this right. The costs referred to are those of legal actions, including costs awarded against the authority, not the cost of legal advice provided.

The Head of Legal Services will issue from time to time guidance to schools about procedures for obtaining legal advice, including circumstances where there is a conflict of interest between the governing body and the Authority.

11.5 Health and Safety

The Authority, governors, senior managers and all employees have general duties under the Health and Safety at Work Act 1974. Those duties are underpinned by more specific requirements set out in regulations or other legislation. In expending the school's budget share, governing bodies are required to give due regard to the requirements as specified in the aforementioned as well as those incorporated in Authority policy and other guidelines issued by the Authority that are deemed to be applicable to schools.

11.6 Right of attendance for the Chief Finance Officer

Governing bodies are required to permit the Chief Finance Officer, or any person nominated by the Chief Finance Officer to attend meetings of the governing body at which any agenda items are relevant to the exercise of her or his responsibilities. To facilitate this, the Authority will, unless this is impracticable, give prior notice of its intention to attend, and the governing body will supply upon request advance details including appropriate documentation of specific items to be discussed at such meetings.

Relevant items are those relating to financial probity, or overall financial management of the Authority. Schools will always advise the Chief Finance Officer if the governing body is considering a probity matter where there is an allegation of fraud or irregularity in the use of delegated or devolved funds.

11.7 Special Educational Needs

Schools are required to use their best endeavours in spending the budget share, to secure the special educational needs of their pupils. If the Authority is advised that this is not being achieved it may need to suspend delegation where a situation is serious enough to warrant it.

11.8 Interest on late payments

Schools are reminded that the terms of the scheme cannot affect statutory requirements. The Late Payment of Commercial Debts (Interest) Act 1998 requires debts to suppliers to be paid within 30 days of receiving the goods/services or receiving the invoice (whichever is the later). The supplier must receive a cheque or cleared funds by the 30th day. Suppliers are entitled to charge interest at Bank of England Base rate plus 8% on late payments, as well as reasonable debt recovery costs.

11.9 'Whistleblowing'

RBC has a 'whistleblowing' policy available on the Authority's website – www.reading.gov.uk/councilanddemocracy/corporatecomments/whistleblowing.

The purpose of the policy is to encourage all staff to feel confident in raising serious concerns, to question and act upon concerns about practice; to provide a method of raising concerns and receiving feedback on any action taken; to ensure that a response to concerns is received and to reassure staff that they will be protected from reprisals or victimisation for whistleblowing in good faith. This scheme should be followed by persons working at a school or school governors who wish to complain about financial management or financial propriety at the school.

As a first step, concerns should normally be raised with their immediate manager or Chair of the board of governors. This depends, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. If advice and guidance is needed on how matters of concern may be pursued the Chief Auditor at the Authority should be contacted.

11.10 Child Protection

Schools must release staff to attend child protection case conferences and other related events.

11.11 Redundancy/Early Retirement Costs (new)

The 2002 Education Act sets out how premature retirement and redundancy costs should normally be funded. The Authority has its own local arrangements and it is expected that schools will normally meet all redundancy/early retirement costs from their delegated budgets, unless there are exceptional circumstances.

Annex D sets out the statutory guidance on the funding of premature retirement and redundancy costs.

SECTION 12: REPAIRS AND MAINTENANCE

12.1 Responsibility for Repairs and Maintenance

With the exception of capital expenditure as defined by the 'CIPFA Code of Practice on local authority accounting', Reading Borough Council will delegate all funding for repairs and maintenance to schools.

School's should set their own de-minimus limit in assigning whether work is classified as revenue or capital, the default being that used by the Authority.

For voluntary aided schools, the liability of the Authority for repairs and maintenance is the same as for other maintained schools.

Voluntary aided governor responsibilities are as set out in the DfE document 'Funding for premises-related work at Voluntary Aided (VA) Schools in England' effective from 1st April 2002. VA governors will continue to be eligible for grant from the DfE in respect of their statutory responsibilities and in addition they will have responsibility for other repair and maintenance items on the same basis as community and foundation schools. VA governing bodies are liable for:

- The existing buildings (internal and external);
- Those buildings previously known as 'excepted' (kitchens, dining areas, medical/dental rooms, swimming pools, caretakers' dwelling houses);
- Perimeter walls and fences, even if they are around the playing fields;
- Playgrounds;
- Furniture, fixtures and fittings - but not normally ICT equipment;
- Other capital items (which can include boiler replacements and replacement of services).

The Authority is liable for:

- Playing fields

SECTION 13: COMMUNITY FACILITIES

13.1 Application of Schemes for Financing Schools to the Community Facilities Power

Schools which choose to exercise the power conferred by s.27 (1) of the Education Act 2002 to provide community facilities will be subject to controls. Regulations made under s.28 (2), if made, can specify activities which may not be undertaken at all under the main enabling power. Section 88 of the Children and Families Act 2014 has removed the requirements in section 28(4) and section 28(5) of the Education Act 2002 for maintained schools in England. Under section 28(4) a school was obliged to consult its Authority and under section 28(5) a school must have regard to advice or guidance from the Secretary of State or their Authority when offering this type of provision.

Under s.28(1), the main limitations and restrictions on the power will be those contained in the maintaining authority's scheme for financing schools made under section 48 of the School Standards and Framework Act 1998 as amended by paragraph 2 of Schedule 3 to the Education Act 2002. This amendment extended the coverage of schemes to include the exercise of the powers of governing bodies to provide community facilities.

Schools are therefore subject to prohibitions, restrictions and limitations in the scheme for financing schools.

This part of the scheme does not extend to joint-use agreements; transfer of control agreements, or agreements between the Authority and schools to secure the provision of adult and community learning.

13.2 Consultation with the authority – financial aspects

Schools no longer need to consult the Authority when establishing community facilities. Nor do they have to have regard to advice given to them by their Authority. However, as public bodies, they are expected to act reasonably, and this includes consulting those affected by decisions they make.

13.3 Funding agreements – authority powers

Schools seeking to enter into any funding agreement with a third party either supplying funding or supplying funding and taking part in the provision, must submit any such proposed agreement to the Director of Education for comment. Schools must give the Authority a minimum of 4 weeks response time in such consultation.

Schools seeking Authority advice and submitting proposals to the Authority for comment must take into account the comments of the Authority and inform the Authority what action has been taken following Authority advice. Whilst the Authority has no right of veto for such agreements, if an agreement has been or is to be concluded against the wishes of the Authority, or as been concluded without informing the Authority, which in the view of the Authority is seriously prejudicial to the interests of the school or the Authority, that may constitute grounds for suspension of the right to a delegated budget.

13.4 Other prohibitions, restrictions and limitations

In cases where the Authority considers that a proposed project carries significant financial risks to the Authority, it may require the governing body concerned to make arrangements to protect the financial interests of the Authority by either carrying out the activity concerned through the vehicle of a limited company formed for the purpose, or by obtaining indemnity insurance for risks associated with the project as specified by the Authority.

13.5 Supply of financial information to the Authority

Schools which exercise the community facilities power should provide the Authority every six months with a summary statement showing the income and expenditure for the school arising from the facilities in question for the previous six months and on an estimated basis, for the next six months.

Should the Authority consider there to be cause for concern as to the school's management of the financial consequences of the exercise of the community facilities power, it may request financial statements every three months and the submission of a recovery plan for the activity in question if required.

Financial information relating to community facilities must be included in returns made by schools under the CFR framework.

Schedule 15 of the act provides that mismanagement of funds spent or received for community facilities is a basis for suspension of the right to delegation of the budget share.

13.6 Audit

Schools, in concluding funding agreements with other persons pursuant to the exercise of the community facilities power, should ensure that such agreements contain adequate provision for access by the Authority to the records and other property of those persons held on the school premises, or held elsewhere insofar as they relate to the activity in question, in order for the Authority to satisfy itself as to the propriety of expenditure on the facilities in question.

13.7 Treatment of income and surpluses

Schools may retain all net income derived from community facilities except where otherwise agreed with a funding provider.

Schools may carry such retained net income over from one financial year to the next as a separate community facility supply or transfer all or part of it to the budget share balance.

If the school is a community or community special school and the Authority ceases to maintain the school, any accumulated retained income obtained from exercise of the community facilities power reverts to the Authority.

13.8 Health and safety

The health and safety provisions of the main scheme (see section 11.5) also apply to the community facilities power.

The governing body will be responsible for the costs of securing Disclosure and Barring Service clearance, where appropriate for all adults involved in community activities taking place during the school day.

13.9 Insurance

It is the responsibility of the governing body to ensure adequate arrangements are made for insurance against risks arising from the exercise of the community facilities power. **The school should seek the Authority's advice before finalising any insurance arrangement for community facilities** and should allow a two week response time for the Authority. The Authority may undertake its own assessment of the insurance arrangements made by a school in respect of community facilities and if it judges those arrangements to be inadequate, make arrangements itself and charge the resultant cost to the school.

Instead of taking out insurance, a school may join the RPA for risks that are covered by the RPA.

13.10 Taxation

Schools should seek the advice of the Authority initially and the local VAT office or professional VAT advice on any issues relating to the possible imposition of Value Added Tax on income and expenditure in connection with community facilities and any company set up to manage such facilities.

Schools must fulfil the Authority's directions on VAT issues that impact on the Authority's VAT return or position.

If any member of staff employed by the school or Authority in connection with community facilities at the school is paid from funds held in a school's own back account, the school is likely to be held liable for payment of income tax and National Insurance, in line with HM Revenue and Customs rules.

Schools should follow Authority advice in relation to the Construction Industry Scheme where this is relevant to the exercise of community facilities power.

13.11 Banking

Schools should either maintain separate bank accounts for budget share and community facilities or have one account but with adequate internal accounting controls to maintain separation of funds. Schools should also have regard to the provisions at 3.5 and 3.6 above relating to the banks which may be used, signing of cheques, the titles of bank accounts, the contents of bank account mandates, and similar matters. The general approach to these matters should mirror these sections, except that a provision requiring that a mandate show the Authority as owner of the funds in the account should exempt the community facilities funds from that if they are not in the same account as the budget share.

ANNEXES

- A Schools Covered by the Scheme
- B Interest Charges on Advances
- C Requirement to provide data on Teacher Pensions
- D Responsibility for Redundancy and Early Retirement Costs

ANNEX A

SCHOOLS COVERED BY THE SCHEME

Nursery Schools:		
Blagrove	Caversham	Norcot
Blagdon	New Bridge	
Primary Schools:		
Alfred Sutton	Geoffrey Field Infant	Redlands Primary
All Saints Infants	Geoffrey Field Junior	Ridgeway Primary
Caversham Park Primary	Hill Primary,The	Southcote Primary
Caversham Primary	Katesgrove Primary	St. Anne's RC Primary
Christ The King RC Primary	Manor Primary	St. Martin's RC Primary
Coley Primary	Micklands Primary	St. Michael's Primary
E P Collier Primary	Moorlands Primary	Thameside Primary
Emmer Green Primary	Oxford Road Primary	Whitley Park Primary
English Martyrs' RC Primary	Park Lane Primary	Wilson Primary
Secondary Schools:		
Blessed Hugh Faringdon		
Special Schools:		
The Holy Brook		

ANNEX C

REQUIREMENT TO PROVIDE DATA ON TEACHER PENSIONS

In order to ensure that the performance of the duty on Reading Borough Council to supply Teachers Pensions with information under the Teachers' Pensions Regulations 2014, the following conditions are imposed on Reading Borough Council and governing bodies of all maintained schools covered by this Scheme in relation to their budget shares.

The conditions only apply to governing bodies of maintained schools that have not entered into an arrangement with Reading Borough Council to provide payroll services.

A governing body of any maintained school, whether or not the employer of the teachers at such a school, which has entered into any arrangement or agreement with a person other than the Authority to provide payroll services, shall ensure that any such arrangement or agreement is varied to require that person to supply salary, service and pensions data to the Authority which the Authority requires to submit its monthly return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. The Authority will advise schools each year of the timing, format and specification of the information required. A governing body shall also ensure that any such arrangement or agreement is varied to require that Additional Voluntary Contributions (AVCs) are passed to the Authority within the time limit specified in the AVC scheme. The governing body shall meet any consequential costs from the school's budget share.

A governing body of any maintained school which directly administers its payroll shall supply salary, service and pensions data to the Authority which the Authority requires to submit its monthly return of salary and service to Teachers' Pensions and to produce its audited contributions certificate. Reading Borough Council will advise schools each year of the timing, format and specification of the information required from each school. A governing body shall also ensure that Additional Voluntary Contributions (AVCs) are passed to the Authority within the time limit specified in the AVC scheme. The governing body shall meet any consequential costs from the school's budget share.

ANNEX D

RESPONSIBILITY FOR REDUNDANCY AND EARLY RETIREMENT COSTS

This guidance note summarises the position relating to the charging of voluntary early retirement and redundancy costs. It sets out what is specified in legislation and provides some examples of when it might be appropriate to charge an individual school's budget, the central schools budget or the Authority's non-schools budget.

Section 37 of the 2002 Education Act says:

(4) costs incurred by the local education authority in respect of any premature retirement of a member of the staff of a maintained school shall be met from the school's budget share for one or more financial years except in so far as the authority agree with the governing body in writing (whether before or after the retirement occurs) that they shall not be so met

(5) costs incurred by the local education authority in respect of the dismissal, or for the purpose of securing the resignation, of any member of the staff of a maintained school shall not be met from the school's budget share for any financial year except in so far as the authority have good reason for deducting those costs, or any part of those costs, from that share.

(6) The fact that the authority have a policy precluding dismissal of their employees by reason of redundancy is not to be regarded as a good reason for the purposes of subsection (5); and in this subsection the reference to dismissal by reason of redundancy shall be read in accordance with section 139 of the Employment Rights Act 1996 (c. 18).

The default position, therefore, is that premature retirement costs must be charged to the school's delegated budget, while redundancy costs must be charged to the Authority's budget. In the former case, the Authority has to agree otherwise for costs to be centrally funded, while in the latter case, there has to be a good reason for it not to be centrally funded, and that cannot include having a no redundancy policy. Ultimately, it would be for the courts to decide what was a good reason, but the examples set out below indicate the situations in which exceptions to the default position might be taken.

Charge of dismissal/resignation costs to delegated school budget

- If a school has decided to offer more generous terms than the authority's policy, then it would be reasonable to charge the excess to the school
- If a school is otherwise acting outside the Authority's policy
- Where the school is making staffing reductions which the Authority does not believe are necessary to either set a balanced budget or meet the conditions of a licensed deficit

- Where staffing reductions arise from a deficit caused by factors within the school's control
- Where the school has excess surplus balances and no agreed plan to use these
- Where a school has refused to engage with the Authority's redeployment policy

Charge of premature retirement costs to Authority non-schools budget

- Where a school has a long-term reduction in pupil numbers and charging such costs to their budget would impact on standards
- Where a school is closing, does not have sufficient balances to cover the costs and where the central schools budget does not have capacity to absorb the deficit
- Where charging such costs to the school's budget would prevent the school from complying with a requirement to recover a licensed deficit within the agreed timescale
- Where a school is in special measures, does not have excess balances and employment of the relevant staff is being/has been terminated as a result of Authority or government intervention to improve standards

Costs of early retirements or redundancies may only be charged to the central part of the schools budget where the expenditure is to be incurred as a result of decisions made before 1st April 2013. Costs may not exceed the amount budgeted in the previous financial year.

It is important that the Authority discusses its policy with its Schools' Forum. Although each case should be considered on its merits, this should be within an agreed framework. It may be reasonable to share costs in some cases, and some authorities operate a panel to adjudicate on applications.

A de-delegated contingency could be provided, if Schools' Forum agree, to support individual schools where "a governing body has incurred expenditure which it would be unreasonable to expect them to meet from the school's budget share".

For staff employed under the community facilities power, the default position is that any costs must be met by the governing body, and can be funded from the school's delegated budget if the governing body is satisfied that this will not interfere to a significant extent with the performance of any duties imposed on them by the Education Acts, including the requirement to conduct the school with a view to promoting high standards of educational achievement. Section 37 now states:

*(7) Where a local education authority incur costs—
(a) in respect of any premature retirement of any member of the staff of a maintained school who is employed for community purposes, or
(b) in respect of the dismissal, or for the purpose of securing the resignation, of any member of the staff of a maintained school who is employed for those purposes,*

they shall recover those costs from the governing body except in so far as the authority agree with the governing body in writing (whether before or after the retirement, dismissal or resignation occurs) that they shall not be so recoverable.

(7A) Any amount payable by virtue of subsection (7) by the governing body of a maintained school to the local education authority may be met by the governing body out of the school's budget share for any funding period if and to the extent that the condition in subsection (7B) is met.

(7B) The condition is that the governing body are satisfied that meeting the amount out of the school's budget share will not to a significant extent interfere with the performance of any duty imposed on them by section 21(2) or by any other provision of the Education Acts.

(8) Where a person is employed partly for community purposes and partly for other purposes, any payment or costs in respect of that person is to be apportioned between the two purposes; and the preceding provisions of this section shall apply separately to each part of the payment or costs.

Reading Cultural Education Partnership

Email Reading.cep@reading.gov.uk to join a network for schools and teachers that champion arts and cultural activities that support education and wellbeing.

What is Reading CEP?

Reading Cultural Education Partnership (CEP) is made up of local cultural organisations and key strategic partners, that is supported by the Cultural Placemaking Officer in the local authority. It was set up in 2016 to ensure every child and young person in Reading has the opportunity to aspire, achieve, and participate in high quality arts and culture. We deliver these aims by developing a collaborative infrastructure between organisations that can sustain high levels of engagement now and into the future.

What does the CEP do?

The CEP has 3 aims for 2020-24: (1) Champion the youth voice and empower more children and young people to be able to engage with and shape culture in Reading, (2) Develop cultural communities by ensuring there are clear pathways for children and young people’s development in cultural activities and careers, and (3) Contribute to the wider cultural sector by developing the representation of the CEP and clarifying its functions. This year we are beginning to speak to stakeholders about what the strategic aims should be for the second half of the decade and for this we need to engage schools.

Children and Young People’s Wellbeing Project 2022

The most recent joint project of the CEP is coming to a close – we commissioned three programmes aimed at improving wellbeing for children at risk of missing education:

Make/Sense Theatre and RABBLE Theatre gemma@rabbletheatre.com	Dance Reading liz@dancereading.com	Reading FC Community Trust pbrown@readingfc.co.uk
<i>Theatre-based alternative provision for children with SEMH needs and SEND with primary school and secondary school strands. Weekly small group sessions and work towards an Arts Award</i>	<i>Dance festival, workshops and Arts Award delivery in primary and secondary schools. Mentoring for aspiring creatives who would otherwise struggle to access development opportunities.</i>	<i>Participants guided which creative activities they wanted (including music, visual arts, and crafts) and we trained Arts Awards advisers and purchased materials and equipment for these activities.</i>

“Unique to the arts is the element of creative self-expression that plays a crucial role in psychological development”

Pending funding, all three of these programmes will continue next academic year and others will be created. We also want to create a schools liaison role to hear your views on what programmes would benefit your schools. In the meantime, you could join a low-commitment network to hear about the latest opportunities from arts organisations in Reading and all of Berkshire.

What's next?

Reading has many fantastic arts organisations that cover music, drama, dance, visual arts, and more. In addition, there are four National Portfolio organisations directly funded by Arts Council England with extensive programmes in this town alone. Plus, we have links through CEP networks to arts organisations across the country and promote educational opportunities for all. The only thing we are missing is a link to your school so that we can plan together what would meet the needs of your students and staff. Join our network today by emailing Reading.cep@reading.gov.uk

