

Schools Forum

Date: 28 April 2022

Time: 4.00pm

Venue: Virtual Teams Meeting

Reports

Reports will be emailed to members prior to the meeting. Papers can also be accessed on the Council's website

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/schools/services/a-z/schools-forum>

Members of the Forum

Primary Heads Maintained x 2

Mungo Sheppard (Ash Green Primary School)

Jo Buckley (Old Town Primary School)

Primary Governors Maintained x 2

Adam McNicholl (Hebden Royd Primary School)

Mary Carrigan (Castle Hill Primary School)

Primary Governor Substitute

James Ratcliffe (St Augustine's Junior and Infant CE (VA) School)

Secondary Head Maintained x 1

Tony Guise (Calder High School)

Secondary Head Teacher Substitute

Gill Shirt (Todmorden High School)

Secondary Governor Maintained x 1

Vacant

Special School Representative x 1

Debbie Sweet (Highbury School)

Academy Members x 10

Karen Morley (Scout Road Academy)

John Eccleston (Warley Road Primary Academy)

Andrew Fisher (North Halifax Grammar)

Julie Kendall (Together Learning Trust)

Dan Burns (Old Earth Primary School)

Richard Horsfield (Brighouse High School)

Brian Robson (Brighouse High School)

Darren Senior (Beech Hill School)

Phillip Hannah (The Whitley AP Academy)

Bill Montague (The Crossley Heath School)

Academy Substitutes

Ivan Kuzio (Trinity MAT)

Emma Casson (North Halifax Grammar)

Roman Catholic

Brenda Monteith (Highbury School)

Church of England

Anne Craven (St John's (CE) Primary Academy, Clifton)

Calderdale Federation of Education

Yvonne Carr (National Education Union)

Staff Unions

Post 16 Representative

Julia Gray (Calderdale College)

Early Years Representative

Vacant

Cllr Adam Wilkinson, Cabinet Member for Children's Social Care and Lead Member for Children's Services. (Observer status only)

AGENDA

1. **Substitutes nominated for this meeting and apologies for absence. (To be notified in writing 24 hours in advance.)**
2. **Members Interests** – Members are reminded of the need to declare any interest they might have in relation to the items of business on this agenda.
3. **Admission of the Public** - it is not recommended that the public be excluded from the meeting for the consideration of the items of business on this agenda.
4. **Minutes of the Schools Forum held on 13 January 2022.**

To approve the Schools Forum minutes.

- | | | |
|-----|--|----------------------|
| 5. | Elect Chair and Vice Chair

Decision | Ian Hughes |
| 6. | Allocation of Funding to School Improvement Clusters (half year report) Report

Information | Connie Beirne |
| 7. | Spend on High Needs Block Provision, including arrangements for commissioned places for pupils with Special Educational Needs

Report – Information | Lesley Bowyer |
| 8. | Maintained School Balances – Spring Monitor

Report – Information | Jane Davy |
| 9. | Local Authority Redundancy Policy

Report – Information/Discussion | Jane Davy |
| 10. | Allocation of 2022/23 Central Service Schools block (CSSB) central spend

Report – Decision | Lesley Bowyer |

- | | |
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| 11. Schools White Paper: opportunity for all and SEND and AP Green Paper | Lesley Bowyer |
| Verbal update – Information/Consultation | |
| 12. Self-Assessment Feedback | Ian Hughes |
| Verbal Update - Discussion | |
| 13. Work Programme | Richard Morse |
| Report – information | |
| 14. Any Other Business | Chair |
| Questions to be submitted a minimum 3 days prior to the meeting in writing to:
CalderdaleSchoolsForum@calderdale.gov.uk
Questions will only be permitted if relevant to the business of the Forum and at the discretion of the Forum Chair. | |
| 15. Future Dates | Richard Morse |
| 23 June 2022
24 November 2022
12 January 2023
27 April 2023
22 June 2023 | |
| All meetings will start at 4pm
Venue: TBC | |

CALDERDALE SCHOOLS FORUM
13 January 2022 – Virtual Meeting Via Teams

PRESENT:

Phil Bishop (Secondary Maintained – Governor and Chair)
Brenda Monteith (Roman Catholic)
Karen Morley (Academy)
John Eccleston (Academy)
Julie Kendall (Academy)
Jo Buckley (Primary Maintained)
Adam McNichol (Primary Governors Maintained)
Yvonne Carr (Unions)
Julia Gray (Post 16)
Mungo Shepherd (Primary Maintained)
Tony Guise (Secondary Maintained)
Bill Montague (Secondary Governor Academy)
Andrew Fisher (Academy)
Richard Horsfield (Academy)

IN ATTENDANCE:

Richard Morse (Senior Commissioning Officer – School Organisation and Planning)
Jane Davy (Finance Officer)
Martyn Sharples (Finance Officer)
Connie Beirne (Senior School Effectiveness Officer)
Michael Holgate (Account Manager – Services for Schools)
Helen Smith (minute taker)

APOLOGIES

Lesley Bowyer (Assistant Director – Education and Inclusion)
Brian Robson (Academy Governor)
Dan Burns (Academy)
Phil Hannah (Academy)
Darren Senior (Academy)
Mary Carrigan (Primary Governors Maintained)
Marie Briggs (Early Years)
Debbie Sweet (Special School)

1. Substitutes nominated for this meeting and apologies for absence

Andrew Fisher for Emma Casson on a permanent basis.

2. Members Interests

None.

3. Admission of the Public

David Graham
Loretta Self.

4. Minutes of the Schools Forum held on 30 November 2021

Minutes approved.

5. Forum Constitution and Terms of Office - verbal

No concerns for this meeting.

6. Early Years Block Provision, Central Spend

Questions from Schools Forum Members around what are the Local Authority spending money on internally, why is this not funded from Local Authority funds and what is the sufficiency?

Martyn explained that there is a national funding formula set out in the regulations for Local Authorities using the funds which states that Local Authorities should centrally retain up to a maximum of 5% of the 3-4 year old entitlement. Historically, Calderdale has only centrally retained 2.5% to cover IT licences, but after discussions with the DfE and consultations with other Local Authorities, it was discovered that it is expected the Local Authority are to fund the Early Years Central Support Teams from the DSG and Calderdale were out of step with other Local Authorities; our figures were queried by the DfE, as our figures look very different from other Local Authorities, as we don't top slice they queried how we were paying for early years central support. The majority of Local Authorities take up to 5%, Calderdale decided a couple of years ago that we would gradually increase as and when we could, on the back of increases in funding. Last year we pulled across 3.45% (£30,000) which helped to fund IT infrastructure, databases for information we need to manage, sufficiency and information to parents and providers, as well as collecting head count data from everyone and enable the administration of this and make payments. Next year this is planned to increase to £34,000, as Calderdale will be procuring a new IT system and in this current year, we have spent nearly £80,000 accrued for replacement systems, funding staffing directly working within early years, other than for cover, not just staff salary and overheads costs and some has been retained for the Early Years Support Team.

Sufficiency refers to the Early Years and Childcare Sufficiency Team, the team deal with all data and management and payments, also deal with queries from parents and providers; the team also includes Early Years Improvement Officers.

Questions around what is the average top slice across the country for central services? Martyn advised he does not have this figure to hand, as due to COVID the benchmarking exercises have not taken place. However, Martyn advised from his own experience and talking with other Local Authorities, it is between 4.5-5%.

Martyn also explained that the increase this year has gone towards funding an additional member of staff and we will try to do this again if we get an increase in funding. The whole Early Years Teams are funded through the centrally retained amount.

Approved.

7. Reforming how the Local Authority School Improvement Functions are Funded

Since Lesley submitted her report for Schools Forum this time, we have had confirmation that the Local Authority will receive half the Brokerage Grant from April 2022 and this will cease entirely in April 2023. Therefore, voting will be on a single unit of de-delegation, either 1a, 2a or 3.

Some Schools Forum Members expressed their concerns around the loss of funding for School Improvement functions as many schools are vulnerable to Ofsted inspections and have dropped to a lower judgement and need support at this difficult time.

Discussion on how we can keep this service alive as long as possible. Feedback has been received from CPHA members.

Discussion on what quality assurance mechanisms will be in place if Schools Forum approves Option 2; the existing capacity is not enough now and recruitment to this service has been difficult. Within fair funding, some schools do not benefit as much as others; discussion as to how costs will be calculated. Would schools in risk category A and B contribute less? Also do academies benefit from the service the same way as maintained schools – is there any inequality there? All schools have benefitted from the service over the last year, is the contribution equitable? What about the longer-term plans, as maintained schools reduce and academisation accelerates, invariably there will be fewer schools contributing; how will a longer-term strategic plan be supported in the future? The current cost of the service is £147,000 per annum, which doesn't seem to be enough; if it is, this is a bargain.

Contributions equate to 24 days of officer's time; as some schools have only realistically had 3-4 days per year, it doesn't feel like value for money and are paying for services they do not receive; this is in no way a disrespect to officers and the work they have done.

Connie started by addressing the question of quality assurance: within the teams each officer is quality assured by their line manager, managers report to Connie and oversight of the team is conducted by Lesley Bowyer. All programmes that the service offer are evaluated after each session and feedback through progress meetings, visits and emails reflects the very high praise on work carried out.

Regarding issues of capacity, the team are looking to recruit additional associates to the team. At this time there is no capacity within the team to take on the volume of commissioned work, recruitment will increase capacity and generate income. During the previous year, the team managed to hit financial targets that had been set, which is remarkable under the extreme circumstances.

Fare funding and benefits: fare funding and the School Improvement Partnership Board and Clusters funding is for academies and maintained schools and additional monies were received to address the priorities within the Education Recovery Plan. The Monitoring and Brokerage grant focusses on Schools Causing Concern.

Risk A and B schools: focus is on Risk C and D; A and Bs still have a named School Effectiveness Officer and Officers do commissioned work with A and B schools; School Effectiveness Officers make termly contact with all academies as well as offering any support should the school request this. It has been difficult to get on site to schools during lockdown and Officers want to be in schools, working to support them which has been difficult while working remotely. It is concerning that we are finding some previously A and B schools now becoming Risk C and therefore requiring more Schools Improvement support from the School Effectiveness Team.

Academies do benefit from cluster work and the Partnership Board funding.

The Government agenda is, working to academise more schools and we have a really good School Effectiveness Service in Calderdale and we don't want to lose this; many other Local Authorities are not so lucky. We will need to wait to read the white paper and plan accordingly. The request today is for funding for the next financial year only.

It is key to remember that the Schools Improvement Monitoring and Brokerage Grant focuses on maintained schools, who are causing concern.

Question, do schools have enough money to support this and sustain services going forward as some schools may not be able to afford the service? Is it time to look at a more fully traded service?

Question, have academies been approached to see if they will contribute to funding? No, as they are funded directly, they would prefer to buy in as and when needed. Also MAT pay into central services, so in effect would pay double. There is no best answer for these difficult issues.

Option 2: first element (all Schools Forum Members) **approved**.

Option 2: second element (maintained Schools Forum Members) **approved**.

Request that Connie take this back to Lesley for discussion, in particular how this will work going forward in the longer term and is there a better longer-term solution.

8. Schools Funding Update

View required on school block allocation.

The Chair noted that members were grateful for the input and supportive of this.

9. Falling Rolls

Members note estimate and agree for that purpose.

Discussion on how you calculate this per school? There is a criteria which is listed in the previous paper as an appendix if Schools Forum Members need to refer to this.

Approved.

10. Growth funding report 2021/22 and 2022/23

Approved.

11. Review of Services for Schools

Question, it is clear what the statutory duties are, are there any that go beyond this and is there additionality if wanted/needed? Also, have any costs reduced with the move to working more at home? Where the report mentions strategic planning service, particularly dismissal and permanent retirement – what does this mean?

Michael is only aware of 1 service that is offering over and above, which is the Health and Safety offer; CLT have taken the decision that certain duties need to be addressed around Health and Safety.

A number of services detailed in the report are base funded and traded services.

With regards to reducing costs as staff are working more from home, it is difficult to quantify at the moment; there have been increased costs around IT and the picture of working from home is different for each service and is proving difficult to predict. For example, EWO visits have reduced, but Health and Safety visits to schools have doubled during the pandemic. At this point in time it is unsure how many staff will return to office-based working. Business plans are being reviewed and where savings can be made, this is happening. Government support to schools has reduced as schools go to academies, but there are still statutory duties for academies; each is considered on a case-by-case basis.

There is a statutory provision for education as a whole, but Michael has no examples as yet; he will ask the question and feedback to members.

Paper noted.

12. De-delegation Including Union Facilities

Voting:

Item A: (primary maintained Schools Forum Members) **recommendation passed**

Item B: (secondary maintained Schools Forum Members) **recommendation passed**

Item C: (primary and secondary Schools Forum Members) 40p increase **recommendation passed**

13. Good Practice and Self-Assessment

Please could all members complete the self-assessment form and return to Helen by the end of the month.

To bring the feedback to the next Schools Forum.

14. Work Programme

Report noted.

Lesley to bring the proposed reforms of the School Effectiveness Service, and longer-term plans, to a future Schools Forum; to include any national feedback as there are bigger ramifications nationally, not just for Calderdale.

15. Any other business

None.

16. Future dates

28 April 2022

23 June 2022

All meetings will start at 4pm

Venue: Virtual

Report to Schools Forum

Meeting Date	Thursday 28 April 2022
Subject	Impact of Allocation of Funding to School Improvement Clusters (half yearly report)
Report Author	Connie Beirne Interim Service Manager for Early Years and Schools Strategy and Performance

Report purpose

- To provide members of the Schools Forum with a summary of the impact of funding allocated to each Cluster via the agreed formula. The impact of funding to schools allocated through agreed bids up to and including March 2022 will be reported in November 2022, following evaluation at that point. It has been difficult for some of the bids awarded to be able to meet original agreed deadlines, due to the effect of COVID-19 on schools. This report contains a summary of the accounts provided by clusters (form A4). Full information is on the A4 forms which are available on request – see point 3b.
- To provide a summary of the impact of funding across Calderdale schools as a whole over the past financial year.

Need for consideration

The effectiveness of use of Dedicated Schools Grant funding in securing school improvement.

Need for decision

- This report is for information about the impact of school improvement funds.
- Information is provided to support decision making by Schools Forum about future funding for the self-improving school cluster model in Calderdale.

Contact Officers

Lesley Bowyer – Assistant Director: Education and Inclusion lesley.bowyer@calderdale.gov.uk

Connie Beirne - Interim Service Manager for Early Years and School Strategy and Performance connie.beirne@calderdale.gov.uk

Report to Schools Forum

1. Background information and context

1. The Calderdale Partnership School Improvement Board (CPSIB), working with Local Authority officers, reports twice a year to the Schools Forum on allocations made during the year from this fund and on the impact of those allocations.
2. A full breakdown of funding allocations is provided in **Appendix 1**.

Funding for the financial year 2021-22 was:

Ongoing DSG Funding	£364,000
Additional One-off Funding from DSG Savings	£340,000
Brought Forward	£102,143
Budget	£806,143

Funding for the financial year 2022-23 is:

Ongoing DSG Funding	£364,000
Proposed Additional One-off Funding from DSG Savings (subject to Schools Forum approval)	£96,000
Brought Forward	£106,364
Budget	£566,364

3. As these funds are top sliced from the historic element of Calderdale's Dedicated Schools Grant (DSG), they can be accessed by both maintained schools and academies, through funding allocated to clusters and following appropriately approved bids through the Calderdale Partnership School Improvement Board (CPSIB). However, DSG funding is restricted to Pre-16 pupils, in which case these funds are not available for Post 16 provision.

2. Main issues for Schools Forum

- 1) £102,143 was brought forward from the financial year 2020-21, which with the budget allocation of £364,000 and the additional one-off funding of £340,000 from DSG savings that was approved by the Schools Forum, gave a total budget for 2021-22 of £806,143. The total spend in 2021-22 was £699,779, leaving a carry forward of £106,364.
- 2) Whilst the historic element of the DSG is reducing once again by 20% in 2022-23, there remains sufficient funding to allocate the annual budget of £364,000 to the CPSIB. There is a further element of £96,000 available in the historic

element which can provide additional one-off funding, subject to approval by the Schools Forum. The total proposed budget for 2022-23 will therefore be £566,364 which will allow for effective resourcing of agreed school improvement activity to support COVID recovery. The additional one-off funding will be used to fund the back fill for cluster lead heads (£2,250 each) agreed at the last CPSIB meeting along with a £2,000 additional payment to each cluster leaving an amount of £62,000 to add to funds available for bids (**Appendix 1**).

- 3) The CPSIB considers each bid against the criteria in the Partnership Framework, with a particular focus on supporting proactive bids that benefit a number of schools and which are supported by evidence-based research. An increasing number of bids presented focus upon addressing staff and pupil health and wellbeing needs due to COVID-19 as well as opening out further enrichment opportunities that became inaccessible to children during the pandemic.
- 4) A summary of the impact of allocations for funds allocated can be found in **Appendix 2**. Please contact Connie Beirne - Connie.beirne@calderdale.gov.uk for full details. Impact reports will be presented for bids funded between March 2021 and October 2021 at the Board meeting in July 2022 and bids approved at the March 2021 meeting will be evaluated and reported in November 2022.
- 5) A summary of the itemised Cluster Finance Reports is included in Appendix 2 for information.
 - a. As reported in November 2021, eight maintained primary schools were eligible for the DFE School Improvement/Trust Support offer in 2020-21. All eligible schools were able to access 3 days of NLE support, and going forward, as other schools receive Ofsted judgements of Requires Improvement, we continue to work with the DFE and schools to access this free offer of support.
 - b. A programme of improvement work, through clusters and the Calderdale Primary Development Programme has continued to address key priorities during the pandemic. The School Effectiveness Service (SES) has worked with Cluster Officers to ensure that work can be adapted and continue during the period of restrictions. Work has also taken place to support schools in curriculum development to address the increased gaps expected to be seen for key groups and to plan for the missed sequences of learning. These programmes have been highly successful and impact is evident in schools.
 - c. All schools will have contact from their allocated School Effectiveness Officer in the summer term and appropriate ways of working will be agreed with Band C and D schools to continue the Local Authority's statutory duty of support, challenge and brokering of support.

3. Impact of funding, targets and milestones

1. Almost all schools engage well with the self-improving school cluster model and benefit from joint working and improvement work specific to the needs of the cluster. Consequently, funding from the DSG is having a measurable impact on outcomes for children and young people across the borough.

2. Use of DSG funding enables clusters to be professionally led by a Cluster Officer (remunerated through cluster funding) and a Cluster Lead Headteacher (to be funded to attend CPSIB from April 2022). As a result, the improvement plans are sharply focused in clusters to ensure that local priorities are addressed, linked to the LA priorities and development plans.
- c) Cluster funding is used to provide support and challenge to schools where concerns are identified enabling early intervention and an additional level of support prior to any bids being submitted to the CPSIB.
- d) Whilst there has been little published data since the start of the pandemic, the impact of work undertaken by individual schools, clusters and the School Effectiveness Service (SES) was evident in the 2019 outcomes which improved at almost all headline measures in early years and primary phase, with attainment at the end of Key Stage 2 improving to be in-line with national for all pupils. Primary phase progress measures in Reading and Mathematics were above national and progress in Writing, whilst below national, improved from -1.6 in 2017 to -0.8 in 2019. Outcomes in secondary phase remained consistently strong. Nonetheless, key priorities continued to include closing the gap for disadvantaged children and those with SEND, raising attainment to be at least in line with national at all key stages and ensuring progress at the end of key stage 2 in Writing is at least in line with national.
- e) The national data has not yet been published for the Phonics Screening Check carried out with Year 2 pupils in autumn 2021. However, the emerging data shows that Calderdale pupils achieved above the national average for all key groups and overall showed an increase compared to a drop in the emerging national data.
- f) Outcomes published for Key Stage 4, whilst not comparable to previous years, is a similar very positive picture, showing that Calderdale students outperformed all students nationally at all key measures, other than for the % of students achieving Ebacc at grades 9-5.
- g) The Education Recovery Plan 2021-26 includes 4 strands of work: Education Recovery, Wellbeing, Workforce Development and Digital Inclusion. Much of the work taking place across clusters, links to one or more of these strands of work.
- h) School Effectiveness Officers would usually conduct a detailed analysis of unvalidated data however, changes to assessment along with statutory guidance that data will not be used for accountability purposes in both 2020 and 2021 means there is no analysis to support evaluations as to the impact of improvement work. However, statutory assessments will take place in summer 2022, so a detailed analysis of unvalidated data will take place later this year.
- i) School improvement work has continued along with a priority for schools, clusters and the School Effectiveness Service to support during the pandemic, including during periods of restricted attendance and high local rates of transmission to enable schools to operate safely and effectively.

- j) There have been challenges in measuring the impact of work during the pandemic, however, in this academic year 2021/22, statutory assessments from early years through to the end of key stage 2 and of exams at the end of key stages 4 and 5 will take place. Therefore, the Local Authority risk assessment process regarding school effectiveness will continue to be undertaken using unvalidated data, all available information and the school's own self-assessment.
- k) Ofsted returned to full inspections from September 2021. 82% of Calderdale primary schools were judged to be Good or better at the end of February 2022 compared to 88% nationally, Calderdale ranking 134/152 LAs (down from 130/152 in March 2021). In the secondary phase 77% of schools were judged Good or better in Calderdale compared to 78% nationally, rank 87/152 LAs. The special schools and alternative provision are all at least Good and Calderdale ranks 1 for those groups of schools. Improving the Ofsted rating of schools in Calderdale remains a priority.

4. Resource implications

- 1 The funding for the self-improving school cluster model is having an impact on improving outcomes for children and in the ability to respond to changing needs during the pandemic. It is currently funded through DSG which is reducing over time.

5. Recommendations

- 1. The Schools Forum accepts this report on the allocation of funding to school improvement clusters.

6. Reasons for recommendations

- a)** Schools have faced unprecedented challenges during the COVID pandemic and the work of clusters and the School Effectiveness Service has been vital in supporting schools to respond to ever changing guidance and situations whilst continuing to focus on the quality of education through remote and face-to-face learning and the safeguarding, health and wellbeing of pupils and staff.
- b)** Whilst the impact of funding allocation is evident through the excellent response of schools during this period and the improvements already secured, further work is required to ensure children in Calderdale achieve at least as well as their peers nationally at all key points and are educated in schools that are at least Good.
- c)** The data available for Year 2 Phonics and end of key stage 4 shows that all groups of students have achieved better than the same groups nationally. There remain inequalities for disadvantaged children and those with SEND which are expected to have widened during a two-year period of disrupted education. School improvement funding is required to support clusters and schools in closing those gaps.

7. Appendices

Appendix 1

Calderdale Partnership School Improvement Board

Funding for Financial Year 2021-22		£
On-going Budget		£364,000
Additional one-off funding from DSG savings		£340,000
Balance Brought Forward		£102,143
Budget		£806,143

Cluster Funding - Allocation 2021-22		
Calder Valley (Midgley)		£31,920
East Calderdale (Woodhouse Primary School)		£53,119
Elland (Cross Lane)		£39,399
North Halifax (Christ Church Pellon)		£63,137
Secondary (Halifax Academy)		£131,669
Sowerby Bridge (St Mary's J&I Sowerby)		£40,521
Todmorden (Castle Hill J&I)		£32,924
Special Provision (William Henry Smith)		£28,539
Total		£421,228

Bids Agreed July 2021		
Elland Cluster		£22,675
Lee Mount		£11,500
Todmorden Cluster		£36,251
Trinity Academy Grammar		£5,280
SPC Training		£24,000
SBM Network		£2,000
Park Lane Academy		£8,000
Total		£109,706

Bids Agreed October 2021		
School Effectiveness Heartstone		£29,000

School Effectiveness Curriculum		£6,000
CVC – Hebden Royd		£4,500
Total		£39,500

Bids Agreed December 2021		
School Effectiveness Curriculum		£6,000
Carr Green and Salterhebble		£14,800
Sowerby Bridge		£12,500
Total		£33,300

Bids Agreed March 2022		
The Calder Learning Trust		£4,450
School Effectiveness – New Heads support programme		£30,000
EEF/CPHA: Literacy		£18,125
Todmorden Cluster		£10,000
Total		£62,575

Total all funding		£806,143
Total Allocations		£699,779
Balance Carried Forward		£106,364

Funding for Financial Year 2022-23	£
On-going Budget	£364,000
Additional one-off funding from DSG savings	£96,000
Balance Brought Forward	£106,364
Budget	£566,364

Cluster Funding - Allocation 2022-23		Additional Fund allocation (Heads backfill £2,250 and additional £2K per cluster)
Calder Valley (Midgley)	£23,512	£4,250

East Calderdale (Woodhouse Primary School)	£32,890	£4,250
Elland (Cross Lane)	£26,956	£4,250
North Halifax (Christ Church Pellon)	£37,135	£4,250
Secondary (The North Halifax Grammar)	£67,345	£4,250
Sowerby Bridge (St Mary's J&I Sowerby)	£26,671	£4,250
Todmorden (Walsden St Peter's)	£24,136	£4,250
Special Provision (William Henry Smith)	£20,320	£4,250
Total	£258,965	£34,000

Total all funding	£566,364	
Cluster Formula allocations – as above	£292,965	
Balance available	£273,399	

Appendix 2 – Impact of Allocation of Funding (these will be re-evaluated in light of no statutory assessments) – Impact reports to CPSIB July 2022

Bids Agreed March 2021 – Oct 2022	
East Calderdale Cluster	£22,200
Sowerby Bridge Cluster	£8,970
Elland Cluster	£22,675
Trinity Academy Grammar	£5,280
SPC Training	£24,000
SBM Network	£2,000
Park Lane Academy	£8,000
Calder Valley Cluster – Hebden Royd	£4,500

Calder Valley Cluster	
Focus	Impact
<p>Priority 1: Leadership To continue to develop leadership at all levels across the cluster</p>	<p><u>March 2021 to July 2021</u> This builds on the progress reported Sept-February 2021 (see below)</p> <ul style="list-style-type: none"> Senior leaders feel that they have been well supported working collaboratively with cluster colleagues during the global pandemic (COVID-19). <i>'The support this year has been vital. The support by the Cluster What's App, by emails and at cluster meetings by Zoom has been really important to me. It has kept us going in difficult times knowing that you are not the only one and that there is always some to answer any problems or when you need a lift! We also share good news and a laugh on it which has been equally important!'</i> <i>'Signposting and information sharing about experiences of NTP programme, COVID-19 guidance and falling roll funds also very useful'</i> SEND, EY and maths leaders further developed their skills leading networks across the cluster working collaboratively. The early years and SEND networks were very well attended and enabled leaders to share their work, including blended learning and supporting vulnerable pupils. The cluster officer delivered a training session with a focus on the Education Inspection Handbook for EY and SEND leaders. The maths network only met once and there is currently no English network due to no one wishing to take on the role as the network leader. The governor representative has continued to keep other governors up to date with the working of the cluster, providing a termly summary of the key actions. Leaders have kept up to date with national and Ofsted updates, the cluster officer has provided regular feedback. Comments from the end year headteacher evaluations of the cluster working: <i>'During my first year of headship the CVC was critical to my knowledge and understanding of the wider priorities of schools. It has given me opportunities to access information and support in a timely and appropriate manner.'</i> <i>'Maths, EYFS and SENCo leaders have attended networks which has enabled us to keep abreast of updates and new initiatives. The networking especially during Covid has been vital for staff morale and wellbeing'</i> <i>'Useful signposting which I have used such as signposting to Noah's Ark for pupil counselling'</i> <i>'Our SEND, Early Years and Maths lead have benefitted from attending the cluster meetings – giving them an increased understanding of current priorities, sharing good practice and support and advice'.</i>

	<p><i>'Leading the group has really built our EYS teacher's self-confidence'</i></p> <p><u>End of year</u></p> <ul style="list-style-type: none"> - Senior leaders feel that they have been well supported working collaboratively with cluster colleagues during the global pandemic (COVID-19). - Middle leaders further develop their skills leading networks across the cluster working collaboratively. - Senior leaders provide effective mentoring and coaching to middle leaders. - Subject leadership within schools continues to develop and pupils access a high quality of education.
<p>Priority 2: Health and Wellbeing: To continue to support the health and wellbeing of staff and pupils</p>	<p><u>March 2021 to July 2021</u></p> <p>This builds on the progress reported Sept-February 2021 (see below)</p> <ul style="list-style-type: none"> • A headteacher has provided information about the benefits of the Calderdale Mental Health Support Teams. Four more CVC schools have been successful to start next year • Audit of Forest School provision across the cluster and staff expertise. Plans to work collaboratively next year. • Review of CVC EHNA. Some positive outcomes from the annual eHNA survey e.g. <ul style="list-style-type: none"> - High number of pupils (80% upwards) had been taught or felt well informed about topics such as healthy relationships, keeping safe online, diet, nutrition and exercise and emotional well-being - 83% of pupils feel safe using the internet all the time/quite often. Only 1% never felt safe. - 76% of pupils feel as though they are 'thriving' in life • Comments from the end year headteacher evaluations of the cluster working: <p><i>'CVC has had a positive impact on my well-being due to the advice, support and shared ideas from MJ and other heads'.</i></p> <p><i>'Staff absence in school has been low. Pupil absence is low. 80% of pupils described their health as excellent or good in the EHNA survey'.</i></p> <p><i>'Additional funding for this has allowed us to purchase more art materials and more playground equipment to encourage healthy lifestyles'</i></p> <p><i>'Having the funding to do the scoping exercise across the cluster, gave everyone a chance to share alternative approaches'</i></p> <p><i>'Funding has allowed us to have Luke Ambler in for a well-being programme with Year 5/6 pupils'</i></p> <p><i>'Wellbeing journals have also been purchased for all KS2 pupils'</i></p> <p><i>'Networking has helped staff especially during Covid'</i></p> <p><i>'Funding has helped to develop our Forest School so that each class uses on a weekly basis'</i></p>

	<p><i>‘Again, the opportunities the CVC has provided in supporting or guiding to appropriate levels of information has been crucial during 20/21 (mid pandemic). Luke Ambler sessions for children, discussion regarding EHNA and School nursing team and information sharing regarding in-house issues has been critical to accessing fast and appropriate levels information’</i></p> <p><u>End of year</u></p> <ul style="list-style-type: none"> - Internal anecdotal evidence demonstrates that staff and pupils have been well supported. - Positive outcomes from the annual eHNA survey (Electronic health needs assessment).
<p>Priority 3: Learning: To continue to support pupils to achieve well; identifying and teaching gaps in learning and teaching the curriculum through blended learning including remote</p>	<p><u>March 2021 to July 2021</u> This builds on the progress reported Sept-February 2021 (see below)</p> <ul style="list-style-type: none"> • There were no statutory tests in 2020-2021 to compare to national • Schools report they delivered a full curriculum by summer 2021. • The EY and SEND network have met to share practice, including blended learning • 39 teaching assistants in CVC attended a 6 weeks course to further develop their maths subject knowledge, this was delivered by the WY Maths Hub-the feedback was positive (see below) • Maths leaders worked together looking at catch up plans, gaps, platforms used, interventions and the EYFS • EY leaders looked at New EY Foundations Stage Framework, Development Matters, Baseline, Early Excellence Course feedback-preparing for change • SEND leaders met the head of Calderdale SEND team to talk about LA provision. • Comments from the end year headteacher evaluations of the cluster working: <p><i>‘Very positive feedback from Tas on the Maths course run by the Maths Hub. Tas reported a more secure understanding of Maths concepts, how best to support the teaching of these and how the Maths curriculum is structured over the year groups.’</i></p> <p><i>‘The funding to carry out the scoping of remote learning across the cluster allowed everyone to share ideas for how best to provide a good quality of provision.’</i></p> <p><i>‘7 of our TAs completed the White Rose Maths TA course. Teachers have commented on staff modelling better mathematical vocabulary and being able to support in lessons more effectively as a result of the course’</i></p> <p><i>‘Sharing good practice has helped us as we have heard about the ‘Mastering Number’ project, the NELI project, The English Hub Audit and registered/completed these. All were heard about in</i></p>

	<p><i>Cluster meetings or other Heads talking about their experience or MJ recommending'</i></p> <p><i>'The CVC have shared opportunities to support home learning (IT sources) and shared best practice regarding home learning packages.'</i></p> <p><u>End of year</u></p> <p>Outcomes to be at least broadly in line with national. (SINCE PLANNED TESTING HAS BEEN CANCELLED) Schools resume full curriculum no later than summer 2021 (DFE guidance, September 2020).</p>
<p>Priority 4: Vulnerable pupils: To support vulnerable pupils to access the curriculum and achieve well</p>	<p><u>March 2021 to July 2021</u></p> <p>This builds on the progress reported Sept-February 2021 (see below)</p> <ul style="list-style-type: none"> • SEND network have met to share practice • The SEND cluster network leader has shared training about the Engagement Model • The SEND network has met Ben Allchin, LA Service Manager for Inclusion and SEND, to look at LA SEND provision • SEND leaders had training to support them to quality assure their provision and how to apply Education Inspection Framework when looking at the provision for pupils with SEND (delivered by the cluster officer) • The SEND network leader is proactive and keeping colleagues up to date, attending training and cascading. • Comments from the end year headteacher evaluations of the cluster working: <p><i>'Having Ben Allchin as guest speaker at the meeting, very useful'. 'SEN network has been useful to hear from new SEN Team and receive updates'</i></p> <p><i>'I have linked with a member of the CVC to provide 'supervision' for safeguarding matters. Local knowledge can be crucial to making quick, effective and meaningful decisions'</i></p> <p>End of year</p> <p>Ofsted inspections recognise good quality provision for vulnerable pupils. School leaders demonstrate and share with colleagues the positive impact of their work on pupils' achievement.</p>

With the appointment of Jackie Nellis to Cluster Officer in March 2021, the schools concerned agreed to work on a cluster plan for 2021/22 – which would encompass, some of the work started and halted in their original plan 2020/21, whilst a cluster officer was appointed. Below is outlined these priorities and some updates so far.

Focus	Impact
<p>Cluster Priorities PRIORITY 1: LINGO PROJECT– EARLY LANGUAGE ACQUISITION Concerns regarding early language acquisition (particularly vulnerable children) and the ability of children in the Todmorden cluster to access the curriculum and the development of their communication and literacy skills.</p>	<p>The LINGO project will be commissioned to support children attending Todmorden cluster schools to enhance early language acquisition and speech therapy.</p> <p>See Appendix 3 for the Todmorden Cluster SaLT Project report</p>
<p>PRIORITY 2: Inclusion – behaviour and wellbeing. Ensuring all our pupils in the Todmorden Cluster are supported and their needs are met, drawing on more specialist support where necessary, leading to a positive experience of learning and outcomes.</p>	<p>The impact on pupils’ wellbeing and behaviour due to the disruption to education during the pandemic Additional support for Cluster Schools from Family Support Worker/Social worker appointed to work with Todmorden Cluster Schools (bid to Partnership Board February 2022)</p>
<p>PRIORITY 3: Sustain effective leadership and management at all levels across cluster schools throughout the pandemic</p>	<p>Ensuring schools are prepared for Ofsted inspection, focusing specifically on the quality of education</p>

Elland Cluster	
Focus	Impact
<p>Cluster Priorities</p> <p>1. Recovery Curriculum;</p> <ul style="list-style-type: none"> to support the wellbeing of pupils, to help pupils to settle back into school to provide a wide range of opportunities for pupils to re-engage with their learning, so that lost time can be recaptured and rapid progress can be made writing <p>2. to develop the 'Intent', 'Implementation' and 'Impact' elements of the 'New Curriculum</p>	<p>Impact Measures in the Development Plan;</p> <ul style="list-style-type: none"> 100% schools inspected by Ofsted in 2020 - 2021 are at least, Good or appropriate action is being taken <p>No schools were inspected during 2020 - 2021</p> <ul style="list-style-type: none"> By July 2021, no school considered by the LA to be highly vulnerable <p>September 2021 LA Risk assessments indicate that no school is highly vulnerable</p> <ul style="list-style-type: none"> 100% schools meet their own SDP outcomes for progress at the end of Key Stage 2 in Writing for all pupils, Disadvantaged pupils, SEND pupils <p>Not met,</p> <ul style="list-style-type: none"> 100% schools meet their own SDP outcomes for attainment in Writing for all year groups for all pupils, Disadvantaged pupils, SEND pupils <p>Not met</p> <p>The Cluster Development Plan was agreed at the September Cluster meeting, when the Covid 19 situation was still precarious and the future provision of face-to-face education remained uncertain. All pupils returned to school in September with significant restrictions on pupil and staff movement. There was still the requirement for testing, isolation and bubble/class closure. Schools were open for the full term. In January, schools reopened for the Spring term, but closed after the first day and remained closed until towards the end of term.</p>

North Halifax Cluster	
Focus	Impact
<p>Cluster Priorities</p> <p>1. Supporting smooth transition (As schools return to full opening) to ensure the wellbeing of pupils, staff and parents so that learners make good progress</p>	<p>Every school remained open for the vast majority of students (minimal bubble/school closures) and almost all pupils reconnected with learning up to the point of the second lockdown but learning gaps are exceptionally wide for this large, cluster group of disadvantaged learners.</p> <p>Lesson outcomes for all students underpinned by effective recovery planning through access (for a large number of families) to a full range of pastoral and academic support</p> <p>Stage 1 of data collection complete and interim report available for scrutiny. This is to be discussed at the cluster meeting 16.03 21 and next steps of research identified. Level of disadvantage confirmed to be extreme (using deprivation indicators)</p> <p>SEN provision continued to improve in almost all schools as a result of engagement with SPC offer and sharing of practice/pedagogy (SEND, EY and science provision with greatest impact (from exceptionally low AOE) through the networks.</p> <p>All available evidence/reports forwarded. Key, targeted schools signposted to relevant reports and national/regional reports/actions</p> <p>Subject leaders' aware of curriculum evidence research such as:</p> <ul style="list-style-type: none"> • <i>Leadership Matters 3.0</i> (Andy Buck) • <i>The Curriculum: Gallimaufry to Coherence</i> (Mary Myatt) <p>Sequential planning complete in almost all schools. Content is on each school website. Pupils have been involved in this.</p> <p>Leaders confirmed that all additional support in place to support ECTs. All NQTs accessed LA support network</p>
<p>2. Sustain effective leadership and management at all levels across cluster schools</p>	<p>Leaders have developed and shared a suite of resilience strategies to protect their own well-being and that of staff. A governors' workshop was delivered (12/19 schools) to ensure that governors were aware of the issues risking HT well-being and sharing of strategies to mitigate. Further work is being commissioned from Rezina Kelly</p> <p>Support for monitoring of catch-up funding commissioned to support HT workload.</p> <p>All schools had remote learning policy in place by the end of October, shared on the school website. These are referenced in Business Continuity Plans, updated in the short-term as an appendices full review of each school's BCP</p> <p>All schools had plans in place to return to full curriculum implementation by the summer target date, thwarted by the second national lockdown</p> <p>New heads were funded by the cluster to attend the new HT network (LA)</p> <p>3 schools (3 days) accessed cluster support to date</p> <p>All SEND leaders confirmed good quality and that content has improved school provision and assessment in cluster schools. Progress now evidenced in smaller steps, crucial for the large majority of vulnerable learners in the cluster</p>

	<p><i>Work on both key priorities was established in the full knowledge of the impact of the ongoing pandemic in children's learning (PDP2) and the likelihood of further disruption to pupils' learning through a further national lockdown. Each priority therefore focused on specific issues arising from ongoing sharing of practice, concerns and solutions – with a precise focus on the well-being of head teachers (to sustain effective leadership and management in all cluster schools – PDP1) and a further particular emphasis on curriculum development (PDP3) and the short/medium term adaptations necessary to enable pupils to recover, over time, substantial gaps in their learning (PDP2). Nonetheless, work on researching the impact of lockdowns/remote learning on families living in prolonged and extreme disadvantage (PDP2) and the second part of our SEND leadership programme (PDP1 and PDP3) has all continued against the background of an autumn period of recovery of learning routines/curriculum reconnection (PDP2 and PDP3) and a spring period of second lockdown</i></p>
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Sowerby Bridge Cluster	
Focus	Impact
<p>Cluster Priorities</p> <p>1. Supporting smooth transition (As schools return to full opening) to ensure the wellbeing of pupils, staff and parents so that learners make good progress</p>	<p>Every school remained open for the vast majority of students (minimal bubble/school closures) and almost all pupils reconnected with learning up to the point of the second lockdown</p> <p>Lesson outcomes for all students underpinned by effective recovery planning through access to a full range of pastoral and academic support</p> <p>SEN provision continued to improve in almost all schools as a result of engagement with SPC offer and sharing of practice/pedagogy with greatest impact through the SB networks. Some schools accessed Education Psychology support (cluster commissioned but funded from ISBs). Bid for <i>Rainbows</i> training submitted to PB to become <i>trauma and counselling</i> excellence hub</p> <p>All available evidence/reports forwarded</p> <p>Subject leaders' aware of curriculum evidence research such as:</p> <ul style="list-style-type: none"> • <i>Leadership Matters 3.0</i> (Andy Buck) • <i>The Curriculum: Gallimaufry to Coherence</i> (Mary Myatt) <p>Sequential planning complete in almost all schools. Content is on each school website. Pupils have been involved in this.</p> <p>Leaders confirmed that all additional support in place to support ECTs. All NQTs accessed LA support network</p>

<p>2. Sustain effective leadership and management at all levels across cluster schools</p>	<p>Leaders have developed and shared a suite of resilience strategies to protect their own well-being and that of staff. A governors' workshop was delivered (13/18 schools) to ensure that governors were aware of the issues risking HT well-being and sharing of strategies to mitigate</p> <p>All schools had remote learning policy in place by the end of October, shared on the school website. These are referenced in Business Continuity Plans, updated in the short-term as an appendices full review of each school's BCP</p> <p>All schools had plans in place to return to full curriculum implementation by the summer target date, thwarted by the second national lockdown</p> <p>All completed</p> <p>New heads were funded by the cluster to attend the new HT network (LA)</p> <p>4 schools (5 days) accessed cluster support to date</p> <p>Leadership conference could not go ahead due to physical distancing restrictions still in place</p> <p><i>Work on both key priorities was established in the full knowledge of the impact of the ongoing pandemic in children's learning (PDP2) and the likelihood of further disruption to pupils' learning through a further national lockdown. Each priority therefore focused on specific issues arising from ongoing sharing of practice, concerns and solutions – with a precise focus on the well-being of head teachers (to sustain effective leadership and management in all cluster schools – PDP1) and a further particular emphasis on curriculum development (PDP3) and the short/medium term adaptations necessary to enable pupils to recover, over time, substantial gaps in their learning (PDP2). Our cluster bid to become an excellence hub for trauma and counselling will further support this work and enhance planned outcomes identified in the cluster plan for the summer term</i></p>
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East Calderdale Learning Cluster	
Focus	Impact
<p><u>Cluster Priorities</u></p> <p>1. Supporting smooth transition (As schools return to full opening) to ensure the wellbeing of pupils, staff and parents so that learners make good progress</p>	<p>Every school remained open for the vast majority of students (minimal bubble/school closures) and almost all pupils reconnected with learning up to the point of the second lockdown</p> <p>Schools are aware of LA criteria and now await further information</p> <p>Lesson outcomes for all students underpinned by effective recovery planning through access to a full range of pastoral and academic support</p> <p>SEN provision continued to improve in almost all schools as a result of engagement with SPC offer and sharing of practice/pedagogy with greatest impact through the ECLC network. Bid for <i>Forest School</i> training submitted to PB to become <i>Forest Schools'</i> excellence hub to narrow learning gaps</p> <p>Subject leaders' aware of curriculum evidence research such as:</p> <ul style="list-style-type: none"> • <i>Leadership Matters 3.0</i> (Andy Buck) • <i>The Curriculum: Gallimaufry to Coherence</i> (Mary Myatt) <p>Sequential planning complete in almost all schools. Content is on each school website. Pupils have been involved in this.</p> <p>Leaders confirmed that all additional support in place to support ECTs. All NQTs accessed LA support network</p>
<p>2. Sustain effective leadership and management at all levels across cluster schools</p>	<p>Leaders have developed and shared a suite of resilience strategies to protect their own well-being and that of staff. A governors' workshop was delivered (13/18 schools) to ensure that governors were aware of the issues risking HT well-being and sharing of strategies to mitigate</p> <p>All schools had remote learning policy in place by the end of October, shared on the school website. These are referenced in Business Continuity Plans, updated in the short-term as an appendices full review of each school's BCP</p> <p>All schools had plans in place to return to full curriculum implementation by the summer target date, thwarted by the second national lockdown</p> <p>3 schools accessed cluster support to date</p> <p>There is a budget reserve to support this work when key schools are jointly identified by the LA in partnership with ECLC – awaiting LA report</p> <p><i>Work on both key priorities was established in the full knowledge of the impact of the ongoing pandemic in children's learning (PDP2) and the likelihood of further disruption to pupils' learning through a further national lockdown. Each priority therefore focused on specific issues arising from ongoing sharing of practice, concerns and solutions – with a precise focus on the</i></p>

	<p><i>well-being of head teachers (to sustain effective leadership and management in all cluster schools – PDP1) and a further particular emphasis on curriculum development (PDP3) and the short/medium term adaptations necessary to enable pupils to recover, over time, substantial gaps in their learning (PDP2). Our cluster bid to become an excellence hub for Forest Schools (to narrow learning gaps for the most vulnerable pupils) will further support this work and enhance planned outcomes identified in the cluster plan for the summer term</i></p>
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SPC Cluster	
Focus	Impact
<p>Cluster Priorities</p> <p>1. Supporting smooth transition to ensure that priorities from the last academic year are successfully accomplished to ensure the well-being of pupils, their families and staff, so that students on all learning pathways continue to make good progress</p>	<p>Every school remained open for the vast majority of students (minimal bubble/school closures) despite the proportions of staff required to shield and the needs and vulnerabilities of our students and despite significant staff anxiety when vaccinations were not (unlike other LAs) authorised for staff in special schools <u>until February 2021</u></p> <p>Schools maintained adequate stocks of PPE due to successful bid to the Partnership Board. Transport systems adapted to support attendance</p> <p>Feedback from DSLs attending SPC safeguarding network evidence that 100% feel it has supported their work in SPC schools</p> <p>Lesson outcomes for all students underpinned by effective recovery planning through access to a full range of personalised pathways, supported by evidence-based research of impact of therapies used to determine possible training</p> <p>Specialist TRG established within the West Yorkshire Maths Hub ensuring mastery is embedded throughout SPC maths curriculum</p> <p>Reading leaders' audit established (wider than phonics) to enable bespoke specialist 'deep dives' in summer term ITT model developed to the point of planning delivery/professional studies content for implementation of a 'hybrid' apprenticeship model from July 2021 – <u>3 apprentice trainees ready to access</u>, reflecting effective early talent management and succession planning</p>
<p>2. Continue to provide high quality outreach work to support SEND leaders in mainstream schools through</p>	<p><i>Effect of Stress on Learning</i> CPD programme attended by leaders/teachers from 56 primary schools, 2 secondary schools and 2 special schools. Input and pedagogical practice then discussed in mainstream clusters/SEND networks. Consequently, the majority of SEND learners have benefitted, and continue to benefit from, universal training on implementing a recovery curriculum and the stress if lockdown on learning.</p>

<p>training programmes for staff and direct work with pupils, in order to improve SEND provision and leadership across the Local Authority</p>	<p>Support surgeries extended to monthly rather than half termly, increasing capacity three-fold. All places for Nov/Jan/Feb/March fully booked. 100% feedback from client schools say advice was strong. Randomised subsequent sampling shows almost all learners referred to surgeries made progress in the specific area of referral and none were at risk of exclusion</p> <p>Exact nature of issues/advice at surgeries analysed to inform development of spring and summer term offers, thus avoiding future critical concerns:</p> <ul style="list-style-type: none"> • <i>Building Resilience</i> • <i>Importance of Teaching Effective Behaviour for Learning</i> • <i>Secondary SENDCo network development</i> • <i>Secondary TA training/interventions</i> <p>Face to face audits could not take place but schools furnished with simple audit tools, to be further developed by the LA ahead of a 're-launch' of the SEND network (Ben Allchin)</p> <p><i>Work on specialist ITT route (PDP1); mastery maths TRG (PDP3), reading leadership work (audits/deep dive tool for specialist settings – PDP1 and PDP3) and increased frequency of outreach work (PDP2) has all continued against the background of an autumn period of recovery of learning routines/curriculum reconnection (PDP2 and PDP3) and a spring period of second lockdown. A full audit of secondary SEND needs was undertaken with SENDCos and, as a result, a bespoke secondary programme is now ready to begin from 23 March 2021 (CASH-AP). Concurrent to everything, SPC schools have maintained a focus on keeping exceptionally vulnerable pupils (with highly complex needs) and anxious staff (working with high needs young people) safe and focused to ongoing recovery (PDP2 and CASH-AP)</i></p>
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Secondary Cluster	
Focus	Impact
	See separate document

Todmorden Cluster SaLT project

January 2022

Since the last update in November 2021, the focus has been on:

- Continued delivery of weekly **speech and language therapy support**
- Delivery of **interventions**; all schools have now received all intervention materials.
- **Training** – the priority last term was to run intervention training with the priority in the coming term to run broader training
- **Strategic support** – we have run two sessions for communication leads, one last term and one this.

Individual Speech and Language Therapy

Speech and language therapy support has continued on a weekly basis. To date 47 children have been referred into our service across the cluster. The majority have been seen for assessment and have management plans in place. Some children need further assessment to determine their more complex speech, language and communication needs.

Feedback from schools regarding the therapist's support have been very positive, both in terms of individual referrals and in support for interventions and more widely in general advice for teachers and support staff.

After each visit to school, the therapist sends a note of visit to summarise the focus of the visit, identify any actions between visits and confirm plans for the following session. Feedback on the notes of visit have been positive with schools valuing the information and clarity of provision.

Interventions

Interventions are underway in some schools, with others working through baselines or some putting interventions on hold for the time being.

Our suggestion is always to baseline the children before beginning the intervention. This ensures we are targeting the right children and provides a baseline to measure progress against. These assessments will need to be repeated after the intervention period in order to capture impact. We will provide a template for collecting the data this term, which allows us to capture individual pupil and school data, plus impact across the project.

Training

Intervention training for both **Chatterboxes** and **Language Legends** took place in November 2021. Training for the **Sounds Right** intervention is provided by the therapist, modelling strategies from the intervention and supporting identification of children who will benefit.

Following training, the therapist has offered support to baseline children where appropriate and model the intervention. Support is also offered for planning of Chatterboxes and Sounds Right in particular, both of which have flexibility built in to ensure they meet the needs of the children. Support for planning in early stages will ultimately build confidence and capacity for staff to run these interventions independently in the longer term.

Some schools were unable to attend the intervention training sessions. Our plan was to provide recorded versions so that they could access the training in a more flexible way. Unfortunately our planned recording sessions have had to be cancelled due to sickness before Christmas and in January due to Covid. We have therefore provided a recorded version of a live session to those schools who have requested this. The recorded version will be completed as soon as possible and shared with schools. We can also invite schools to any subsequent live sessions should this be useful.

Training programme: the wider training programme is planned for this and next term. Following discussion with Communication Leads, it was felt it would be useful to have this training recorded to help overcome some of the challenges in releasing staff, especially during the current situation with Covid.

The recorded sessions will be released regularly, and staff can follow up with any questions should this be useful. In addition, the therapist can support next steps for implementation of any strategies by modeling or talking through with staff in school. We are planning to go ahead with this unless it is felt live sessions would be preferable. We can review at the next strategic support meeting, or happy to receive any thoughts/feedback on delivery via e mail. The aim is to try and ensure all relevant staff can access training.

Strategic support

We have had two meetings with Communication Leads/SENCOs, one last term and one this. This is to:

- support planning and implementation of the project
- encourage leads to share how things are working in their schools
- troubleshoot any issues.

Feedback from leads in the meetings has been positive and it is a good opportunity to share practice and talk through any issues. Unfortunately, some of the schools have been unable to attend. We have tried to rearrange dates, though there is no simple overlap of staff attendance. Any follow up from meetings can be shared with SENCOs/Leads who cannot attend. I'm also more than happy to have a separate catch up if helpful.

Report to Schools Forum

Meeting Date	28 April 2022
Subject	Spend on High Needs Block Provision, including arrangements for commissioned places for pupils with Special Educational Needs
Report Author	Lesley Bowyer – Assistant Director Education and Inclusion Michael Benn – Senior Finance Officer

Report purpose
To inform Schools Forum members as to the Dedicated Schools Grant (DSG) High Needs Block allocation for 2022/23 along with an overview on how this funding is to be utilised.

Need for decision
Schools Forum is asked to note the content of the report, the High Needs funding for 2022/23 and its proposed use.

Contact Officers
Lesley Bowyer – Assistant Director Education and Inclusion Lesley.bowyer@calderdale.gov.uk Michael Benn – Senior Finance Officer michael.benn@calderdale.gov.uk

Report to Schools Forum

1. Background information and context

- 1.1 Local authorities are required to advise their school forums on the proposed use of the High Needs Block (HNB) funding.
- 1.2 The operational guide sets out restrictions on how authorities can spend their allocations, and that authorities have flexibility to move money to and from their High Needs block into and from other DSG blocks if they wish.
- 1.3 The High Needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.

High needs funding is also intended to support good quality Alternative Provision (AP) for pre-16 pupils who, because of exclusion, illness or other reasons, cannot receive their education in mainstream or special schools.

The High Needs Funding Block provides local authorities with resources for place funding and top-up funding for institutions, and funding for high needs services delivered directly by the authority or under a separate funding agreement with institutions, as permitted by regulations.

- 1.4 The use of High Needs DSG funding is very specific. Attached in Appendix 1 is an extract from the Section 251 regarding the uses of the High Needs funding. Section 251 is part of the Apprenticeships, Skills, Children and Learning Act 2009.

2. Funding Allocation

- 2.1 In December 2021 the total 2022/23 High Needs funding allocation for Calderdale was announced as **£28,740,900**. The amount for 2020/21 was **£25,847,474**, giving an increase in 2022/23 of **£2,893,426**.
- 2.2 Following the spending review in Autumn 2021 an additional £325M was allocated nationally for High Needs in 2022-23 with the additional allocation to Calderdale being **£1,101,359**.
- 2.3 The total High Needs funding allocation for Calderdale is therefore **£29,842,259**.
- 2.4 The Council's overall allocation is top-sliced to fund pupils directly funded by the Education and Skills Funding Agency (ESFA) for post-16 pupils, pre-16 pupils in academies and deductions for place led funding in academies. This element of funding is then allocated direct to schools/academies/colleges via the EFSA as follows in Table 1 below:

Table 1: Funding allocated for top slice elements

Provision	2022/23 top slice
FE Places (16+) 130 places @ £6k (college) Academy PRU Places (80@ £10K) SEN units and pre-16 Academy pupils	£1,820,000
TOTAL	£1,820,000

- 2.5** The number of placements used to define funding is based on the annual place change notification return.
- 2.6** This leaves **£28,022,259** available to be spent by the Directorate compared to £24,047,474 in 2021/22, an increase of **£3,974,785**.
- 2.7** For the purposes of the report this is categorised into 4 specific areas
- a) Special Educational Needs (SEN)
 - b) Special Schools
 - c) Specialist Inclusion Services
 - d) Other
- 2.8** Table 2 below summarises how the funding is allocated in 2022/23 across these are 4 areas

Table 2 – 2022/23 High Needs Block Requirement

Area of Spend	2022/23 Funding Requirement
Special Schools	£10,101,600
Special Educational Needs (SEN)	£14,195,660
Specialist Inclusion Services	£2,962,000
Other	£763,000
Total	£28,022,260

- 2.9** The High Needs Block is in a positive position due to considerable work in 2020/21 to reduce the spending on extra-district places along with an increase in funding in 2021/22 and 2022/23. Consequently, it was possible in 2021-22 to increase the top-up funding for pupils in mainstream schools by 10%, allow for an increase in special school places and a contingency to allow for increased services in response to the SEND review. Special Schools top up was increased to include pay and pensions grants and is being increased by a further 10% in 2022-23.

3. Main issues for Schools Forum

3.1 High Needs Commissioned Places

- 3.1.1** From September 2021 there were 429 commissioned places in maintained special schools, including Ravenscliffe Spring Hall post-16 provision. The number reflects admissions at phase transfer stages (Reception, year 6 and post-16), in-year

transfers from mainstream schools and children moving into the authority. This is an increase of 44 from 385 in September 2020.

3.1.2 Capacity at Wood Bank increased in Spring 2021 with the opening of the new block.

3.1.3 Table 3 below shows the funding required based on planned places (the schools retain any under/overspends).

Table 3: Special Schools High Needs Funding requirement

Schools (High Needs)	2022/23 Funding requirement	
Primary Special Schools		£4,622,400
Secondary Special school		£4,371,700
<u>Provision for Increase in pupil led funding</u>		£470,500
<u>Special Schools Supplementary Grant 2022-2023</u>		£187,000
<u>Contingencies:</u>		£450,000
Special schools - 14 places Primary to Secondary	£150,000	
New Growth - Changing rolls	£300,000	
TOTALS	£450,000	£10,101,600

3.1.4 The allocation assumes a level of contingency of £450k for growth in Special Schools.

3.1.5 Table 4 below shows the comparative growth from 2021/22 to 2022/23. It is assumed this will continue and an additional £150k is anticipated to be required to support the changes in roll in Sept 2023.

Table 4 Summary of place growth 2021/22 to 2022/23

Settings	2021/22	2022/23	Increase
Primary	174	205	31
Secondary	211	224	13
Totals	385	429	44

3.1.6 A further £300,000 contingency is identified to fund changing needs and higher numbers.

3.1.7 Places, in line with ESFA regulations, continue to be funded at £10,000 per place plus individual top up funding (see section 3.3).

3.1.8 In addition there are currently 80 commissioned places at The Whitley AP Academy. There are 9 commissioned places at Central Street Key Stage 1 ASD Resource Provision, 6 commissioned places at Cliffe Hill Key Stage 2 ASD Resource Provision and a further 10 places at the Key Stage 3 & 4 ASD Resource Provision at Trinity Academy Grammar.

3.1.9 The Highbury/Copley Satellite provision opened in September 2019 and continues to be at capacity with 10 pupils. This is block funded at £150K with additional top-up through individual EHC Plans (section 3.3). Feedback has been very positive in relation to it providing an alternative provision with the benefits of a special school place combined with those of a more mainstream approach and academic opportunity.

3.1.10 Additional work is underway for strategic special school place planning and the Inclusion Group, including school and parent representatives, will be planning additional provision, including for Social, Emotional and Mental Health (SEMH) needs and for behaviour support. £1m SEND development funding has been allocated to enable that work to ensure sufficiency of places, a suitable range of AP to meet children's needs, SEMH and behaviour support for mainstream schools.

3.2 Education, Health & Care Plans

3.2.1 In line with the national picture there has been a continued increase in the number of children & young people in Calderdale with an Education, Health & Care Plan (EHCP).

There are 1735 active EHCPs that are maintained by Calderdale, with 16 placed out of Authority (1751 total) as of 18/3/2022. This is an increase of 164 in total and a reduction of 4 being placed out of Authority over the past year.

3.2.2 A further 106 are currently within the 20 week assessment process.

3.2.3 150 new EHCPs have been issued since September 2021.

3.2.4 The breakdown of EHCPs by age is:
49 EHCPs in early years pre-Reception
715 in Reception to Y6
532 in Y7 -Y11
455 in Post-16

3.3 Special Educational Needs (SEN)

3.3.1 Special Educational Needs includes the SEN Assessment & Support Team, Top ups to schools, academies and the Alternative Provision Academy, payments to out of area and independent Special Schools and SEN Support provision.

3.3.2 Table 5 below shows the funding required in 2022/23.

Table 5 – SEN - High Needs 2022/23 Funding requirement

Specialist Educational Needs	2022/23 funding requirement	
SEN Assessment & Support Team		£750,000
SEN Case Officers/Local Offer		£100,000
SEN Development fund		£1,000,000
SEN High needs top ups to school EHC	£4,150,000	
Growth provision – EHC Plans top up	£300,000	
AP Academy – Top Up	£1,603,600	
		£6,053,600
School based ASD – Sowerby Bridge		£80,000
New ASD Unit – Rastrick		£115,000
Highbury Satellite provision		£175,000
New Primary Autism Unit		£120,000
Secondary Nurture Provision		£52,000
EHC Support		£1,400,000
Special/Extra District		£4,000,000
SALT Contract		£250,000
Hard to Place SEN Support		£100,000
TOTAL		£14,195,600

3.3.3 SEN Team - £750,000

Funding is required to support the assessment and coordination of SEN support on behalf of the Directorate.

The £750k reflects both the funding required for the Service Manager (SEN), the existing SEN Team and additional funding necessary to meet the continuing increase in SEN numbers. A review of the existing staffing establishment will be carried out to confirm future funding requirements.

3.3.4 Case Officers/Local Offer £100,000

Provision has been increased to provide more support to schools for SENCOs and for pupils at SEND Support and to ensure the Local Offer is provided.

3.3.5 SEN Development Fund - £1,000,000

Funding allocated to support the development of additional services or provision coming from recommendations of the SEND Review.

3.3.6 Top Up Funding - £6,053,600

a) SEN High Needs - £4,150,000

This is based on the current number EHC Plans as at January 2022 and a proposed increase of 4% in rates reimbursed to schools/academies. Top-up funding is the funding required, over and above the core funding a setting receives, to enable a pupil or student with high needs to participate in education and learning.

Top-up funding for pupils in mainstream schools will be increased by 4%, with effect from the new financial year 2022/23.

b) Top Ups Growth Provision - £300,000

It is estimated that a further £300k growth for top ups will be required to meet the increase in demand for EHCPs in 2022-23.

Table 6 - Number of EHC Plans

Setting	2019/20	2020/21	Increase
Primary	340	406	66
Secondary	238	264	26
Totals	578	670	92

c) Alternative Provision Academy - £1,603,600

This funding provides for the contract with The Whitley Alternative Provision Academy, including an increase in the top up figure for 2022-23 along with contingency for increased provision within Calderdale.

3.3.7 School based ASD – Sowerby Bridge - £80,000

This has been set in line with the existing SLA with Trinity Academy Grammar for the ASD resourced provision.

3.3.8 New ASD Unit – Rastrick - £115,000

Plans are underway to develop further resourced ASD provision at Rastrick High School. This funding provides for places, top ups and staffing for a part year effect.

3.3.9 Highbury Satellite provision - £175,000

This has been set in line with the existing SLA.

3.3.10 New Primary Autism Unit - £120,000

Provision has been made to establish a new Autism Unit for the Primary Sector.

3.3.11 Secondary Nurture Provision - £52,000

This is the contracted provision at Ryburn (£20k) and Brighouse (£32k).

3.3.12 EHC Support - £1,400,000

EHC Support is mainly Post-16 College provision for young people with EHC Plans and bespoke packages of support (including music therapy, horse riding, activities & sports).

Post-16 College provision has remained relatively stable in 2021/22 but a small element of growth is assumed for 2022/23.

This is a more cost effective & local based service provision compared to being placed in more specialist residential settings.

There is also a requirement to fund Specialist equipment & loan store, mediation, OT support and other one –off special support.

3.3.13 Special/Extra District - £3,700,00

This funds children being accommodated in special, independent and private provision both within Calderdale and out of area rather than in our own mainstream or maintained special schools.

3.3.14 SALT Contract- £250,000

This is the value of the existing commissioned service.

3.3.15 Hard to Place SEN Support £100,000

£100,000 funding is earmarked to enable the Directorate to meet the needs of pupils who do not have an EHCP but the Council has a statutory duty to put in place an alternative provision when required.

3.4 Specialist Inclusion Services

3.4.1 This includes the Specialist Inclusion Service, Vulnerable Learners Team, SENDIASS and the Medical Needs Team.

3.4.2 Table 7 below shows the funding required in 2022/23.

Table 7 – Specialist Inclusion - High Needs Funding requirement

Specialist Inclusion	2022/23 Funding requirement
Specialist Inclusion Service	£2,000,000
Vulnerable Learners Service	£62,000
Medical Needs Team	£240,000
SENDIASS	£60,000
Early Years Inclusion	£600,000
TOTALS	£2,962,000

3.4.3 The £2.962m is required to support the following areas:

- i) **Specialist Inclusion Service – £2m**
Funding is required to provide specialist services including the ASD Team, Resource Technicians and Sensory support. The service was restructured in January 2022 and a final review of the structure will take place in the summer term 202 prior to full roll out in September 2022.
- ii) **Vulnerable Learners - £62,000**
Part funds Service Manager Vulnerable Learners post
- iii) **Medical Needs Team - £240,000**
The team of 1fte Manager & 4FTE Teachers
- iv) **SENDIASS - £60,000**
This is funding the Calderdale contribution to the Joint Service with Kirklees and reflects the additional funding required for the recent approved regrading.
- v) **Early Years Inclusion - £600,000**
There is £600k earmarked from High Needs for inclusion work in Early Years.

3.5 Other

3.5.1 Funding has been allocated to support SEN Management information systems, overhead costs of providing the High Needs services and support for young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society.

3.5.2 £763,000 High Needs funding is required to support the Other category and is show in Table 8 below.

Table 8 – Other Services - Use of High Needs

Other	2022/23 Funding requirement
Capita One	£10,000
IT Development	£100,000
Commissioning Team	£43,000
Disabled Children's Team	£110,000
Running Costs - Overheads	£500,000
TOTALS	£763,000

3.5.3 The **£763k** is required to support these areas detailed below:

- i) **Capita One - £10,000**
The Capita One system provides information across Education, Early Years, Youth and Social Care. £10k is required for the element of Capita One used for High Needs areas.
- ii) **IT Development - £100,000**

This funding is identified to enable the development of new IT services to increase efficiencies complement the SIMS system already in schools and improve access for parents.

iii) **Commissioning Post - £43,000**

Funding is required for 1fte post 18 Development Officer within the Integrated Commissioning Unit to support young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society.

iv) **Disabled Children's Team - £110,000**

Funding is required to fund the existing 2.5fte Occupational therapy posts.

v) **Overheads - £500,000**

Funding is required to offset the Council overhead costs of providing the above services. These services include building costs, legal cost, commissioning/contracting costs, finance and HR/payroll costs etc.

4. Recommendations

Schools Forum is asked to note the content of the report and support the recommended use of the High Needs funding envelope for 2022/23.

5. Reasons for recommendations

Contained in this report.

6. Impact of funding, targets and milestones

Contained in this report.

7. Resource implications

Contained in this report.

8. Appendices

Appendix 1

Extract from Section 251 (Apprenticeships, Skills, Children and Learning Act 2009) **Guidance – Use of High Needs Budget**

Top up funding – maintained schools:

The planned expenditure on top-up funding for maintained schools, including pupil referral units (PRUs). Top-up funding is paid to schools for pupils with high needs in mainstream classes, in special units and resourced provision attached to mainstream schools, in special schools and in PRUs and in sixth forms. Top-up funding is usually administered directly by local authorities from a central high needs budget. Where such funding has been devolved to schools for them to decide what to pay other schools (for example, when a school pays top-up funding for a pupil it places in a PRU), this funding should also be included.

Top up funding – academies, free schools and colleges:

Top-up funding is paid to academies for pupils with high needs in mainstream classes, in special units and resourced provision attached to mainstream academies and free schools, in special academies and free schools in alternative provision academies and free schools, and in academy and free school sixth forms. Top-up funding for students with high needs in further education colleges, sixth form colleges and local authority post-16 provision should also be included in this line, in the post-school column. Top-up is usually administered directly by local authorities from a central high needs budget.

Top-up and other funding – non-maintained and independent providers:

The planned expenditure on top-up funding for non-maintained special schools, and planned expenditure on pupils with SEN statements or education, health and care (EHC) plans at independent schools, including pupils in sixth forms.

Additional high needs targeted funding for mainstream schools and academies:

The planned expenditure from the authority's high needs budget which is given to mainstream schools and academies to ensure that they have enough funding to meet additional support costs up to £6,000 for pupils with **SEN**, where they cannot reasonably do this out of their budget share. Local authorities were asked to give more detailed information about such targeted funding in their APT return. More information on the APT is available.

SEN support services:

Include the costs of non-delegated centrally retained specialist SEN support services for pupils with or without statements or EHC plans, whether supported directly by the local authority or commissioned by them. This will include services for visual, hearing and physical impairment, specific learning difficulties, speech, language and communication, profound and severe learning difficulties, and autism. You should include:

- Costs of these services for 0-5 year olds.

- Costs of providing these services to home educated children.
- Costs of early years SENCOs who are centrally managed across a number of early years providers.

Hospital education services:

hospital education is defined in the regulations as education provided at a community special school or foundation special school established in a hospital (usually called a hospital school), or under any arrangements made by the local authority under section 19 of the Education Act 1996 (normally provision in PRUs or services centrally managed by the local authority, where the child is being provided with such education by reason of a decision made by a medical practitioner).

Only include expenditure on hospital education services. It should include both services made available to children and young people resident in the local authority's area and services made available to those who are in the area because that is where they are receiving their health care. It should also include expenditure on the local authority's pupils who are receiving their education from an independent hospital education provider.

Other alternative provision (AP) services:

include planned expenditure on AP services provided directly or commissioned by the local authority. This may include funding for home educating parents. Also include funding for AP providers other than PRUs, AP academies and AP free schools. Include funding for commissioned services delivered by PRUs, AP academies and AP free schools, but exclude any funding for places at these AP providers (which should instead be included in line 1.0.1 and specified in table 2) and any top-up funding in respect of pupils at these providers (see lines 1.2.2 and 1.2.3).

Support for inclusion:

- Collaboration between mainstream and special schools and primary and secondary schools to enable children with special educational needs to take part in mainstream activities.
- Devolved expenditure for the integration of children from specialist to mainstream settings and the provision of discrete services or projects to promote such integration, such as commissioned outreach services.

Do not include recharges or the cost of monitoring SEN provision.

Special schools and PRUs in financial difficulty:

include expenditure on assisting special schools and PRUs in financial difficulty.

Therapies and other health related services:

include costs associated with the provision or purchase of speech, physiotherapy and occupational therapies. Include any expenditure on the provision of special medical support for individual pupils which is not met by a Primary Care Trust, National Health Service Trust or Local Health Board.

Report to Schools Forum

Meeting Date	28 April 2022
Subject	Maintained School Balances – Spring Monitor
Report Author	Jane Davy

Report purpose
To provide Schools Forum with the latest financial projections for maintained schools for the financial year 2021/22

Need for consideration
Schools Forum to consider and give a view.

Need for decision
N/A

Contact Officers
<i>Jane Davy-LMS Finance Manager</i> Jane.davy@calderdale.gov.uk 01422 393543

Report to Schools Forum

1. Background information and context

- a) All schools hold revenue balances at the end of each year to allow for unforeseen events and emergencies, and in some cases to smooth out the effects of changes in school rolls, changes to staffing structures and one off expenditure.
- b) The Audit Commission has previously monitored the overall levels of school balances nationally and recommends schools maintain balances of no more than 5% of planned budget in secondary schools and 8% of planned budget in primary and all special schools. Calderdale agreed the introduction of its balance control mechanism in September 2010.
- c) This report covers Calderdale's 54 maintained schools (1 through school, 1 secondary, 49 primary and 3 special schools) and excludes academies.

2. Main issues for Schools Forum

- a) At the end of the 2020/21 financial year, total school balances in Calderdale (excluding academies) were £8.6 million: primary schools £6.8 million, secondary schools £0.48 million and special schools £1.32 million.
- b) In setting their 2021/22 school budgets, maintained primary schools planned to reduce their balances by the end of the financial year to £5.06 million, maintained secondary schools planned to increase their balances to £0.63 million, and special schools planned to have balances of £0.74 million. This would give total planned balances of £6.43 million.
- c) The spring term monitor shows maintained primary schools are projecting to have balances at the end of the year of £5.96 million, maintained secondary schools are projecting surplus balances totalling £0.77 million and special schools are projecting £1.42million. This would give total projected balances of £8.15 million at the end of March 2022.
- d) The spring monitor shows 34 schools (30 primary, 1 Secondary and 3 special schools) projecting balances for 2021/22 above the recommended thresholds, 23 primary schools and 3 special schools' projections exceed 11%. 31 of the schools were also above recommended thresholds at the end of the 2020/21 financial year.
- e) The balance control mechanism (clawback) currently remains in place. However, this has been suspended for the 2021-22 financial year due to the pandemic and this report is to update School Forum on school balances. Schools Forum will review the clawback mechanism at the June 2022 meeting.
- f) Overall balances increased during 2020/21 and based on spring term monitors, school balances will increase during 2021/22.

g) The current monitoring statements received from schools show 3 primary schools fit the definition of close to deficit or in deficit. These schools will be closely monitored in the new financial year.

h) A summary of schools' balances is shown in Appendix A

3. Recommendations

- The current projections provided by schools are noted.
- A further update is provided in June 2022 based on final outturn.

4. Reasons for recommendations

To enable Schools Forum to give a view on maintained school balances.

5. Impact of funding, targets and milestones

No impact unless clawback mechanism is implemented.

6. Resource implications

No Impact unless clawback mechanism is implemented.

**Calderdale Schools -
Budget Monitoring 2021/22**

Code	School Name	Surplus b/wd 2020/21 £	Funding 2021/22 £	Original Budget 2021/22			Autumn Term Monitoring		Spring Term Monitoring	
				In-year deficit or surplus £	Original forecast £	Year End Balances %	Revised forecast £	Year End Balances %	Revised forecast £	Year End Balances %
	PRIMARY SCHOOLS									
6402	All Saints' CE (VA) J & I School	107,218	990,361.00	-10,695.00	96,523.00	9.75%	89,882.65	9.08%	101,926.00	10.29%
6436	Ash Green Primary School	418,868	2,776,944.00	-166,860.00	252,008.00	9.08%	230,696.00	8.31%	267,856.00	9.65%
6202	Bailiffe Bridge J & I School	120,178	901,273.00	-70,982.00	49,196.00	5.46%	75,147.88	8.34%	115,585.00	12.82%
6203	Barkisland CE (VA) Primary School	64,429	905,468.00	-697.00	63,732.00	7.04%	51,660.00	5.71%	57,220.00	6.32%
6407	Carr Green J, I & N School	54,784	1,585,378.00	1,906.00	56,690.00	3.58%	31,136.00	1.96%	590.00	0.04%
6408	Castle Hill J & I School	175,098	1,090,719.00	-21,316.00	153,782.00	14.10%	143,138.16	13.12%	175,022.00	16.05%
6207	Central Street Infant & Nursery School	172,102	466,239.00	-27,794.00	144,308.00	30.95%	146,213.00	31.36%	149,011.00	31.96%
6409	Christ Church (Pellon) CE (VC) Primary School	199,100	1,247,299.00	-49,930.00	149,170.00	11.96%	170,378.00	13.66%	55,844.00	4.48%
6208	Christ Church CE (VA) Junior School (Sowerby Bridge)	64,053	730,971.00	-60,456.00	3,597.00	0.49%	20,612.70	2.82%	21,165.00	2.90%
6209	Cliffe Hill Community Primary School	73,991	1,242,354.00	-23,463.00	50,528.00	4.07%	42,917.20	3.45%	53,637.00	4.32%
6210	Colden J & I School	35,915	470,530.00	-19,113.00	16,802.00	3.57%	19,258.60	4.09%	8,957.00	1.90%
6211	Copley Primary School	157,578	1,240,000.00	-44,642.00	112,936.00	9.11%	177,533.23	14.32%	182,625.00	14.73%
6212	Cornholme J, I & N School	54,319	1,065,242.00	9,858.00	64,177.00	6.02%	72,475.73	6.80%	121,072.00	11.37%
6410	Cross Lane Primary & Nursery School	138,599	1,618,892.00	-67,764.00	70,835.00	4.38%	80,812.90	4.99%	81,055.00	5.01%
6411	Elland CE (VA) J, I & N School	151,700	1,091,355.00	-39,544.00	112,156.00	10.28%	142,968.00	13.10%	171,329.00	15.70%
6412	Ferney Lee Primary School	72,489	1,164,977.00	-15,990.00	56,499.00	4.85%	83,288.31	7.15%	119,679.70	10.27%
6217	Hebden Royd CE (VA) Primary School	104,107	492,717.00	-34,698.00	69,409.00	14.09%	42,191.11	8.56%	59,663.00	12.11%
6218	Heptonstall J, I & N School	36,370	455,797.00	-7,902.00	28,468.00	6.25%	37,857.93	8.31%	34,502.00	7.57%
6221	Holywell Green Primary School	123,761	964,958.00	-33,937.00	89,824.00	9.31%	103,339.48	10.71%	74,837.00	7.76%

6416	Lee Mount Primary School	56,379	1,891,168.00	-4,378.00	52,001.00	2.75%	62,377.69	3.30%	80,927.00	4.28%
6418	Ling Bob J, I & N School	388,789	2,039,956.00	-179,202.00	209,587.00	10.27%	252,188.00	12.36%	244,571.00	11.99%
6419	Longroyde Junior School	82,734	1,785,113.00	13,754.00	96,488.00	5.41%	56,371.61	3.16%	47,382.00	2.65%
6263	Luddenden CE School	70,368	851,622.00	-3,366.00	67,002.00	7.87%	80,429.31	9.44%	119,804.00	14.07%
6226	Midgley School	138,302	530,631.00	179.00	138,481.00	26.10%	153,364.59	28.90%	151,348.00	28.52%
6442	Moorside Community Primary School	293,539	1,353,705.00	-57,477.00	236,062.00	17.44%	224,023.86	16.55%	235,240.00	17.38%
6230	New Road Primary School	173,779	813,367.00	-36,866.00	136,913.00	16.83%	128,679.98	15.82%	164,404.00	20.21%
6232	Norland CE (VC) J & I School	124,982	525,124.00	-47,731.00	77,251.00	14.71%	74,801.39	14.24%	137,975.00	26.27%
6420	Northowram Primary School	150,401	2,042,919.00	-30,000.00	120,401.00	5.89%	160,128.59	7.84%	161,418.00	7.90%
6233	Old Town Primary School	66,529	477,947.00	-284.00	66,245.00	13.86%	87,625.00	18.33%	85,331.00	17.85%
6422	Parkinson Lane Community Primary School	634,328	2,943,518.00	-183,391.00	450,937.00	15.32%	564,953.00	19.19%	772,493.00	26.24%
6234	Ripponden J & I School	93,226	951,143.00	-13,839.00	79,387.00	8.35%	114,282.00	12.02%	108,583.00	11.42%
6425	Riverside Junior School	213,571	802,704.00	-74,822.00	138,749.00	17.29%	181,379.38	22.60%	158,368.00	19.73%
6247	Salterhebble J & I School	42,654	1,012,364.00	15,033.00	57,687.00	5.70%	49,158.09	4.86%	33,892.00	3.35%
6414	Savile Park Primary School	209,066	2,460,823.00	-19,443.00	189,623.00	7.71%	207,523.28	8.43%	284,467.00	11.56%
6250	Shade Primary School	73,221	953,808.00	-6,697.00	66,524.00	6.97%	57,098.87	5.99%	39,070.00	4.10%
6430	Shelf J & I School	37,497	1,140,137.00	1,801.00	39,298.00	3.45%	38,488.75	3.38%	30,543.00	2.68%
6236	St Andrew's CE (VA) Infant School (Brighouse)	78,191	840,325.00	-13,631.00	64,560.00	7.68%	44,746.00	5.32%	92,413.00	11.00%
6426	St Andrew's CE (VA) Junior School (Brighouse)	243,472	1,085,422.00	-49,722.00	193,750.00	17.85%	172,184.00	15.86%	150,106.00	13.83%
6237	St Augustine's CE (VA) J & I School	65,039	838,048.00	-45,449.00	19,590.00	2.34%	5,867.10	0.70%	-2,555.00	-0.30%
6242	St Mary's CE (VC) J & I School (Sowerby Bridge)	130,011	521,948.00	-41,443.00	88,568.00	16.97%	81,787.90	15.67%	116,861.00	22.39%
6243	St Michael & All Angels CE Primary School	74,805	999,177.00	-45,151.00	29,654.00	2.97%	35,260.94	3.53%	45,419.00	4.55%
6255	Stubblings Infant School	126,498	287,815.00	-5,990.00	120,508.00	41.87%	91,227.00	31.70%	96,506.00	33.53%
6431	Todmorden CE (VA) J & I School	155,121	1,235,918.00	-13,417.00	141,704.00	11.47%	168,011.52	13.59%	116,027.00	9.39%
6256	Triangle CE (VC) Primary School	133,608	880,265.00	-68,035.00	65,573.00	7.45%	53,679.97	6.10%	107,700.00	12.23%
6257	Tuel Lane Infant School	70,417	540,070.00	-2,792.00	67,625.00	12.52%	39,032.84	7.23%	33,767.00	6.25%
6443	Walsden St Peter's CE (VC) Primary School	136,486	895,774.00	-19,791.00	116,695.00	13.03%	127,838.44	14.27%	127,520.00	14.24%
6261	Warley Town School	84,776	623,912.00	-8,479.00	76,297.00	12.23%	63,541.59	10.18%	67,833.00	10.87%
6253	Withinfields Primary School	84,351	1,655,196.00	-32,499.00	51,852.00	3.13%	78,897.26	4.77%	92,134.00	5.57%
6433	Woodhouse Primary School	233,923	1,904,722.00	-74,033.00	159,890.00	8.39%	258,983.00	13.60%	209,572.00	11.00%

	TOTAL PRIMARY SCHOOLS	6,790,722.00	55,386,115.00	- 1,731,180.00	5,059,542.00	9.14%	5,475,437.83	9.89%	5,960,694.70	10.76%
						26		29		30

Code	School Name		Funding 2018/19 SBS, PP & TPG	Original Budget 2018/19			Autumn Term Monitoring		Spring Term Monitoring	
				In-year deficit or surplus £	Year end balances		Year end balances		Year end balances	
					£	%	£	%	£	%
	SECONDARY SCHOOLS									
6603	CALDER HIGH SCHOOL	422,557	7,924,698.00	143,067.00	565,624.00	7.14%	706,583.00	8.92%	582,122.00	7.35%
6616	TODMORDEN HIGH SCHOOL	63,688	5,546,312.00	0.00	63,688.00	1.15%	69,602.97	1.25%	188,376.00	3.40%
	TOTAL SECONDARY SCHOOLS	486,245.00	13,471,010.00	143,067.00	629,312.00	4.67%	776,185.97	5.76%	770,498.00	5.72%
						1		1		1

Code	School Name		Funding 2018/19 SBS, PP & TPG	Original Budget 2018/19			Autumn Term Monitoring		Spring Term Monitoring	
				In-year deficit or surplus £	Year end balances		Year end balances		Year end balances	
					£	%	£	%	£	%
	SPECIAL SCHOOLS									
6802	HIGHBURY SCHOOL	300,399	2,174,601.00	-22,937.00	277,462.00	12.76%	260,858.00	12.00%	266,796.00	12.27%
6800	RAVENSCLIFFE HIGH SCHOOL	693,068	4,218,002.00	-397,907.00	295,161.00	7.00%	456,099.00	10.81%	468,064.00	11.10%
6803	WOOD BANK SCHOOL	326,706	2,172,657.00	-162,735.00	163,971.00	7.55%	366,302.00	16.86%	688,823.00	31.70%
	TOTAL SPECIAL SCHOOLS	1,320,173.00	8,565,260.00	-583,579.00	736,594.00	8.60%	1,083,259.00	12.65%	1,423,683.00	16.62%
						1		3		3

	TOTAL ALL SCHOOLS	8,597,140.00	77,422,385.00	- 2,171,692.00	6,425,448.00	8.30%	7,334,882.80	9.47%	8,154,875.70	10.53%
						28		33		34

Report to Schools Forum

Meeting Date	April 2022
Subject	Allocation of 2022/23 Central School Services Block (CSSB)
Report Author	Martyn Sharples – Senior Finance Officer (Adult & Children's)

Report purpose
To seek approval of the members of Schools Forum on the proposed use of the 2022/23 Central Services Block funding.

Need for decision
Schools Forum is asked to support the recommended allocation of the 2022/23 Central School Services Budget (CSSB) as set out in the report.
Schools Forum is asked to note the continuing reduced CSSB funding envelope in 2022/23.

Contact Officers
Martyn Sharples – Senior Finance Officer (Adult & Children's) – Tel No 01422 392719 Lesley Bowyer – Assistant Director Education and Inclusion lesley.bowyer@calderdale.gov.uk

Report to Schools Forum

1. Background information and context

A Local Authority's Dedicated Schools Grant (DSG) has comprised of four funding blocks since April 2018: Schools Block, Early Years Block, High Needs Block and the Central School Services Block (CSSB).

The Central Schools Services Block (CSSB) is funding a local authority holds on behalf of its maintained schools and academies to provide combined or statutory central services.

The CSSB funding is split into two elements:

- Funding for historic commitments previously top sliced from the DSG (examples being the Information, Advice and Guidance Service and School Improvement Cluster funding).
- Funding for ongoing responsibilities determined by the National Funding Formula using a pupil-led formula.

Schools Forum is reminded that the DfE is reducing the historical commitments element of funding over time regardless of whether local authorities have ended these arrangements.

The DfE has confirmed that funding for 2022/23 will reduce by a further £220K. This is a 20% reduction on 2021/22 levels of funding.

Local Authorities are required to advise their schools forums on the proposed use of the Central School Services Block (CSSB) funding. The operational Guidance sets out restrictions on how authorities can spend their allocations, and that authorities have flexibility to move money from their CSSB into other DSG blocks if they wish.

2. Main issues for Schools Forum

2022/23 Funding Allocation

The CSSB funding for 2022/23 will be **£2.09m** based on the following:

- Funding for historical element £0.882m
- Funding for ongoing responsibilities under the NFF £1.208m

The historical element has been reduced by 20% (£220K) compared to 2021/22.

The per-pupil rate for ongoing responsibilities has been confirmed as £36.73 for 2022/23. This is a 2.5% reduction on the 2021/22 per-pupil rate of funding. The funding is based on pupil data as at Oct 2021 (i.e. 32,910).

In 2021/22, additional pension funding for centrally employed teachers was rolled into the ongoing responsibilities element of the CSSB. For the 2022/23 CSSB this additional funding is now included in the baseline per-pupil amount for ongoing responsibilities.

Proposed Use of Central Services Block (CSSB)

Appendix 1 attached outlines the proposed use of the Central School Services Block (CSSB) for 2022/23 and the total funding required to fund the Services to Schools is **£1.953m**.

School Licences - £192K

The first call on the funding has to be for School Licences to cover the cost for copying of materials, performing, recording and broadcasting of music and films in schools. It is assumed this will be £192K in 2022/23. This is Government mandated.

Retained Duties - £364K

It is proposed that funding is allocated for the continued provision of the self-improving school cluster model, at the 2020-21 level of £364k.

Work undertaken for the Information, Advice and Guidance Service provided by C&K Careers Service is now commissioned directly with schools.

Any historic commitments for which funding will be required in future years may be subject to reduction in line with DfE action to further reduce the historical element of CSSB funding.

School Termination Costs - £40K

This funding is to cover redundancy costs in schools. There are tight criteria for funding support and a requirement to have a local authority led budget recovery plan if in deficit. Based on previous years' spend, funding of £40K has been allocated in 2022/23.

Services to Schools - £1.357m

The Review of Services to Schools has identified £1.357m is required by the Local Authority to continue to fund the statutory services it provides to Schools.

These services include Strategic Planning for the Education and Inclusion Service, Admissions, School Places Planning, Governor Support, SACRE, Education Welfare, Permanent Exclusions, Health & Safety, Schools Forum Support and Central Support Services – Finance, Audit, HR and Business Intelligence.

The statutory and regulatory duties delivered by the above services and their cost have been highlighted in a separate report submitted to Schools Forum in January 2022.

2022/23 Funding Surplus

Appendix 1 attached shows the 2022/23 funding requirement is **£1.953m**.

The CSSB funding available in 2022/23 will be **£2.09m** therefore there will be a funding surplus of **£137K** that will be available to be used on a one-off basis to be spent in 2022/23.

There will be no opportunity to carry this forward into 2023/24.

A proposal was approved by Schools Forum in January 2022 to use £42K of CSSB as one-off funding to contribute to the cost of maintaining school improvement functions at the current level in 2022/23.

It is proposed to use the remaining £96K of this one-off funding to provide funding to the Calderdale Partnership School Improvement Board (CPSIB) and clusters to support the continued Covid-19 recovery work. Whilst the funding is insufficient to maintain the additional allocation provided to clusters and the CPSIB in 2021-22, it will allow for the increase to clusters agreed at the CPSIB meeting in March to provide backfill for Cluster Lead Headteachers to prepare for and attend CPSIB meetings at £2,250 per cluster. It will also allow for a further lump sum of £2,000 per cluster, leaving an additional £62k to the CPSIB budget available to all clusters and schools to bid for resources for specific pieces of work.

3. Recommendations:

Schools Forum is asked to support the recommended allocation of the 2022/23 Central Schools Services Block (CSSB) as set out in the report.

Schools Forum is asked to confirm their agreement, made in respect to a separate report in January 2022, for the use of the £42K one-off surplus for the School Effectiveness Service.

Schools Forum are asked to agree the use of the £96K one-off surplus for:

- £2,250 per cluster to backfill for cluster lead headteachers to prepare for and attend the 5 CPSIB meetings per year;
- £2,000 lump sum one-off funding per cluster
- £62,000 one-off increase to the CPSIB budget for schools and clusters to bid for.

4. Reasons for recommendations

Contained in this report.

5. Impact of funding, targets and milestones

Contained in this report.

6. Resource implications

Contained in this report.

7. Appendices

Appendix 1: Proposed Allocation of Central School Services Block 2022/23

Proposed Allocation of Central School Services Block 2022/23

Service Area	2022/23 Funding Allocation £000's	
Government Mandated		192
School Licences	192	
Retained Duties		364
School Improvement Cluster Funding	364	
Services to Schools		40
School Termination Costs	40	
Statutory/Regulatory Services to Schools		1,357
Including:	1,357	
Strategic Planning		
SACRE		
School Admissions		
School Organisation		
Strategic Planning of School Places		
Schools Forum Support		
Permanent Exclusions/Education Welfare		
Governor Support		
Health & Safety		
HR Pensions		
Centrally Controlled Teachers' Pensions		
Capital Advice & Projects		
Finance Support		
Business Intelligence Support		
Internal Audit		
CSSB Funding required	1,953	

CSSB Funding available	2,090
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Surplus	137	
Backfill for cluster lead headteachers to prepare for and attend the 5 CPSIB meetings per year at £2,250 per cluster	18	95
£2,000 lump sum one-off funding per cluster	16	
£61,000 one-off increase to the CPSIB budget for schools and clusters to bid for	61	
One off Funding for School Effectiveness Service	42	42
Allocation of one off surplus	137	

Schools Forum

Work Programme 2021/22

Prepared by

Lesley Bowyer, Interim AD Education and Inclusion

Richard Morse, School Organisation and Access Manager

Meeting date	Venue	Reports		Deadline for papers
30 November 2021	Virtual	Election of Chair and Vice Chair – Ian Hughes	Decision	15 November 2021
		Forum Constitution and Terms of Office– Ian Hughes – verbal	Decision	
		Allocation of funding to school improvement clusters – half yearly impact report – Lesley Bowyer	Information	
		Falling Rolls Growth Consultation (dependent on June Meeting) – working party	Decision	
		School funding update report – Jane Davy	View/Consultation	
		Growth Fund report – Jane Davy	Decision	
		Briefing note on Fair funding for all Consultation report – Jane Davy	Information	
		Update on maintained schools balances – Jane Davy	View/Information	
		Pupil Planning document – Richard Morse	Information	
		Work programme	Information	
		Reforming how Local Authority school improvement functions are funded	Information	
		Capital Maintenance Briefing paper – Lesley Bowyer	Information	
		Discussion on format of future meetings verbal – Chair	Decision	

Meeting date	Venue	Reports		Deadline for papers
13 January 2022	Virtual	Early years block provision, central spend – Martyn Sharples	Consultation/Decision	4 January 2022
		Schools funding update – Jane Davy	Consultation	
		Falling Rolls – Jane Davy	Decision	
		Growth funding 2021/22 and 2022/23 – Jane Davy	Decision	
		Review of services to schools – Michael Holgate	Decision	
		Reforming how the Local Authority School improvement functions are funded – Lesley Bowyer	Decision	
		De-delegation including Union facilities – Michael Benn/Jane Davy to present	Decision	
		Good Practice and Self-Assessment – Ian Hughes – verbal	Decision	
28 April 2022	Virtual	Allocation of Funding to School Improvement Clusters (half year report) – Connie Beirne	Information	7 April 2022
		Spend on High Needs Block provision including arrangements for commissioned places for pupils with Special Educational Needs – Lesley Bowyer	Information	
		Maintained School Balances – Spring Monitor – Jane Davy	Information	
		Local Authority Redundancy Policy – Jane Davy	Information/Discussion	
		Allocation of 2022/23 Central Service Schools block (CSSB) central spend – Lesley Bowyer	Decision	

Meeting date	Venue	Reports		Deadline for papers
		Schools White Paper; Opportunity for All and SEND and AP Green Paper – verbal update Lesley Bowyer	Information/Consultation	
		Self-Assessment Feedback – Ian Hughes – verbal update	Discussion	
		Work programme	Information	
23 June 2022	TBC	Schools Balances 31 March 2022 – Jane Davy	Information	13 June 2022
		Schools 3 Year Budget Plans – Jane Davy	Information	
		Scheme for Financing Schools – Jane Davy	Decision	
		Schools Forum Self-Assessment – Ian Hughes	Information	
		Claw Back Report – Jane Davy	Discussion	
		Local Authority School Improvement Function – Connie Beirne / Assistant Director for Education and Inclusion	Information	
		Work programme	Information	