

Schools Forum Agenda

Thursday, 21 October 2021

4.30 pm – 6.30pm, Virtual - Microsoft Teams

For more information contact: janita.aubun@lewisham.gov.uk tel: 020 83147030

Item	Pages
1. Apologies and Acceptance of Apologies	
2. Declaration of Interests	
3. Minutes of the Meeting - 10 June 2021	1 - 5
4. Matters Arising	
5. Schools Finance Service Offer 2022-23 and 2023-24	6 - 11
The purpose of this report is to discuss options to continue to finance the support provided to schools by the finance team.	
6. NFF Consultation Update Report	12 - 35
Purpose of this document is to provide a summary briefing with regards to the NFF consultation launched by the DfE.	
7. DSG Update 2021-22 and 2022-23	36 - 55
This is a standard report to schools forum to provide a periodic update on the 2021/22 DSG update and projected outturn, plus to provide additional updates with regards the provisional 2022/23 funding settlement.	
There will also be a verbal update from the High Needs Schools Forum Working Group (refer to Appendix A).	
8. Schools Forum Membership/Chair & Vice-Chair	
Update on nomination of chair and Vice-Chair.	
Membership update.	

Phase Represented	Total	Filled	Vacant	Expire Oct	Expire Dec
Primary Heads	7	6	1	0	4
Primary School Governors	2	2	0	0	1
Secondary Heads	2	2	0	0	0
Secondary School Governors	2	2	0	0	1
Academy Representatives	2	2	0	0	0
Total for Mainstream Schools	15	14	1	0	6
Special School Head	1	1	0	0	0
Special School Governor	1	0	1	0	0
PRU Head	1	1	0	0	0
Nursery School Head	1	1	0	0	0
Early Years – PVI Representative	1	0	1	0	0
Diocesan Authority Representatives	2	2	0	0	0
14-19 Consortium Representative	1	1	0	0	0
Total Membership of Schools Forum	23	20	3	0	6

9. Any Other Business

Future meetings

16 December 2021

20 January 2022 (provisional)

All meetings will be held between 16.30 and 18.30

Sub Group meetings

High Needs Sub Group

- 2nd December 2021
10-11:30
- 6th January 2022
10-11:30

DRAFT

LEWISHAM SCHOOLS FORUM

Minutes of the meeting held on Thursday 10th June 2021

Membership (Quorum = 40% i.e. 9) ✓ = present ✕ =absent a = apologies
s = substitute

		Attendance				
Primary School Headteachers		10/ 12	19/ 01	06/ 05	10/ 06	Date of Appointment
Paul Moriarty	Good Shepherd	a	✓	a	a	Dec 2018
Manda George	Torridon Primary	a	✓	✓	✓	Dec 2018
Sharon Lynch	St William of York	✓	✓	✓	✓	Dec 2018
Keith Barr	Kender	✓	✓	✓	✓	Dec 2018
Matthew Ringham	Our Lady & St Philip Neri	✓	✓	✓	✓	Dec 2018
David Lucas	Trinity		✓	✓	✓	Jan 2021
Maxine Osbaldeston	Launcelot		✓	✓	✓	Jan 2021
Nursery School Headteacher						
Nikki Oldhams	Chelwood Nursery	✓	✓	a	a	Oct 2020
Dimitrios Kontozisis	Chelwood Nursery				s	
Secondary School Headteachers						
Naill Hand	Prendergast Ladywell	✓	✓	✓	✓	July 2019
VACANT						
Mark Phillips	Deptford Green	a	✓	✓	✓	Jan 2020
VACANT						
Special School Headteacher						
Lynne Haines	Greenvale	✓	✓	✓	✓	Oct 2018

Pupil Referral Unit Headteacher						
Heather Johnston	Abbey Manor	✓	✓	✓	✓	Dec 2020
Primary School Governors						
Rosamund Clarke	Perrymount	✓	✓	✓	✓	Dec 2018
Peter Fidel	Eliot Bank and Gordonbrock Federation				✓	June 2021
Secondary & Special School Governors						
Pat Barber	Bonus Pastor	a	a	✓	✓	Dec 2018
Andy Rothery	Leathersellers Federation				✓	June 2021
VACANT						
Academies						
Dr Tesca Bennett	Haberdashers' Knights Academy	a	✓	a	✓	Oct 2018
Ann Butcher	Childeric				✓	June 2021
14-19 Consortium Rep						
Asfa Sohail	Lewisham Southwark College	✓	✓	✓	✓	Mar 2019
Early Years – PVI						
VACANT						
Diocesan Authorities						
Sara Sanbrook-Davies	Southwark Diocesan Board of Education	a	✓	✓	✓	Dec 2019
Yvonne Epale	Education Commission – Catholic Diocese of Southwark	a	✓	✓	✓	May 2021- re-elected
Lynne Haines	Forum Chair	✓	✓	✓	✓	Oct 2017
Keith Barr	Forum Vice-Chair	✓	✓	✓	✓	Oct 2017

Observers/Others in attendance		
Director CYP	Angela Scattergood	

Group Finance Manager	Mala Dadlani	
Strategic and operational lead	Victoria Redgrave	
Principal Accountant	Lurenco Reynolds-Moxam	
Principal Accountant	Dipesh Gajmer	
Leathersellers Federation	Martin Cunningham	
Leathersellers Federation	Tony Marnham	
Chelwood Nursery	Amanda Furtado	
Marvels Lane	Eddie Dove	
NEU	Kim Knappett	
Clerk	Janita Aubun	

1. Apologies and Acceptance of Apologies

Apologies accepted from Paul Moriarty and Nikki Oldhams (Dimitrios Kontozisis –deputising)

The Chair along with other forum members welcomed new members of the forum: - Andy Rothery from Leathersellers Federation; Peter Fidel from Eliot Bank and Gordonbrock Federation and Ann Butcher from Childeric.

2. Declaration of Interest

None

3. Minutes of meeting on 19th January 2021

Agreed

4. Minutes of meeting on 6th May 2021

Agreed

5. Matters arising

None

6. Schools Forum work plan 2021/22

Schools Forum were advised of the timing of the meeting dates/work plan for the financial year ahead which have been chosen strategically to coincide with important events/announcements, such as year-end closing and DSG announcements.

Schools Forum noted the work plan

7. DSG outturn position, including schools' balance position

The purpose of the report was to provide Schools forum with the outturn position for the DSG 2020/21.

Schools Forum were advised of:-

- Early Years – Provisional underspend of £1.6m and any final uncommitted balance (after claw back) will be recast on the formulaic basis that make up this block, with a further discussion at the next forum meeting. Consideration to support Providers to support pressure from Covid if sufficient funding in the hourly allocation.
- High Needs Block - Overspend by circa £5m, £629k from prior year and £4.3m in-year. The £5m will be the first call on 2021/22 budget. See report elsewhere on this agenda reviewing 2021/22 position.
- Central Block – Spend on budget.
- Schools block – Underspend on growth fund by £397k. It was proposed that this be used to support schools with TTO liability on a case-by-case basis.
 - Schools Forum agreed (19 supported) to support schools with difficulty on a case-by-case basis.
 - Report is likely to be presented to the December SF meeting once more information is known around TTO. The report will identify criteria for eligibility
 - It is intended that based on this criteria LA will administer any payments. Any unused funding will support the wider schools position.

Update from Schools Forum High Need working group

Victoria Redgrave updated Schools Forum on the ways the group has been working to improve position in the High Needs Block, including:-

- The transport board has a focus on decreasing the number of CYP that travel on taxis and increasing the number on Lewisham Passenger Services buses;
- data benchmarking to consistently implement the banding system;
- increasing capacity in special schools by expanding existing provisions;
- working with mainstream schools to have a fair distribution of EHCPs; and
- invest to save projects, for example by keeping Lewisham's EHCP in Lewisham and avoiding sending out of borough.

Schools Forum noted the pressure on high needs block.

The report also discussed the position on schools balances.

8. DSG Grant 2021/22

Schools Forum noted the 2021/22 allocation. In particular the increase in the high needs block funding, and that despite the increase demand estimated is expected to result in an overspend position. Early indication suggests that the projected outturn will remain at £5m. recognising that any increase in funding and actions undertaken continue to be outstripped by the increase in demand.

9. Changes to cash flow allocation to schools

Schools Forum noted the process.

10. Any other business

Schools Forum training –Mala advised that recognising new members to forum since last meeting and this, some training will be put on offer. Janita Aubun to send meeting invites to new governors/head teachers – existing members are also welcome to join.

Manga George and Keith Barr to join the High Needs subgroup.

Future meetings

21/10/2021

16/12/2021

20/01/2022 (Provisional)

All Schools Forum meetings will be held between 16:30-18:30

Schools Forum Action Summary

Item	Action to be taken	Officer(s) responsible	Outcome/Current position
7	Devise criteria for consideration by Schools Forum to determine eligible schools that are to be supported by the underspent growth fund of £397k.	Mala Dadlani	Pending
10	Send meeting invites to new governors/head teachers for Schools Forum Training.	Janita Aubun	To be arranged

Agenda Item 5



Schools Forum

**Report title: Schools Finance Service
2022/23 & 2023/24 – options for continuation of support.**

Date: 21st October 2021

Key decision: No.

Item number: 5

Outline and recommendations

Schools forum is asked:-

To note that the two year funding agreement concludes at the end of 2021/22.

To note the value added to schools over the last one and half years.

To consider options to continue with a further two year position.

Recommendation is for the agreement to be extended over a further two year period.

Timeline of engagement and decision-making

For the period 2022/23 and 2023/24
To support Schools Finance with a further two year de-delegation support

Summary

- 1 The purpose of this report is to discuss options to continue to finance the support provided to schools by the finance team.

Background

2. Schools forum agreed a two year de-delegation package to strengthen the support given to schools from the finance service. The period covered 2019/20 and 2020/21.
3. Prior to this agreement, extremely limited support was provided to schools to cover their basic statutory role and they had expressed dissatisfaction at the support that was being offered.
4. School leaders requested a more hands-on support service which would enable them to embed strong financial management in their schools.
5. Below is an example of the changes that have been implemented and reflect the new working relationship with schools and schools finance.
 - Every school is offered a termly visit which allows them to receive direct professional advice from the members of the finance team. This includes updates on any new information, support, guidance and challenge - for example the schools budget plans, CFR returns, SFVS etc.
 - Regular and timely advice on changes in local and national policy; examples included here - financial settlement, Covid returns, funding changes, Term Time Only updates etc. The advice is provided by the Strategic Business Partner (CYP), offering “meetings” (including slide packs), giving schools an opportunity for question and answer sessions, with multiple sessions organised, to give schools an opportunity to attend the sessions.
 - Small group briefings – to support critical work-streams, for example small group sessions (tailored to finance systems where possible) are held focusing on closing, budget setting, demonstration of new tools. Alongside the sessions, guidance notes and surgery sessions are also offered.
 - New ways of working and tools have been introduced to support schools. In some cases “tools” have been streamlined to offer easier ways of working e.g budget planner incorporating “metrics management” and SFVS data. Funding tools have been streamlined and made user friendly.
 - Introduction of RAG (red amber green) financial ratings to support schools to understand their financial health and for the finance team to better target resources to support the schools.
 - Formalisation of Deficit Recovery Plans and the introduction of Deficit Prevention Plans.
 - Speedy turn around on queries raised by schools, including from head of service.
 - Clear and detailed updates to schools forum, including training for members.
 - Intervention to support schools link with other departments.
 - Introduction of the traded Platinum Service to complement the above.
6. It is important to note that the new ways of working have ensured all stakeholders are included - i.e. headteachers, governors and school business managers and other school based finance officers. The finance team has received positive feedback and many ‘thank you’ s’
7. Schools generally report that they are now better informed and equipped to deal with the ongoing challenges of the changing landscape.
8. Recent visit from the DfE noted that the support offered to Lewisham Schools was praiseworthy, with the DfE being extremely pleased at the partnership work being undertaken.

9. It would be now fair to say the schools and the schools finance team operate a very strong partnership model that we we are all proud to be part of.
10. The service has delivered on all outcomes including supporting schools during the Covid period including where necessary direct intervention to support the school to continue with business as usual.

Summary of impact

- 11 Schools have submitted their budget plans with the exception of 3 schools. The finance team will be discussing the outcomes of the Budget Plan reviews with the schools during the autumn term. Overall the position appears more positive than last year. 24 schools are now able to demonstrate that they are able to set a three year balanced position; this is an increase of 12. Schools are actively showing strong financial management and leadership. Schools are taking a more long term view of their financial position.
- 12 The finance service has led on workings to support schools in deficits. At least 3 schools previously with large deficits are now in a balanced position and have sustainable financial plans. Recently as an example, finance service has also been working effectively with the DfE (SRMA) to support the 2 nursery schools. The SRMA is undertaking support work for the two Nursery Schools. Feedback from Chelwood Nursery has been very positive. It is anticipated that Chelwood will be able to undertake appropriate actions to develop a sustainable budget position.

Table 4 – RAG ratings for schools

	Nov-20	Jun-21	Movement
Green	12	24	12
Amber	23	21	-2
Red	41	31	-10
	76	76	0

Next Steps and Options

13. As set out above, the work undertaken to date has delivered significant change in the financial stewardship for Lewisham schools. Our schools are more confident, and beginning to display strong financial leadership. This includes schools that were previously in deficit, who have undertaken action (supported by finance), and are now in a balanced position.
14. Lewisham is at the forefront of supporting schools, with DfE acknowledging the partnership working as good practice. Other LA's are also considering similar models of support.
15. The schools finance service would suggest that the transformation and change process is not complete and would suggest that, if the model continues the focus would include:
 - Continuing the level and pace of work and embedding systems and structures to ensure consistent high practice and continue the positive trajectory of schools moving to a green rating.

- In line with the development of financial RAG we are looking to incorporate the ICFP (Integrated Curriculum and Financial Planning) principles, and the recently announced VMFI (View My Financial Insights) tool recently released by the DfE/ESFA.
 - Local Benchmarking data clubs
16. There continues to be significant on-going challenges for schools both locally and nationally.
- Locally the impact of Term Time Only, falling rolls, support and training of new staff/systems etc. need to be considered.
 - At a national level, (see report elsewhere on this agenda), the DfE continues to progress towards a Hard National Funding Formula. This would mean that schools need to be given key information in a timely and accurate manner, including the move towards academic year funding within a financial year.
17. Funding secured during 2019/20 and 2020/21, enabled finance to secure skilled staff to deliver the necessary support to schools and build relationships with school leaders.
18. To continue with the employment of two staff to support schools the total cost including employer oncosts is £140k. To ensure stability and continuity, we are proposing to continue with the offer for a further 2 years. It should be noted that in schools finance, recruitment and retention of personnel with the level of expertise required - proficient knowledge of systems, national and local policy, qualified accountancy - is a challenge. It is felt that a two year contract position would incentivise existing staff to be retained and continue to offer a comprehensive support service.
19. The request mid-year to schools forum is to enable sufficient notification to the post holders either with a continuation of a support package, or exit strategy.

The options going forward are as follows

20. Option 1 Schools Forum support a collective agreement covering nursery, primary, special, secondary schools and the PRU.

Effectively the same principle as currently agreed. The total cost of 2 staff is £140k.

Example of possible contributions (to continue to be met from within existing de-delegation levels for mainstream schools)		
Total Cost of 2 PO6 post	£140,000	
Early Years (from 5% hold back)	-£2,349	
Possible income from Platinum Service	-£25,000	
Total Support Required	£112,651	
Pupil Numbers	29499	
Average amount per pupil	£3.82	
School size	Pupil numbers	Contribution
Primary 1FE	180	£687
Primary 2FE	360	£1,375

Primary 3FE	540	£2,062
Secondary 3 FE	450	£1,718
Secondary 4 FE	600	£2,291
Secondary 5 FE	750	£2,864
Greenvale Special School	160	£611
Watergate School	140	£535
Drumbeat School and ASD Service	210	£802
Brent Knoll School	154	£588
New Woodlands School	112	£428
Abbey Manor	160	£611

(The table shown above is for exemplification to seek agreement from a policy perspective).

During 2019/20 & 2020/21, the cost of supporting the 2 nursery schools was borne from the 5% holdback. No charge was made to the Special Schools. It is intended that the cost of support will be chargeable to Special Schools in 2022/23 onwards, unless forum is happy to continue with existing practice.

As stated above, Schools Finance launched an additional service known as the platinum service. This would continue with a potential £25k of income reinvested to support this element. The platinum service is still very much in its early stages and evolves as transformation work creates capacity. The feedback from the schools using the service has been very positive. During 2020/21 18 schools were purchasing the platinum support at varying levels. Some schools are purchasing ongoing services, whilst others are purchasing deep-dives, or adhoc work.

21. It should however be noted as in the present agreement, there is no additional ask for de-delegation as this proposal remains to meet this cost within the schools contingency line of the de-delegation. The additional ask would only be for Special Schools who currently do not get charged for this service as the funding recovered was sufficient.
22. With regards to the income from the Platinum service, that is presently in its infancy as a new product. The income is also held to support any fall out of funding from associated risks.
23. **Option 2 Schools Forum does not support a collective agreement.**
This would mean that staff currently employed by finance would need to be released and the support would revert back to pre 2019/20. We would ask forum to consider that this option would greatly reduce the level of support to schools and the co-ordinated, holistic LA approach to developing schools finance capacity and competency. Without this support the finance service is only setup as a basic function of support to facilitate the statutory minimum support.
24. **Schools forum is asked to support the need to continue with a collective agreement to support schools for a further 2 year period.**

Financial implications

25. There are no direct financial consequences arising from this report. However the

proposals in this report support strong financial management and leadership to support schools. Without this support for schools, we will revert back to a basic statutory framework. This could potentially create risk and compromise financial standing in schools generally.

26. In the event that Schools Forum does not support the proposal, staff currently in post would need to be released. This could give rise to earlier disbandment of the service if staff employed were to find alternative employment.

Legal implications

27. There are no specific legal implications arising from this report.

Equalities implications

28. There are no direct equalities impacts arising.

Climate change and environmental implications

29. Not applicable

Crime and disorder implications

30. Not applicable

Health and wellbeing implications

31. Not directly but potentially, without the strategic support and direction. For many schools, financial management could become challenging and as a consequence result in health and wellbeing issues for staff in particular headteachers and finance leads.

Report author and contact

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Agenda Item 6



Schools Forum

Report title: National Funding Formula (consultation) – update of key points

Date: 21st October 2021

Key decision: No.

Item number: 6

Outline and recommendations

Schools Forum is asked to note this report including the consultation responses from Lewisham (Appendix A), and London Councils (Appendix B).

Schools Forum is also asked to note the significant implications for Lewisham Council and Schools arising from the ongoing reduction in the Central Schools Services Block and now the confirmation of changes that will effectively result in cessation of funding from 2023/24.

Schools Forum is asked to further note that detailed work is currently being undertaken to review and mitigate the impact.

The report also includes a representation made by Cllr Barnham to the Secretary of State for Education. (Appendix C)

Timeline of engagement and decision-making

Public consultation from 8th July to 30th September

Implementation from 2023/24

Internal review of services supported by the CSSB and engagement with Schools – October 2021 to July 2022

Summary

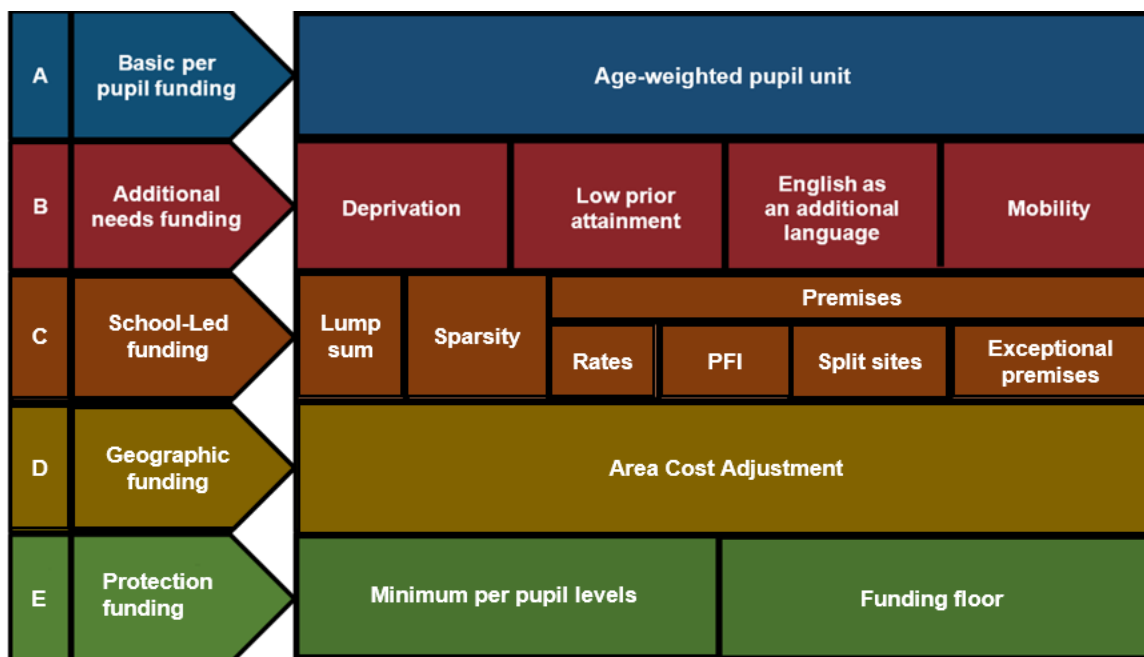
- 1 Purpose of this document is to provide a summary briefing with regards to the NFF consultation launched by the DfE. The final response is attached for information as submitted by the Lewisham council Appendix A. Our response localises Lewisham position. Additionally, Appendix B is the response submitted by London Councils that covers the full London position is included. The consultation document also confirms some changes in particular to the Central Services Block –which will have significant implications for Lewisham Council and the services provided to schools.

Background

- 2 Following a period of lobbying by a group known as “F40”, the Department for Education undertook detailed working which considered the system in place then, to be “unfair, not transparent and too complicated”. As a consequence of their findings the DfE commenced on the journey to standardise schools funding.
- 3 First element of this was to limit the number of factors that are used in any formula, and to establish set funding associated with each factor. The method was adopted partially, whereby the standardised method, determined the funding each Local authority received. Local Authorities then had sufficient flexibility to construct their local funding formula within the given parameters. This process has been known as the soft formula.
- 4 The current consultation is now looking at how to progress the next stages towards the hard formula – i.e be fully compliant, with progressively no local discretion.

What is the National Funding Formula?

- 5 Schools receive their delegated budget share based on the principles of the National Funding Formula with some local variations.
- 6 Table below shows the various “factors” that constitute the NFF. The DfE is looking towards moving to a “quasi” hard formula by 2023/24. This would mean that all items in A, B and D would no longer allow any local discretion.



- 7 Schools Forum to note that Lewisham, with regards elements A, B, D and C (Lump Sum element only) is fully complaint. So there is no anticipated impact as a consequence to moving to the “hard formula” for Lewisham. It should however be noted that many LA’s are not in this position and for them the move towards a hard formula would have potentially varying degree of implications. It is anticipated that the MFG will continue, which is currently managing any fallouts from the NFF value and what each school previously received.
- 8 DfE will undertake stage 2 consultation for factors that are not currently part of the NFF. These relate to the C- Premises related elements, of Rates (NNDR), PFI, Split Sites and Exceptional Premises Factors.
- 9 **NNDR (Rates)**, DfE is considering a change in process which would firstly exclude NNDR rates in its purest sense from the formula. This would be replaced with a top slice motion similar to the arrangements for copyright licenses. It is anticipated that there will be no financial impact. Further details are awaited, DfE has confirmed that the NNDR will only be paid for educational establishments. There is a potential increase in administration and reconciliation for finance staff as a consequence. Potentially a lower administration for schools. few aspects are not 100% clear e.g will the LA still be required to transfer associated funds to schools for rates, as it will be more of a notional scenario from a schools perspective. This will depend on how the CFR reporting requirements are noted. Changes will commence from April 2022. As we know more about the process, we will update schools accordingly.
- 10 **PFI** - each borough that has PFI treats this differently. The Lewisham formula is more complex than most LA. The Lewisham formula has two elements, first a set amount of £150k towards the affordability gap. Secondly for qualifying schools an additional element of funding to support a “10% threshold”. Over the course of the next few months it is expected that the DfE will undertake detailed engagement with those local authorities that use the PFI factor with a view to potentially reviewing and standardising arrangements. Schools Forum is asked to note the potential risk, but also note that any proposed change would be subject to further consultation and is unlikely to take place

until after 2023/24.

- 11 **Split Sites-** This factor is used to support those schools towards additional costs of running the school over two sites over a agreed distance. Each local authority that uses this factor applies a different amount to contribute towards the additional running costs. The DfE wants to standardise this position and is likely to develop a standardised model which they feel is a diseconomy in cost. E.g Reception, additional security for safeguarding etc. Once again, the DfE will be engaging with Local Authorities as the second stage of the consultation to consider how this may be standardised and incorporated into the NFF. **Schools Forum is asked to note the potential risk, but also note that any proposed change would be subject to further consultation and is unlikely to take place until after 2023/24.**
- 12 **Exceptional Factors.** Under the current setup, local authorities may request additional factors (subject to regulations and criteria) which must be approved by the Secretary of State to enable Local Authorities to use the factors. Lewisham currently has two such factors, one relates to playing fields and the other to service charge for land use. Less is said around these factors in the consultation report, mainly as the DfE is the approving body so is aware of the factors. That said, to enable a fully hard formula to be in place, the DfE may include this area in scope. **Schools Forum is asked to note the potential risk, but also note that any proposed change would be subject to further consultation and is unlikely to take place until after 2023/24.**
- 13 Overall, the DfE position is that the next stage towards a hard formula should proceed. The DfE in the consultation makes it clear that they are aware of the complexities and appear to have provided some assurance that any changes arising from the stage 2 consultations will not be rushed into and is expected to be phased in from 2023/24 onwards. The consultation also makes clear that the concept of floors, ceiling and MFG as forms of transition, will be available to mitigate any large movements.

Other elements considered in the NFF consultation

Proposal to harmonise funding to Academic years.

- 14 The NFF consultation is also seeking views on the appetite for moving towards Academic year funding, within a FINANCIAL YEAR FRAMEWORK. Schools are used to receiving funding for academic years within financial years periods such as UIFSM, Post 16 etc. There are possibly two aspects of concern, however the consultation does not provide sufficient clarity –
- Will schools be required to produce two accounting statements, one on a financial year basis and the other on an academic year basis? What will actually change for schools if the settlement is per financial year (?). how will the reporting requirements for the DfE and LA link in here. It needs to be noted that both have statutory reporting requirements.
 - Maintained schools funding is based on the October data immediately before the financial year. E.g 2021/22 financial year is based on October 2020. For academy schools the position is more complicated as the funding “straddles” over 2 financial years. So for example financial year 2021/22 –April to August would be based on October 2019 and September to March would be based on October 2020. We are not clear if this would result in adverse funding.

Schools Forum, to note that Lewisham does not support this move. We do not see any benefit for Lewisham Schools.

Growth Fund and Falling Rolls Fund

- 15 The DfE wishes to effectively move away from allocating funding to Local Authorities towards a more controlled process administered by the DfE. Lewisham already funds any school based growth on the APT tool. Lewisham does not currently have a falling rolls fund. Potential implications for Lewisham will include –
- How bulge classes are supported as that is not discussed in the consultation. Lewisham also has a ongoing support of £2k per year as bulge classes work through. This funding would be at risk.
- 16 The DfE has noted that they support academy schools that previously has falling numbers, with “popular school growth”. This mechanism is not being considered for maintream schools. Our veiw is that this undermines the equality and fairness aspect of the funding formula.
- 17 Centralisation of such policy would also take away any local discretion which is most needed to meet local priorities.
- 18 **Schools Forum to note that Lewisham does not support this policy change and considers this proposal to contradict the need for equity and fairness.**

Central Schools Services Block (CSSB)

- 19 The CSSB has two sub funding elements within this block. The first element relates to what the DfE term as “ongong”. All Local Authorities utilise this funding somewhat differently, but in the main this should cover areas like admissions, place planning etc.
- 20 The consulation suggests that this part will be further reviwed by the DfE to split this across three distinct areas of
- Statutory for all - Maintained and Academies
 - Traded
 - De-delegation
- 21 Expectation is that the funding receivable will only be for Statutory for all , and then move into the councils main grant (Revenue Support Grant). It is not clear if any of this funding will move to the Schools Block to help schools purchase services, although this is considered unlikely. Additionally, transfer of funding to the main RSG grant comes with its own set of risks including, redistribubtion of funding across the country (loss of funding to Lewisham), lack of visibility etc. It is also unclear how the funding sits within the policy of the Department for levelling up, Housing and Communities.
- 22 The second element of the funding known commonly as the “historic baseline”, will continue to be abated for 2022/23 with an estimated reduction of £500k. Following which the proposal is for a termination of this grant.
- 23 The table below shows the year on year pressure from changes affected to this grant. For the purpose of this illustration there is an assumption that the “ongoing element” will reduce by 1/3 simply based on the position that funding is expected to be re-catergoised over the three areas as stated above in bullit point 20.

	Ongoing Duties	Historic Baseline	Total
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	£m	£m	£m
2019/20	£1.46	£3.96	£5.42
2020/21	£1.48	£3.16	£4.64
2021/22	£1.73	£2.53	£4.26
2022/23	£1.71	£2.03	£3.74
2023/24	£0.57	£0.00	£0.57
Movement to 2019/20	-£0.89	-£3.96	-£4.85
Movement to 2020/21	-£0.91	-£3.16	-£4.07
Movement to 2021/22	-£1.16	-£2.53	-£3.69

- 24 Lewisham has already started to work on the detailed review of services as previously advised to Schools Forum. This remains a complex task as the situation has to be considered holistically and consideration of risk management in light of the statutory responsibility of the Local Authority. This review will enable Lewisham to have some detailed analysis to facilitate comparison with the DfE final position.

Schools forum – Future of the Schools Forum Position

- 25 Schools Forum is a statutory body which has a dual role. Some aspects of the Schools Forum role are advisory and support the implementation of local/national policy. Schools forum also has some decision making powers currently mainly around the aspects related to the funding formula e.g. transfer rights of 0.5%, De-delegation values, Growth Fund, Falling rolls fund, MFG approval etc
- 26 As the formula moves towards the NFF (Hard), Schools forums role will amend further towards advisory. Schools forum will continue to work effectively with local authorities with regards to high needs and early years. The changes will be phased in as the hard formula process is formalised
- 27 **Schools forum is asked to note the above points.**

Financial Implications

- 28 The report refers to a recent consultation paper. Depending on the outcomes of the consultation there is potentially some direct implications for schools. This is anticipated to be largely mitigated by the protection mechanisms of “floors and ceiling” but also the MFG, however this cannot be guaranteed until we have final information from the DfE.
- 29 Additionally, the document confirms some changes particularly relating to the CSSB which will have significant implications for both schools and Lewisham Council.
- 30 Depending on the outcomes of the consultation a further report will be presented to schools forum in due course.

Legal implications

- 31 There are no specific legal implications arising from this report.

Equalities implications

- 32 There are no direct implications arising from this report. However some of the recommendations suggested by the DfE, for example supporting growth fund for

academies and not maintained schools, do not support equalities

Climate change and environmental implications

33 Not applicable

Crime and disorder implications

34 Not applicable

Health and wellbeing implications

35 Not applicable

Report author and contact

Mala Dadlani, Strategic Business Partner mala.dadlani@lewisham.gov.uk 020 8314 3581

National Finding Formula – Consultation

Attached below is the local authority's response to the Department for Education (DfE) consultation questions.

The consultation closes on 30 September 2021.

Please submit your response using the link below:

<https://consult.education.gov.uk/funding-policy-unit/completing-our-reforms-to-the-nff/>

Question 1:

Do you agree that (a) our aim should be that the directly applied NFF should include all pupil-led and school-led funding factors and (b) that all funding distributed by the NFF should be allocated to schools on the basis of the hard formula, without further local adjustment through local formulae?

(a) We do not agree with this proposal.

In principle, we have no objection to the application of NFF to pupil led funding factors. However, we have concerns regarding the removal of all local formulae adjustments. In agreement with Schools Forum, Lewisham has adopted the factors and where appropriate the unit values (with Area Cost Adjustments) as used by the DfE for the National Funding Formula. This was a conscious decision in readiness towards the Hard Funding Formula. We faced swings in funding which was managed by the MFG.

With regards the remaining items currently under local discretion we would comment as follows:

- Local determination currently only applies to Split sites, Rates (NNDR), PFI and exemptions agreed with the DfE for 2 schools with respect to playing field and service charges. It would be possible to standardise split sites nationally on the basis that this funding supports “essential” costs associated with having building on two separate sites. We would further add that it is not the distance that results in additional costs. The additional costs are essential for safeguarding and protecting our young people. We feel a separate building, so long as it is not on the same protected site, will continue to require cover for reception, caretaking etc.*
- NNDR rates – at present schools are funded on a £ for £ basis. So long as the proposal supports the key principle that rates remains funded at full cost this will be supported. The DfE has previously spoken about taking NNDR out of the equation for the purpose of the funding formula and to recover that directly from each LA via a portal submission process. This would make sense and we assume would be supported by a notional funding level that*

would be adjusted for in year actual. The consultation is not clear however on how NNDR would be treated in the CFR, e.g. would schools need to have the rates funding shown in their accounts etc.

- *PFI – we do not feel that this can be configured into a factor. There are far too many variables (values, PFI start and end dates etc) and not all schools are in receipt of this funding. We would suggest this remains funded on actual plus RPI*
- *Exceptional costs – this is similar to the PFI comment. Very few schools are affected with unique circumstances which the DfE has agreed and supported. Again, this cannot be a formulaic approach. We would suggest that this remains a separate addition to the Schools Block.*
- *The formularisation of school led funding factors - we are concerned that this will be destabilising for many schools, particularly small schools. Schools impacted by this change should be offered protection to minimise funding turbulence. The current ‘soft’ formula enables us, via the Schools Forum, to apply a local formula applied on top of the NFF in a fair and transparent way.*
- *There should be full consultation with schools, local authorities and parents before changes are introduced that shifts funding between geographical areas.*
- *We believe that all schools should have access to the same arrangements that are proposed for academies - access to popular growth funding to expand places and particularly the freedom to pool funding would enable federations and groups of maintained schools to benefit from the economies of scale. If these flexibilities are not available to all schools, there will be inequalities of access and provision for children depending on the governance of their schools.*

Question 2:

Do you have any comments on how we could reform premises funding during the transition to the directly applied NFF?

- *It would be possible to standardise split sites nationally on the basis that this funding supports “essential” costs associated with having building on two separate sites. We would further add that it is not the distance that results in additional costs. The additional costs are essential for safeguarding and protecting our young people. We feel a separate building, so long as it is not on the same protected site, will continue to require cover for reception, caretaking, safeguarding, first aid etc.*
- *NNDR rates – at present schools are funded on a £ for £ basis. So long as the proposal supports the key principle that rates remain funded at full cost this will be supported. The DfE has previously spoken about taking NNDR out of the equation for the purpose of the funding formula and to recover that directly from each LA*

via a portal submission process. This would make sense and we assume would be supported by a notional funding level that would be adjusted for in year actual.

- *PFI –we do not feel that this can be configured into a factor. There are far too many variables (values, PFI start and end dates etc) and not all schools are in receipt of this funding. We would suggest this remains funded on actual plus RPI*
- *Exceptional costs – this is similar to the PFI comment. Very few schools are affected with unique circumstances which the DfE has agreed and supported. Again, this cannot be a formulaic approach. We would suggest that this remains a separate addition to the Schools Block. As your consultation states only 77 LA use this factor, but for the schools that are in receipt of this funding at an individual level this would place pressure. In the case of Lewisham we have two agreements, these relate to rental charges one for land on which the school is built and the second relates to rental associated with playing fields. Equally as so few schools are affected, if this funding was to be re-distributed it would be make no difference to the overall pot but a huge issue for the schools that would lose the funding.*

Question 3:

Do you agree with our proposal to use national, standardised criteria to allocate all aspects of (a) growth and (b) falling rolls funding?

(a) We do not agree with the proposal to use national, standardised criteria to allocate growth funding.

(b) We do not agree with the proposal to use national, standardised criteria to allocate falling rolls funding.

- a. With regards to growth fund, the proposal from what we can see in many ways seems very similar in concept to that which is already applied. That is funding is based on lagged numbers, and planned growth is added to the APT to enable the school to be funded in line with forecasted numbers. We would want to seek clarity if the above applies to bulge classes? That is not clear from the consultation document. Growth fund also enable LA's to support local need (demographics) to meet its statutory requirements for offering every pupil a place.*

Your position on “popular growth funding” being reserved for Academies is not fair. As with Academies, schools support turn around, so does the LA working in partnership with our schools. The full basis of the NFF is intended to be equitable across all schools by ring fencing a particular funding support to academies undermines this position.

b. *With regards falling rolls, it is unclear what % of funding a school should be able to manage. It would be useful to know what the DfE position on this is. We do not believe that falling rolls should be limited to schools with only good or outstanding. Lack of support for schools that actually do need support pushes them further into difficulties. The criteria is also as defined by Ofsted, which can result in a gap between one Ofsted assessment and the next. Once again, this policy should remain a local discretion to enable LA's to strategically plan for future years and manage any short-term variations.*

Question 4:

Do you have any comments on our proposed approach to growth and falling rolls funding?

- (a) *Any new growth formula should also fund additional classes at 30 pupils as costs of additional teachers etc. are incurred on a new class basis irrespective of numbers.*
- (b) *The falling rolls funding formula should take into account schools' capacity to respond to sudden changes, such as we have seen in recent years. Formula should incorporate a minimum threshold % drop in numbers.*
- (c) *Falling rolls formula criteria should also take into account the level of reserves held by schools and year on year ISB movements.*

Question 5:

Do you agree that, in 2023-24, each LA should be required to use each of the NFF factors (with the exception of any significantly reformed factors) in its local formulae?

No

Lewisham already complies with this for the main factor but there are elements of local discretion that we feel should remain.

Question 6:

Do you agree that all LA formulae, except those that already 'mirroring' the NFF, should be required to move closer to the NFF from 2023-24, in order to smooth the transition to the hard NFF for schools?

No

Lewisham already complies with this for the main factor but here are elements of local discretion that we feel should remain.

Question 7:

Do you agree that LA formulae factor values should move 10% closer to the NFF, compared with their distance from the NFF in 2022-23? If you do not agree, can you please explain why?

No, we do not agree with this proposal.

Lewisham as stated above is complaint with the NFF and with any movements supported by MFG. We feel this should remain discretionary, and the NFF can continue to be used as an indicator..

Local issues such as falling rolls means that flexibility in being able to identify budget from elsewhere in the formula has been necessary. Therefore, the 10% mirroring may not always be practical.

EAL1,2, 3 should remain a local discretion based on the local needs of the LA. Lewisham currently operates on EAL3

As previously stated at Lewisham we have adopted all the factors to match the NFF which inform the allocation.

Question 8:

As we would not require LAs to move closer to the NFF if their local formulae were already very close to the NFF, do you have any comments on the appropriate threshold level?

The DfE guidelines currently do not give any details on how the Pension and Pay Grant should be distributed (through factors, MFG uplift etc). Clarity on this issue is required before setting any targets for mirroring.

Question 9:

Do you agree that the additional flexibility for LAs in the EAL factor, relating to how many years a pupil has been in the school system, should be removed from 2023-24?

No.

We believe that the NFF should give aspirational guidance but there should be local discretion for LAs who need localised policy to reflect the needs of their communities.

Question 10:

Do you agree that the additional flexibilities relating to the sparsity factor should remain in place for 2023-24?

This factor does not apply to Lewisham, as such we do not have a view.

Question 11:

Are there any comments you wish to make on the proposals we have made regarding ongoing central school services, including on whether in the future central school services funding could move to LGFS?

We strongly believe that this should continue to be a separate grant, and not be moved to LGFS. Retaining it within DSG will ensure there are clear links between the grant and the education functions it funds, which enables LAs to fulfil statutory duties. It also facilitates LAs to provide clear match funding. Subsuming the funding into LGFS may result in funding being diverted away from schools and potentially remove clarity and accountability to schools and schools forum.

Question 12:

Do you agree with the proposal for a legacy grant to replace funding for unavoidable termination of employment and prudential borrowing costs?

No, we do not agree.

Question 13:

How strongly do you feel that we should further investigate the possibility of moving maintained schools to being funded on an academic year basis?

We do not support this proposal as there is lack of information in the guidance.

Whilst schools are used to receiving some grants in academic year basis, these are fairly low level values.

It is not clear what benefit will there be for schools to account on both academic and financial year basis. This is potentially more likely to increase workload in already busy school environments as schools (being part of the LA), would also be required to complete annual returns on financial year basis.

Schools with rising numbers could also potentially lose funding (?)

It would be useful to understand how the mechanics of this proposal will actually work.

For example October 2021 would inform funding for maintained schools in the financial year 2022/23 (lagged numbers)

So for the academic year is the position?

	April August - 2022	September 2022/ March 2023	April 2023/August 2023	September 2023/March 2024
	5 months	7 months	5 months	7 months
Count dates	October 2020	October 2021	October 2021	October 2022
	Financial Year 2022/23		Financial Year 2023/24	

Some key questions would be around the timing of the funding announcements and the possibility of multi-years budgets. Schools would need to know their funding position in plenty of time to be able to make any necessary adjustments e.g. lead in period to restructures

It is unclear if the funding will be awarded for the financial year, however split to reflect the financial year/academic year.

Will the split be necessary for demonstrating spend, or is that an arbitrary split?

We assume this is for Schools Block only or will this apply to EY, High needs?

We assume schools with growing numbers will be “protected” via growth funding (assume they meet the criteria?)

At a local level this is going to have implications for our schools in terms of managing change and different ways of working. Schools will potentially require support to embed the changes including amending their finance systems, understanding the finances for their school etc.

Question 14:

Are there any advantages or drawbacks to moving maintained schools to being funded on an academic year basis that you feel we should be aware of?

See previous comments, there is currently insufficient information available to fully comment. LA would need to undertake additional training with schools to embed the new ways of working.

Question 15:

Please provide any information that you consider we should take into account in assessing the equalities impact of the proposals for change.

We feel that these particular proposals are not equitable across all schools and exclude some schools from having the same access rights:

- *Pooling Budgets only for academy schools - this should apply to maintained federations.*
- *Popular growth - only open to academies. This is inconsistent with the broader principles of NFF being fair and transparent*
- *Falling Rolls fund*

We believe that all schools should have access to the same arrangements and flexibilities which are proposed only for Academies. If these flexibilities are not available to all schools, there will be inequalities of access for children depending on the governance of their schools.

Question 16:

Are there any further comments that you wish to make about our proposed move to complete the reforms to the NFF?

Diminishing the role of Schools Forum, the sector would limit the strategic over-view of funding and local issues, such as schools in financial difficulties, growth, falling rolls etc. The need for Forum as a representative body will continue especially with regards to

early years, high needs and with respect to the central statutory role of the LA. The role of Schools Forum should be reviewed after the formula has fully embedded.

We don't feel that some of the policies advised within the consultation are either fair or equitable – and with the overall support, more preference is given to academy status.

Fair school funding for all: completing our reforms to the National Funding Formula - Government consultation



London Councils' response

Summary

London Councils has consistently argued against the implementation of a hard national funding formula (NFF) which removes any local flexibility from the school funding system. The current 'soft' formula enables head teachers and local authorities, via the Schools Forum, to address any local issues through a local formula applied on top of the NFF in a fair and transparent way. Local decision-making has supported many London schools through difficult financial periods, such as a sudden change in leadership or growth.

Moving schools' funding allocations closer to the NFF will be destabilising for some London schools, particularly small primary schools, and we are concerned about the impact that this will have on children's learning.

We urge the government to give all schools access to the same freedoms and flexibilities that they are proposing for academies in the consultation document. On the proposal to allow only academies to access popular growth funding, London has many very popular maintained schools, particularly at primary, which could benefit from this funding to expand places. Similarly in relation to the proposal to allow academy trusts to continue to be able to pool funding, local authorities or federated groups of maintained schools could equally benefit from the economies of scale that pooling funding enables. By not giving all schools access to the same flexibilities there will be an inconsistency in the system that will make it more complex to manage.

We have welcomed the Minimum Funding Guarantee that was introduced with the NFF but are concerned about the ongoing impact on London's schools of the Government's levelling up agenda. London's schools received the smallest percentage increase of the additional school revenue allocations in 20-21 and 21-22, despite having some of the highest levels of deprivation, mobility and English as an Additional Language (EAL) in the country. The NAO recently reported that between 2017-18 and 2020-21 83.6% of schools in Inner London and 55.4% in the rest of the country saw a real-terms decrease in per-pupil funding¹. It is vital that London's schools receive funding allocations that meet the full cost of running a school and enable them to continue to thrive. Levelling up should mean that every school is brought up to London's standards but not at the cost of London's own performance.

London local authorities are currently grappling with huge deficits in the Dedicated School Grant (DSG) largely due to significant deficits in the high needs funding allocations from government. Demand for services for children with Special Educational Needs and Disabilities (SEND) has grown substantially since the introduction of the Children and Families Act 2014. The government high needs funding allocations have not kept up with this increase in demand, leaving many local authorities with significant deficits.

¹ [School-funding-in-England.pdf \(nao.org.uk\)](#) p. 12

There are also pressures facing the early years block of the DSG, with many providers facing an uncertain future due to Covid and a lack of financial security in the funding allocations for maintained nursery schools.

To fully understand the implications of the proposals set out in this consultation it is vital to look across all 4 blocks of the DSG. It is difficult to respond fully to the consultation questions on the schools and central schools support block when we don't yet know the full implications of the recommendations of the SEND review, for example.

In particular, the ability of local authorities to transfer funds between the DSG blocks to top up the high needs block has been a helpful way of mitigating some of the impact of spiralling high needs budgets. London Councils is very concerned about the impact that moving to the hard formula will have on local authorities' ability to manage high needs and early years budgets with local flexibility removed. It is vital that the DfE publishes plans urgently on how it will replace the ability to transfer between blocks with an alternative mechanism to help top up the high needs block.

London is facing considerable changes in terms of demographics, with many primary schools now facing falling rolls after a decade of unprecedented demand for places. It is uncertain how long this period of decreased demand will last and it is vital that the school funding system is able to respond to this challenge swiftly to ensure that schools are not destabilised financially. Forecasting accurate roll numbers while the long term impact of both Brexit and Covid-19 is still uncertain is very difficult. We urge DfE to take this into account in its growth and falling rolls funding.

We do not support the overarching proposal to move towards a hard formula but do recognise within the proposals the commitment towards a smooth transition, addressing any issues during the process. We hope that we can continue to work with the DfE to ensure that the experiences of London schools and local authorities are taken into account as part of this work. We will also continue to engage with the DfE through further forthcoming consultations outlined in the consultation document.

Consultation questions:

Question 1: Do you agree that our aim should be that the directly applied NFF should include all pupil-led and school-led funding factors and that all funding distributed by the NFF should be allocated to schools on the basis of the hard formula, without further local adjustment through local formulae?

No – London local government has consistently argued against the implementation of a hard national funding formula. Local decision making is vital in the school funding system to ensure that any local issues can be addressed immediately. For example, London schools have seen considerable turbulence in recent years, particularly due to significant changes in demand for places over the past decade, which the local formulae have been able to respond to swiftly to ensure budgets could cope with a sudden sharp increase or decrease of places. It is not clear in the consultation document how a hard formula will be able to respond to support schools in this way. Local formulae are published and transparent, and therefore we do not recognise the need to move to the hard formula.

Question 2: Do you have any comments on how we could reform premises funding during the transition to the directly applied NFF?

It will be important that the DfE takes into account the impact that any changes to the premises factor will have on individual schools and puts in place measures to mitigate this. We have concerns

that the long term consequences of reforming premises funding, without careful consultation, may adversely impact schools and lead to schools having to deprioritise premises management. We also need clarity around what is included in exceptional circumstances funding.

We welcome the additional year and commitment to additional consultation on PFI in recognition of the complexities involved. In London we have a number of PFI schools and schools with split sites that we have concerns about.

Question 3: Do you agree with our proposal to use national, standardised criteria to allocate all aspects of growth and falling rolls funding?

Local authorities will need clarity around the data they need to collate to support this work.

Question 4: Do you have any comments on our proposed approach to growth and falling rolls funding?

We support the ongoing use of a lagged funding system, with top up funding available for growth or falling rolls. However, we would urge greater flexibility in the formula to be able to respond to emerging issues relating to school place numbers. The consultation document sets out that schools will need to be facing significant pressure to qualify for top up funding but it is important that the DfE remains flexible on thresholds and consults with schools and local authorities on this.

The DfE needs to take into account in any funding decisions around growth the wider impact of any financial turbulence due to changes in school place demand across sub-regions and regions. Many schools across London are facing falling rolls and local authorities are supporting them to make changes, such as merging classes or schools in some cases. However, these changes often take time, and the revenue funding system needs to be flexible enough to support this.

The expectation that schools with falling rolls will only be given additional funding where they can evidence a forecast increase in places within three years will be very difficult for many schools across London. Given the turbulence of the last 3 years in terms of the London population, with the drop in birth rate coupled with changes in migration due to Brexit and more recently Covid, it has been very difficult for local authorities to accurately forecast demand. Understanding patterns of demand over the next 3 years will be further complicated by the ongoing disruption of Covid-19 and anticipated changes in immigration, for example with families moving from Hong Kong and Afghanistan.

Any additional burdens for local authorities arising from the change in growth funding including additional data collation and presentation will need to be funded.

Popular growth funding should be available to all schools that can demonstrate a clear increase in popularity. Many maintained schools in London, particularly at primary, are significantly oversubscribed and would welcome popular growth funding in order to be able to expand. It is not clear why the proposal only relates to academies.

Question 5: Do you agree that, in 2023-24, each LA should be required to use each of the NFF factors (with the exception of any significantly reformed factors) in its local formulae?

No - We do not support the proposal to move towards the hard formula. It should be a voluntary process in line with local decision-making.

Question 6: Do you agree that all LA formulae, except those that already 'mirroring' the NFF, should be required to move closer to the NFF from 2023-24, in order to smooth the transition to the hard NFF for schools?

No - We do not support the proposal to move towards the hard formula. It should be a voluntary process in line with local decision-making.

Question 7: Do you agree that LA formulae factor values should move 10% closer to the NFF, compared with their distance from the NFF in 2022-23? If you do not agree, can you please explain why?

No - We do not support the proposal to move towards the hard formula. It should be a voluntary process in line with local decision-making. Moving schools' funding allocations closer to the NFF will be very destabilising for some London schools, particularly small primary schools and we are concerned about the impact that this will have on children's learning.

Question 8: As we would not require LAs to move closer to the NFF if their local formulae were already very close to the NFF, do you have any comments on the appropriate threshold level?

No

Question 9: Do you agree that the additional flexibility for LAs in the EAL factor, relating to how many years a pupil has been in the school system, should be removed from 2023-24?

No – we believe that there should be continued local flexibility in the formula.

Question 10: Do you agree that the additional flexibilities relating to the sparsity factor should remain in place for 2023-24?

N/A This is not a particular issue for London.

Question 11: are there any comments you wish to make on the proposals we have made regarding ongoing central school services, including on whether in the future central school services funding could move to LGFS

The central school services block funds core services to schools. It is important that it continues to sit within the DSG and that local authorities are funded appropriately to deliver these essential statutory services. If the DfE decided to move the core schools funding to the LGPS it is vital that it also passes the same level of funding per local authority to the MHCLG.

We do not support the proposal to continue to allow MATS to pool allocations, whilst removing any local flexibility to pool resources amongst maintained schools. Local authorities retain statutory duties around school improvement, and therefore have a significant ongoing role in driving up underperformance, along similar lines to MATs. They can benefit from the economies of scale of pooling resources in the same way as MATs and have established federations of maintained schools in many areas with unifying structures to support local schools. We would like to see a consistent approach to the school funding system for all schools, irrespective of their structure.

Question 12: Do you agree with the proposal for a legacy grant to replace funding for unavoidable termination of employment and prudential borrowing costs? We will also invite further evidence on this at a later stage

N/A

Question 13: How strongly do you feel that we should further investigate the possibility of moving maintained schools to being funded on an academic year basis?

We are strongly opposed to this proposal. The shift to funding maintained schools on an academic yearly basis would be challenging for both schools and local authorities. In particular we have concerns about the capacity of small primary schools to cope with the additional burden that this would place on them.

Question 14: Are there any advantages or drawbacks to moving maintained schools to being funded on an academic year basis that you feel we should be aware of?

The additional administrative burden on schools would be a significant drawback to moving maintained schools to being funded on an academic year basis. Many small schools may struggle to be able to manage with the extra capacity required.



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24 September 2021

From London Lead Members for Children (listed at end)

Dear Nadhim,

Funding for Schools

Many congratulations on your appointment as Secretary of State for Education. We know that your previous experience as Minister for Children and Families will have given you insight into the challenges faced by vulnerable families and children, and we welcome the aspiration you have expressed to: “*ensure every child and adult receives the education they need to fulfil their potential.*” We share that aim, but we must draw your attention to a policy you inherit that puts it at risk.

Your department is developing a national funding formula for schools. A consultation which began in July includes proposals effectively to end from 2023/24 the Central Schools Services Block (CSSB) of the Dedicated Schools Grant. This funds local authority services for schools, including admissions; attendance, and welfare; as well as indirect support, such as elements of legal, human resources, IT, audit, data protection etc. The level of funding varies from area to area and to some extent is based on the historic commitment that a local authority has made to its local schools.

The impact will accordingly differ by area, but as an illustration in one of our London authorities, Lewisham, ending this grant will represent a cut of £4.85m by comparison with 2019/20. Other authorities will suffer higher losses. There appears to be no commitment to transfer funding cut from a local authority to the schools in that area. This will mean a substantial cut in funding for our schools, coming on top of real terms reductions in school funding in earlier years. At the very least we would expect funding lost to the local community of schools through this reduction to be ring-fenced for those schools, so that they can make a local choice about the support they will receive in the future.

London schools serve many children who may face severe challenges. Many of our children are growing up in poverty. This has been made worse by the impact on many families of the pandemic. A good education is the most important thing

we can offer our young people. But the task is not made easier by the impact on children and families, and our wider community, of a decade of damaging austerity. Nor is repairing the educational damage done by the pandemic helped by the disappointing funding settlement for recovery, far below that recommended by the government's own recovery adviser, Kevan Collins.

Against that background, the impact of this proposed funding change will be that maintained schools will have to decide how to replace the services they currently receive from the local authority. We hope and expect that they will choose to pay for a continued service from their local authority. The alternative, of course, is that schools joining a multi-academy trust (MAT) would have to contribute 8-10% of their budget for support the local authority currently provides at a much lower cost. In either case, schools will have to find money from shrinking budgets to pay for what they currently receive at no cost to them.

We understand that this funding approach is of a piece with the government's desire to push more schools to join MATs. Pursuing that aim in this way is unfair, and detrimental to the interests of children. The funding penalty will be most acute in areas where fewest schools have so far chosen to join MATs.

Your predecessor said that the government's "*ambition is for all schools to be in a strong family of schools.*" We agree with this. We disagree however with the suggestion that this can only be achieved by schools who belong to multi-academy trusts. Our councils are committed to all our schools and education providers, and to working with them to continue to improve the education and life chances of all our children and young people. Where fewer schools have become academies, it is because their governing bodies and communities have chosen not to, and they have also not been rated inadequate by Ofsted (avoiding a forced academisation). It is unfair and perverse that children should face a financial penalty and educational damage because of these choices made by their school governors, and for their schools not failing Ofsted inspections. "Levelling up" should not involve cutting funds to schools serving some of the most disadvantaged children.

We are ready to work with you to build a stronger and fairer schools system. In the light of the consultation, we hope that you will take the opportunity to reconsider this damaging policy. We would of course be very glad to welcome you if you wanted to visit us, and talk to school staff and governors.

Best wishes,



Cllr Chris Barnham

Cabinet Member for Children's Services and School Performance

Also signed by:

Cllr Anntoinette Bramble - Deputy Mayor, London Borough of Hackney

Cllr Ed Davie – Cabinet Member for Children and Young People, Lambeth

Cllr Thomas Stephens - Lead Member for Education, Employment and Skills,
London Borough of Brent

Cllr Alistair Strathern - Lead member for Children and Young People,
Waltham Forest

Cllr Evelyn Carpenter - Cabinet Member for Educational Attainment and
School Improvement, London Borough of Barking and Dagenham

Cllr Jasmine Ali - Deputy Leader, Southwark Council & Cabinet Member for
Children, Young People & Schools

Cllr Zena Brabazon - Cabinet Member, Early Years, Children and Families,
Haringey

Cllr Sarah Ruiz - Cabinet Lead Member for Children’s Social Care and
Education, Newham

Cllr Eleanor Stringer - Joint Deputy Leader and Cabinet Member for Children
and Education, Merton

Cllr Alisa Flemming - Cabinet Member – Children, Young People & Learners,
Croydon

Agenda Item 7



Schools Forum

**Report title: Dedicated Schools Grant 2021/22
and provisional update on 2022/23**

Date: 21st October 2021

Key decision: No.

Item number: 7

Outline and recommendations

The report provides forum with an update on the 2021/22 DSG and also provisional update position for 2022/23

Report also provides feedback from the High Needs Working Group

This is an information only item

Timeline of engagement and decision-making

Report is for information only with regards to updates on funding.

Summary

- 1 This is a standard report to schools forum to provide a periodic update on the 2021/22 DSG update and projected outturn, plus to provide additional updates with regards the provisional 2022/23 funding settlement. Report Item 7, Appendix A, provides detailed actions being progressed as part of the High Needs Schools Forum working group –a verbal update will be provided of that meeting.

2021/22 Dedicated Schools' Grant Update

- 2 The Dedicated Schools Grant (DSG) is currently forecasting an in year overspend of £3m. After taking into account the £5m overspend brought forward from the previous financial year, the cumulative projection is £8m. The figure could potentially change as a consequence of either movement in demand or impact of mitigation plan actions.
- 3 Ordinarily by now we would have received confirmation of the Early Years updated position from 2020/21 and the influence of that on 2021/22. The delay is as a consequence of Covid; the DfE introduced a further layer of process to establish movement in Early Years Pupil numbers between January and Summer. The return was submitted in accordance with the DfE timelines and we have yet to be advised of the outcomes and potential impact on clawback (2020/21) and the supplementary factor 2021/22, which was advised as provisional.

Table 1 – DSG allocation and projection 2021/22

	2021 to 2022 DSG allocations, after deductions for academies recoupment and direct funding of high needs places by ESFA				
	Schools block (£m)	Central school services block allocation (£m)	High needs block allocation (£m)	Early years block (£m)	Total DSG allocation (£m)
Lewisham Cash Position	183.5	4.3	61.5	24.2	273.5
Projected spend	182.5	4.3	65.5	24.2	276.4
Net	-1.083	0.0	4	0.0	2.9

agreed transfer to HNB

- 4 It should be noted that the Central Services Block (CSSB) which supports statutory functions provided by the Local Authority faced a reduction of circa £0.6m for 2021/22,. As a consequence of effective resource management, approximately £0.3m has been carried forward from 2020/21, and will largely support pressures on the service. Work is being undertaken by officers to plan for further reductions in this funding. Please see report on National Funding Formula Consultation which describes longer term implications arising from future changes to the CSSB.
- 5 The High Needs Block continues to remain a concern. The Local Authority, in partnership with the Schools Forum High Needs Working Group, will continue to consider options to deliver our statutory requirements within this funding envelop level as best possible.
- 6 It should be noted that there has been an increase in funding in the High Needs Block of £6.8m plus £1.068m from schools block. Based on the current data, and allowing for an increase of approximately 200 additional EHCP for the remaining year at £15k a place, it is anticipated that the overspend will be £3m for 2021/22. In addition to this there remains a £5m overspend brought forward from 2020/21, providing a revised cumulative overspend position of £8m. Firmer information on EHCP numbers will be available in late October following secondary transfer and Further Education applications. The table notes an increase of 110 EHCP since 1st April 2021.

Table 2 – Education Health and Care Plan (EHCP)

Phase - EHCPs	Under 5s	Primary	Secondary	Post-secondary	Grand Total	Movement on year
FY17/18 Used As Base Line	42	831	769	537	2179	

FY18/19	24	889	821	626	2360	181
FY19/20	37	929	887	774	2627	267
FY20/21	74	1027	974	931	3006	379
FY21/22 -Current	80	1168	1002	866	3116	110
Increase on Baseline Numbers	38	337	233	329	937	
Increase on Baseline %	90%	41%	30%	61%	43%	

- 7 In addition to the overall increase and the clear pressure arising from 0-5 and post 16 phase, a further pressure is linked to the increase in number of placements that are placed out of borough. The following table shows the split between 'in-borough and 'out of borough' placements. There is clear shift in the proportion of placements being made out of borough which is a key element of pressure on the High Needs Block.

Table 3– In Borough and Out Borough EHCPs

Borough - EHCPs	LBL	OOB	Grand Total
FY17/18 Used As Base Line	1559	620	2179
FY18/19	1653	707	2360
FY19/20	1789	838	2627
FY20/21	1953	1053	3006
FY21/22	2028	**1088	3116
Increase on Baseline Numbers	469	468	937
Increase on Baseline %	30.1%	75.5%	43.0%

** includes 144 EHCP not yet with confirmed placing

- 8 To support the pressure on High Needs, the SEN Service has been working closely with schools and schools' forum. A mitigation plan has been developed which is progressing, but will take time to embed and for the benefits to be seen in full. Furthermore demand, in terms of increasing numbers of children with complex needs and higher placement costs, continues to rise. Therefore, the current mitigation plan may reduce the pressure, but not eliminate it fully. See Appendix A for detailed mitigation plan.
- 9 Lewisham has historically been one of very few local authorities which has underspent on the DSG – High Needs. With most local authorities overspending, the DfE has attempted to address the pressure with additional funding allocations in 2019/20, 2020/21 and 2021/22. However, it seems that demand is outstripping the cash available. It does however remain important that Lewisham continues to consider alternative ways of providing support to our most vulnerable children within the resources available.

2022/23 Partial Funding Settlement

Schools

- 10 Schools have submitted their budget plans with the exception of 3 schools. The finance team will be discussion the outcomes of the Budget Plan reviews with the schools during the autumn term. Overall the position appears more positive than last year. 24 schools are now able to demonstrate that they are able to set a three year balanced position, this is an increase of 12. Schools are actively showing strong financial management and leadership. Schools are taking a more long term view of their financial position.

- 11 Lewisham has also been working effectively with the DfE (SRMA). The SRMA is undertaking support work for the two Nursery Schools. Feedback from Chelwood Nursery School has been very positive. It is anticipated that Chelwood will be able to undertake appropriate actions to develop a sustainable budget position.

Table 4 – RAG ratings for schools

	Nov-20	Jun-21	Movement
Green	12	24	12
Amber	23	21	-2
Red	41	31	-10
	76	76	0

2022/23 Provisional Settlement

- 12 During the summer, the DfE communicated the provisional settlement for 2022/23.

Schools Block 2022/23 Table 5

Schools Block									
		These columns show the actual primary and secondary units of funding that we will use to calculate the LA's schools block allocation in 2022-23 and the actual 2022-23 funding for the premises factors (as these are based on historic spend). This section also shows the pupil numbers that have been used to calculate the LA's provisional 2022-23 schools block funding. Actual 2022-23 allocations will be based on updated pupil numbers.							
		Provisional schools NFF funding in 2022-23							
	LA name (alphabetical order within region)	Actual primary unit of funding (PUF)	Actual secondary unit of funding (SUF)	Primary pupil numbers (2021- 22 DSG schools block, duplicates apportioned)*		Secondary pupil numbers (2021- 22 DSG schools block, duplicates apportioned)*		Actual 2022-23 funding through the premises factors	Provisional NFF 2022-23 (excludes growth factor)*
		[a]	[b]	[c]	[d]	[e]	[f]		
				Pupil Numbers	£			= ([a] x [c]) + ([b] x [d]) + [e]	
2022/23	Lewisham	£5,572.86	£7,558.19	24,000	133,745,941	11,356	85,830,799	£6,226,241	£225,802,981
2021/22	Lewisham	£5,461.72	£7,370.79	24,000	131,078,549	11,356	83,702,691	7,267,832	222,049,072
Movement	£	£111.14	£187.40	£0.00	£2,667,391	0.00	£2,128,107.83	£-1,041,591	£3,753,909
	%	2%	3%	0%	2%		3%	-14%	2%
				Split Sites				£181,600	
				Rates				£3,282,149	
				Sub Total				£3,463,749	
				PFI				£2,499,199	
				Playing Field and Service charge				£184,021	
				RPI		3.0%		£79,272	
				Total Premises Factor				£6,226,241	

Table 5 shows the provisional funding settlement for the Schools Block.

- 13 The provisional settlement does not yet confirm the value of the Growth fund. For this reason, an element of risk must be factored into the settlement. Schools are generally being advised to assume a Minimum Funding Guarantee Uplift of 1.5% as an estimate for 2022/23.
- 14 The forecasting for 2022/23 will be particularly complicated for schools and will potentially require more scrutiny and challenge to ensure that schools operate within the given elements of funding. Where schools have revised their approach to budget setting to consider the resilient budget strategy as endorsed by finance officers, they will be better placed to manage impact of any “unknowns”. As a reminder, the resilient budget strategy effectively requires the school to take all budgets to a minimum to develop an unearmarked position, possibly of around 2%, supported by a “wish list”. As the year progresses, this funding can be used to target any assumptions if the assumption was lower, or to deal with any new challenges or issues.

- 15 The main issues for schools for 2022/23 could potentially include:
- a. Inflation currently circa 4%, albeit this could remain constant, reduce or increase over the next few months
 - i. Impact on contracts that the school may have
 - ii. Potential impact on negotiations for salaries /wages
 - b. Managing the increase in National Insurance
 - i. “employers”– DfE has suggested that they are “looking at this” –so potentially there could be funding to support this pressure
 - ii. “employee” – potentially part of TU negotiations (?)
 - c. Trade Union Position on 2021/22 pay awards feeding into next year!
 - d. Demographics which could impact on both
 - i. Recruitment and retention
 - ii. Pupil number movement
 - e. Utility increase in costs
- 16 With regards 2023/24 – it should be noted that 2022/23, is the final year of the 3 year funding settlement. For this reason, 2023/24 has an additional variable.

High Needs Block

- 17 Funding for the High Needs Block is provisional set to increase by £5m for 2022/23. Whilst this is welcomed, the pressure on the High Needs Block continues to be increasing as noted above. This is a provisional figure and could potentially vary based on formula elements such as pupil numbers.

Central Schools Services Block

- 18 Schools Forum will note that the CSSB is constituted of two elements- an ‘ongoing’ (which is formula driven) and a ‘historic’ basis. Reports elsewhere on the agenda detail the future implications for CSSB and should be read in conjunction with this report.
- 19 For completeness the 2022/23, figure is expected to reduce by a further £500k for the historic cost budget element.

Pupil Premium

- 20 Schools forum will recall that for 2021/22, the pupil premium funding method changed from January to October census. Schools forum requested officers to provide a picture of school by school movement. Please see appendix B.
- 21 Overall, funding for Lewisham is broadly the same at £13,066,460, being £37,153 lower.
- 22 Pupil premium is calculated on the basis of six years worth of census. One reason in the reduction could be the move in the date, however there could be other reasons including reduction in the overall pupil numbers for a school, or pupils who were previously in the first years of the six year process falling out of the system etc

Table 6 – summary of pupil premium for Lewisham schools

2020/21	2021/22	Movement	Increase	Decrease
£13,103,613	£13,066,460	-£37,153	£398,240	£435,393
Schools Affected			40	45

Financial implications

- 23 The report is for information only. The report recognises the various challenges schools could face which need to be considered within their 3 year budget strategy. Similarly, the reduction in the CSSB will have implications for both the LA and schools.

Legal implications

- 24 There are no specific legal implications arising from this report.

Equalities implications

- 25 There are no direct equalities impacts arising.

Climate change and environmental implications

- 26 Not applicable

Crime and disorder implications

- 27 Not applicable

Health and wellbeing implications

- 28 No direct health and wellbeing implications arising from this report

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Appendix B

ID	School Name	2020/21	2021/22	Movement	Increase	Decrease
		£	£	£	£	£
1103	Abbey Manor College	£70,670	60165	-£10,505		-£10,505
2000	Adamsrill Primary School	£215,200	201750	-£13,450		-£13,450
2001	Haberdashers' Aske's Hatcham Temple Grove Free School	£56,490	49765	-£6,725		-£6,725
2002	St Winifred's RC Primary School	£83,390	68595	-£14,795		-£14,795
2004	Turnham Academy	£247,480	216545	-£30,935		-£30,935
2005	Haberdashers' Aske's Hatcham Temple Grove	£95,495	114325	£18,830	£18,830	
2006	Haberdashers' Aske's Knights Temple Grove	£125,085	103565	-£21,520		-£21,520
2023	Athelney Primary School	£211,165	217890	£6,725	£6,725	
2029	Baring Primary School	£75,320	59180	-£16,140		-£16,140
2068	Becroft Garden Primary	£131,810	102220	-£29,590		-£29,590
2108	Childeric Primary School	£185,610	180230	-£5,380		-£5,380
2127	Cooper's Lane Primary School	£197,715	176195	-£21,520		-£21,520
2148	Dalmain Primary School	£117,015	99530	-£17,485		-£17,485
2158	Deptford Park Primary School	£240,755	242100	£1,345	£1,345	
2163	Downderry Primary School	£166,780	156020	-£10,760		-£10,760
2187	Edmund Waller Primary School	£96,840	83390	-£13,450		-£13,450
2197	Elfrida Primary School	£221,925	213855	-£8,070		-£8,070
2225	Forster Park Primary School	£256,895	244790	-£12,105		-£12,105
2259	Gordonbrock Primary School	£142,570	135845	-£6,725		-£6,725
2267	Grinling Gibbons Primary School	£100,875	87425	-£13,450		-£13,450
2289	Haseltine Primary School	£195,025	172160	-£22,865		-£22,865
2304	Brindishe Green School	£199,060	205785	£6,725	£6,725	
2307	Holbeach Primary School	£168,125	174850	£6,725	£6,725	
2342	John Stainer Community Primary School	£90,115	90115	£0	£0	
2347	Kelvin Grove Primary School	£258,240	262275	£4,035	£4,035	
2349	Kender Primary School	£199,060	205785	£6,725	£6,725	
2374	Launcelot Primary School	£178,885	186955	£8,070	£8,070	
2381	Brindishe Manor School	£100,875	91460	-£9,415		-£9,415
2390	Lucas Vale Primary School	£172,160	166780	-£5,380		-£5,380
2403	Marvels Lane Primary School	£172,160	180230	£8,070	£8,070	
2491	Rangefield Primary School	£178,885	199060	£20,175	£20,175	
2493	Rathfern Primary School	£182,920	193007.5	£10,088	£10,088	
2529	Rushey Green Primary School	£211,165	244790	£33,625	£33,625	
2536	Sandhurst Primary School	£137,190	134500	-£2,690		-£2,690
2570	Stillness Junior School	£49,765	47075	-£2,690		-£2,690
2571	Stillness Infant School	£20,175	17485	-£2,690		-£2,690
2599	Tidemill Academy	£254,205	267655	£13,450	£13,450	
2606	Torridon Primary School	£190,990	219235	£28,245	£28,245	
2782	John Ball Primary School	£96,840	98185	£1,345	£1,345	
2811	Fairlawn Primary School	£63,215	59180	-£4,035		-£4,035
2815	Eliot Bank Primary School	£75,320	79355	£4,035		£4,035
2818	Sir Francis Drake Primary School	£131,810	126430	-£5,380		-£5,380
2869	Myatt Garden Primary School	£115,670	98185	-£17,485		-£17,485
2870	Horniman Primary School	£53,800	51110	-£2,690		-£2,690
2871	Perrymount Primary School	£96,840	106255	£9,415		£9,415
2878	Ashmead Primary School	£63,215	73975	£10,760	£10,760	
2887	Brindishe Lee School	£43,713	41022.5	-£2,690		-£2,690
2911	Kilmorie Primary School	£84,735	89442.5	£4,708		£4,708

3301	All Saints' Church of England Primary School Blackheath	£25,555	22865	-£2,690		-£2,690
3315	St Mary Magdalen's Catholic Primary School	£60,525	73975	£13,450	£13,450	
3325	St George's CofE Primary School	£118,360	110290	-£8,070		-£8,070
3344	Good Shepherd RC School	£52,455	61870	£9,415	£9,415	
3360	Holy Trinity Church of England Primary School	£88,770	104910	£16,140	£16,140	
3374	St Margaret's Lee CofE Primary School	£28,245	21520	-£6,725		-£6,725
3416	St Augustine's Catholic Primary School and Nursery	£41,695	34970	-£6,725		-£6,725
3420	St Bartholomews's Church of England Primary School	£80,700	71285	-£9,415		-£9,415
3454	St James's Hatcham Church of England Primary School	£79,355	88770	£9,415	£9,415	
3472	St John Baptist Southend Church of England Primary School	£48,420	49765	£1,345	£1,345	
3478	St Joseph's Catholic Primary School	£82,045	80700	-£1,345		-£1,345
3518	St Mary's Lewisham Church of England Primary School	£108,945	119705	£10,760	£10,760	
3548	St Michael's Church of England Primary School	£79,355	65905	-£13,450		-£13,450
3588	Our Lady and St Philip Neri Roman Catholic Primary School	£102,220	107600	£5,380	£5,380	
3594	St Saviour's Catholic Primary School	£61,870	60525	-£1,345		-£1,345
3597	St Stephen's Church of England Primary School	£73,975	76665	£2,690	£2,690	
3650	St William of York Catholic Primary School	£26,900	30935	£4,035	£4,035	
3661	Holy Cross Catholic Primary School	£51,110	48420	-£2,690		-£2,690
4047	Deptford Green School	£383,910	375315	-£8,595		-£8,595
4204	Sydenham School	£292,230	304645	£12,415	£12,415	
4249	Conisborough College	£388,685	405875	£17,190	£17,190	
4001	Sedgehill School	£309,420	286022.5	-£23,398		-£23,398
4289	Forest Hill School	£275,995	278860	£2,865	£2,865	
4323	Prendergast Ladywell School	£461,005	479525	£18,520	£18,520	
4600	Addey and Stanhope School	£276,950	282680	£5,730	£5,730	
4636	Trinity Church of England School, Lewisham	£344,855	357970	£13,115	£13,115	
4646	Prendergast School	£128,925	132745	£3,820	£3,820	
4802	Bonus Pastor Catholic College	£268,355	254507.5	-£13,848		-£13,848
5201	Prendergast Vale School	£323,430	308205	-£15,225		-£15,225
6905	Haberdashers' Aske's Hatcham College	£333,773	344277.5	£10,505	£10,505	
6906	Haberdashers' Aske's Knights Academy	£445,508	465562.5	£20,055	£20,055	
6907	St Matthew Academy	£457,450	470605	£13,155	£13,155	
7038	Brent Knoll School	£89,015	96695	£7,680	£7,680	
7141	New Woodlands School	£64,750	74602.5	£9,853	£9,853	
7180	Greenvale School	£53,480	57300	£3,820	£3,820	
7182	Watergate School	£65,905	56490	-£9,415		-£9,415
7183	Drumbeat School and ASD Service	£106,230	108180	£1,950	£1,950	
		£13,103,613	£13,066,460	-£37,153	£398,240	£435,393

Sufficiency and Place Planning

Reference for action with other partners (within CWCN)	Service and identified Lead	Reference for action with other partners (within CWCN)	Service and identified Lead
SPP1	Commissioning and Strategy	SPP18	CWCN Lead-VR
SPP2	EYQ&I	SPP19	CWCN Lead-VR
SPP3	SEND Advisory	SPP20	CWCN Lead-VR
SPP4	SEND Advisory	SPP21	CWCN Lead-VR
SPP5	SEND Advisory	SPP22	Commissioning and Strategy
SPP6	SEND Advisory	SPP23	Education Consultant-AW
SPP7	Commissioning and Strategy	SPP24	Education Consultant-AW
SPP8	Commissioning and Strategy	SPP25	Finance
SPP9	EYQ&I	SPP26	CWCN Lead-VR
SPP10	Commissioning and Strategy	SPP27	Director Level
SPP11	SEN	SPP28	Director Level
SPP12	SEN	SPP29	SEND Advisory
SPP13	SEN	SPP30	SEND Advisory
SPP14	SEN	SPP31	Access and Participation-RG
SPP15	Commissioning and Strategy	SPP	
SPP16	CWCN Lead-VR	SPP	
SPP17	Commissioning and Strategy	SPP	

Objective 1: There is greater intelligence on the number and profile of children and young people with SEND that need specialist education provision and the financial implication of this.						
Ref:	Action:	Timescale:	Output/ Success Measure:	Service Lead and Partners	RAG	Progress Against Action:
SPP1 LS	Produce an annual report analysing the data on pupils with EHCP'S in Lewisham who attend or require specialist	July 2020	Report produced for DMT for consideration and, if appropriate, action.	Lead: Commissioning & Strategy Team Key Partners: Head of CWCN Service, SEN		Data sources and collection methods established. Format and full content of report to be determined

	provision, including needs and cost implications.		<u>Purpose:</u> To inform decision making regarding sufficiency planning and budget constraints.	Team Leads, SEN Advisory Team, Schools Finance Team		<p>following consultation with key partners.</p> <p><u>April 2020:</u> Need to review and agree data sources and collection methods to be used to identify which pupils require what type of Specialist provision. Delay due to Covid-19</p> <p><u>September 2020:</u> Data collated and report ready to be presented to DMT</p>
SPP2 LS	Undertake a review of Inclusion funding and to understand the growing complexity of need for Lewisham young people and write a report with recommendation for DMT on its development.	March 2021	Review complete, report produced for DMT for consideration/recommendations and if appropriate action.	<p>Lead: EYQ&I Team/SEN Team</p> <p>Key Partners: Finance</p>		<p><u>April 2020:</u> Delay due to Covid-19</p> <p><u>September 2020:</u> Data collated and report ready to be presented to DMT</p> <p>March 2021: data presented to school's forum and finance colleagues</p>
Objective 2: To establish a more transparent, clearer and fairer admissions criteria across Lewisham's special schools that meet the different profiles of children and young people with SEND within Lewisham.						
Ref:	Action:	Timescale:	Output/ Success Measure:	Service Lead and Partners	RAG	Progress Against Action:

SPP3 CN	Agree eligibility criteria for all Lewisham's special schools to ensure that the right children attend the right provisions. This information is then available on Lewisham's Local Offer and FIS	Jan 2020	Eligibility Criteria agreed and available on Lewisham Local Offer	Lead: SEND Advisory Service Key Partners: Special Schools and schools with resource bases		Agreed by special Heads and Head Teachers of schools with resource bases.
SPP4	Development of clear specifications (service level agreements) on what is expected from Lewisham Special Schools.	December 2021	Specifications for Lewisham Special Schools	Lead: SEND Advisory Service Key Partners: Special schools		
SPP5	Development of clear specifications (service level agreements) on what is expected from Lewisham Specialist Resource Provision.	September 2021	Specifications for Lewisham Special Schools	Lead: SEND Advisory Service Key Partners: Schools with resource bases		
Objective 3: All professionals and parents/ carers and young people with SEND have knowledge and awareness of the specialist education provision within Lewisham and a good understanding of admissions criteria and what they offer.						
Ref:	Action:	Timescale:	Output/ Success Measure:	Service Lead and Partners	RAG	Progress Against Action:
SPP6 CN	The information on Lewisham special schools and specialist resource provision is reviewed and updated on Lewisham's Local Offer and FIS	May 2020	Information on Lewisham Local Offer for special schools and specialist resource provision in up to date.	Lead: SEND Advisory Service Key Partners: Commissioning and Strategy Team.		On Local Offer
Objective 4: To have an increased number and range of specialist education provision within Lewisham to meet the growing demand for places and the different profiles of need.						

Ref:	Action:	Timescale:	Output/ Success Measure:	Service Lead and Partners	RAG	Progress Against Action:
SPP7	To increase the commissioned placement numbers at Greenvale and work with regeneration to support the renovation project to accommodate the increased numbers.	September 2020	Increased commissioned placement numbers and extension of Greenvale.	Lead: CWCN Commissioning and Strategy Team Key Partners: Greenvale School and Governors		<u>April 2020:</u> Need to review and agree the data to be used to identify which pupils require what type of Specialist provision. Need to review whether Greenvale is requested to take additional pupils from other school due to capacity issues elsewhere. Delay due to Covid-19. March 21- due to Covid building works scheduled to be completed by Easter 2022. <u>June 2021-</u> increase in numbers have been agreed. The building works has commenced and still schedules to finish Easter 2022
SPP8	To increase the commissioned placement numbers at Watergate and support the renovation project to accommodate the increased numbers.	Year 2 September 2022	Increased commissioned placement numbers and extension of Watergate.	Lead: CWCN Commissioning and Strategy Team Key Partners: Watergate School and Governors		<u>April 2020:</u> Need to review and agree the data to be used to identify which pupils will be attending Watergate. Need for Architect to review feasibility of change request made by school to new building. Delay due to Covid-19.

						<p><u>March 21:</u> Presented ideal numbers to Strategic Asset Board. Meeting with School end of April to discuss commissioned places.</p> <p><u>June 21:</u> Numbers agreed. Governors meeting 24.06.21 to discuss options for accommodation as more space is required than the original specification request.</p> <p><u>September 2021</u></p> <p>Positive meeting with FGB. Agreed to increase in number of 186 and feasibility has begun on accommodation</p>
SPP9	To agree plans to restructure Ladywell Complex Needs nursery to increase place numbers.	July 2021	Plans agreed and increased places in Complex Needs nursery	<p>Lead: Early Years Team</p> <p>Key Partners: Ladywell Complex Needs Nursery Staff</p>		<p><u>April 2020:</u> Delay due to Covid-19.</p> <p>March 21: Ladywell Complex Needs Nursery has closed due to lack of numbers. This building is being used by Watergate to increase capacity in Reception.</p>
SPP10	Produce a new SEND banding matrix for post 16 years to enable the commissioning of	September 2021	New SEND banding matrix for post 16	<p>Lead: CWCN Commissioning and Strategy Team</p>		<p><u>April 2020:</u> Delay due to Covid-19.</p>

	appropriate services to support the transition between education and employment.			Key Partners: SEND Advisors		This can be developed through Imosphere
SPP11	Implement a new computerised banding system, Imosphere, that provides consistency, accountability and transparency of decisions-complete an Invest 2 Save	Begin December 2021 Implement January 2023	Clear and transparent mechanism for providing funding to students in mainstream settings	Lead: SEN Key Partners:		
SPP12	Through the new computerised banding system Imosphere implement brackets of banding	Begin December 2021 Implement January 2023	Clear and transparent mechanism for providing funding to students in mainstream settings	Lead: SEN Key Partners: schools		
SPP13	Through the new computerised banding system Imosphere include hours for contributing to EHCNA	Begin December 2021 Implement January 2023	Clear and transparent mechanism for providing funding to students in mainstream settings	Lead: SEN Key Partners: schools		
SPP14	Implement a new computerised EHC plan program that can be accessed by all contributing parties to the EHC process including parents and CYP to ensure transparency, good levels of communication and	April 2023	Increase and enhance communication for all partners that are part of the EHC process	Lead: SEN Key Partners: schools		

	timely contributions to the process.					
SPP15	Scope the potential and develop plans to increase the special placement numbers for post 16/19 in the borough.	September 2021	Plans are in place to increase post 16/19 special school places in the borough	Lead: CWCN Commissioning and Strategy Team Key Partners:		<u>April 2020:</u> Delay due to Covid-19. March 2021: Pilot discussions with Brent Knoll and Greenvale. Start September 2022. Drumbeat increase by 6 September 2021.
SPP16	Work with Lewisham College and Greenvale to increase the post 19 provision for students who have SLD and autism, PMLD	Year 3- through consultation with parents, what would this look like if in Lewisham?	Plans are in place to increase post 16/19 special school places in the borough	Lead: Viki Redgrave Key Partners: Greenvale Lewisham College		
SPP17	Scope the potential and develop plans to increase specialist (ASD, SEMH) resource provision across primary and secondary in the borough.	September 2021	Plans are in place to increase specialist resource provision in the borough	Lead: CWCN Commissioning and Strategy Team Key Partners:		<u>April 2020:</u> Delay due to Covid-19. March 2021: Presented at Strategic Asset Board to increase commissioned places at Drumbeat. HT in agreement, need to look for short term accommodation and then make a longer term plan.
SPP18	Using the data of the students that are being placed out of borough,	July 2021	More students attending Lewisham schools	Lead: Viki Redgrave		Signed off by Pinaki

	devise a plan, present to Strategic Asset Board where the gaps in provision are that which can be met via resource base provisions					
SPP19	<p>Increase the number of resource provisions within Lewisham to accommodate secondary aged students with:</p> <p>Autism-up to 40 places (end of YR 6 working at year 3-4 levels)</p> <p>speech and language disorder-DLD up to 30 places (end of year 6 working at YR 3-4 levels)</p> <p>MLD and socially able- up to 30 places</p> <p>If possible: Additional: Autism- up to 30 places (end of year 6 working at year 2 level-replica of CC)</p> <p>Speech and Language disorder-DLD up to 25 places (end of year 6 working at year 2 level-replica of A&S)</p>	September 2022	More students attending Lewisham schools	<p>Lead: Viki Redgrave</p> <p>Key Partners: Matthew Henaughn</p>		

SPP20	Increase the number of resource provisions within Lewisham to accommodate primary aged students with: Autism another 36 places across all year groups-2/3 provisions Autism and SEMH 30 places across all year groups- 2/3 provisions	September 2022	More students attending Lewisham schools	Lead: Viki Redgrave Key Partners: Matthew Henaughn		
SPP21	Use the data available to audit the provision for CYP who are deaf, liaise with NDCS and other local authorities to ensure most effective use of resources available.	September 2022	Resources are used efficiently and effectively to support CYP who are deaf	Lead: Viki Redgrave Key Partners: SEN Schools Sensory Teacher's Team		
Objective 5: To reduce spend on out of borough specialist provision and management of the inflation rises for independent specialist placements.						
Ref:	Action:	Timescale:	Output/ Success Measure:	Service Lead and Partners	RAG	Progress Against Action:
SPP22	To work in partnership with the South London Consortium to work on reducing the independent placement costs.	May 2020	Development plan agreed with SLC.	Lead: CWCN Commissioning and Strategy Team Key Partners:		This has been completed. Lewisham is currently working with SLCP and is part of the QA of NMI provisions and has saved in relation to the uplift that some provisions have tried to put on to LAs.

SPP23	Develop a Lewisham protocol/policy for parents when they request OOB provision and it is not their local school	October 2021	More students attending Lewisham schools	Lead: SEN/Ann Wallace		
SPP24	Develop a costed process to support YP on SEN Support at point of statutory transitions - this will include a menu of support that schools can offer to support young people at Reception and YR 7 initially. Look at potential to include Post 16/19	December 2021	Early intervention Right support at the right time	Lead: Ann Wallace Key Partners: Tiffany Gordon Charlotte Holsgrove Mala Dadlani		
SPP25	Transition process is signed off by finance and Director of CYP	March 2022	Early intervention Right support at the right time	Lead: Mala Dadlani Key Partners: Viki Redgrave		
SPP26	Transition process is shared and implemented with all settings.	September 2022	Early intervention Right support at the right time	Lead: Viki Redgrave Key Partners: Headteachers Finance Tiffany Gordon		
SPP27	There is an expectation that Lewisham settings will make reasonable adjustments to be able to offer a place to CYP with	September 2022	More students attending Lewisham schools	Lead: Angela/Pinaki Key Partners: CWCN Early Years		

	an EHC plan- working to all Lewisham mainstream settings providing education for the CYP in their local community			Access and Inclusion		
SPP28	There is a director led briefing to all Headteachers to state the intention to increase the number if CYP with an EHC plan are in all settings	December 2021	More students attending Lewisham schools	Lead: Angela/Pinaki Key Partners: CWCN Early Years Access and Inclusion		
SPP29	Supportive workshops available on: sharing of good practices Legal obligations Roles and responsibilities Reasonable adjustments	July 2022	Enhance CPD	Lead: CWCN SEND Advisors Tribunals and Mediations Key Partners:		
SPP30	Increase the number of nurture provisions across Lewisham Schools	July 2022	More students attending Lewisham schools	Lead: SEND Advisors Outreach Inclusion Key Partners:		
SPP31	Accommodate the Primary Alternative Provision (AP) in a current Lewisham setting with vacant space.	Accommodation identified by Easter 2022 Move in September 2022	More students attending Lewisham schools	Lead: Ruth Griffiths Key Partners: Matt Henaughan		