

Briefing note

To: Schools Forum

Author: Christina Ponting

Date: 3rd July 2019

Purpose of the Paper:

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| Information | √ |
| Consultation | |
| Decision | √ |

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

Background:

In May 2017 Schools Forum agreed to support consistency in the information they receive and to support their decision making, they required all services in receipt of funding to provide an annual report to Schools Forum it was agreed at subsequent meeting that this schedule would provide:

- a. sufficient time for Service Managers to provide additional or information/ provide further updates if needed before the Schools Forum decision making deadlines
- b. for Schools Forum to make informed decisions regarding their contribution of funding within its meeting schedule and timeline reporting.

Service Manager reports were therefore to be presented in July of each year and Service Managers asked to provide additional information or present in the September Schools Forum meeting.

Current Position:

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

Recommendation

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

REPORT A

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| Service Manager | Jonathan Chicken and Mark Barrett |
| Title of Service Provided: | 1. Early Years and School Improvement Service 2. Education to Employment |
| A description of what the service provides to schools because of this funding allocation | <p>The Early Years and School Improvement Service</p> <p>Support to improve the impact of leadership and management in schools by contributing towards the:</p> <ul style="list-style-type: none"> • challenge to sustain and improve the quality of education • challenge and support to improve standards of behaviour and attendance • experience and updates from trained and practising inspectors • extensive support in preparation for and during Ofsted inspection • school development partner programme • recruitment processes of senior leaders in schools • contribution to leadership programmes • support for vulnerable schools • 1:1 pastoral support for head teachers • bespoke support for new head teachers • central training for all aspects of leadership including phase, subject, senior and new leaders • unlimited access to a duty officer via the head teacher helpline • supportive reviews • pupil premium reviews and support for improving provision for disadvantaged pupils <p>Curriculum development and support including:</p> <ul style="list-style-type: none"> • proactive, specialist English, maths and science support across all phases • wider curriculum support and challenge • developing and promoting high quality early years provision, including 2 year olds • developing high quality phonics provision across schools • bespoke staff meetings for whole-school or phases • developing the quality of provision at post-16 • comprehensive teaching and learning training across phases • enhanced support and training offer for NQTs • subject and school action planning support • development of sound assessment practice including moderation • conference provision to meet the needs of current school priorities such as Going the Extra Mile (SEMH conferences) and the annual early years conference • music hub • ICT and computing curriculum support • health and wellbeing support • PE team support for curriculum, competition, outdoor education, physical activity, Duke Of Edinburgh programme and swimming • comprehensive advice, support and approval of education visits • SACRE <p>Lead the training and application of research-based best practices including:</p> <ul style="list-style-type: none"> • BLAST • Learning Stories • Over and Over • Inference training • Reading Recovery • Boosting Reading Potential @ Primary • Boosting Reading Potential @ Secondary • Talk for Writing <p>Every Child Counts programmes:</p> |

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| | <ul style="list-style-type: none"> • Success @ Arithmetic Number Sense Y3-5 • Success @ Arithmetic Calculation Y5-8 • First Class @ Number Y1 and Y2 • Talk 4 Number Y3 and Y4 <p>Support and leadership of inclusion in schools by contributing to the:</p> <ul style="list-style-type: none"> • support for SEND pupils • focus on supporting schools to improve outcomes for disadvantaged and other vulnerable groups of pupils • representation of schools on local and regional strategic groups • advice and training on intervention • SENCO surgeries • lead SENCO programme • development of SEND documentation and resources such as the SEND Handbook. <p>Employment and Skills - Education to Employment (£64K) The Service provides:</p> <ul style="list-style-type: none"> • support for schools to understand and make use of the Apprenticeship Levy, including developing apprenticeship opportunities • CCIS data-system provision for Tracking of school leaver destinations • mentoring to schools completing IAG Quality awards • management support to develop alternative curriculum options and progression pathways • SEND Pathways to Employment from 16 • supporting Events: <ul style="list-style-type: none"> • 'Get Up & Go' apprenticeship fair • interview skills days, • attending school assemblies, • supporting progression events. |
| What schools would/ would not receive if this additional funding was not available | Schools would only receive the statutory services detailed below. |
| Note of any statutory provision(s) within the service area. | <ol style="list-style-type: none"> 1. Challenge to schools causing concern 2. Intervention for schools in an Ofsted category 3. Assessment and moderation for EYFS, phonics, KS1 and KS2 4. Appropriate body for NQTs 5. Basic advice and support for critical incidents 6. Support for SACRE 7. Sign off of risk assessment for educational visits 8. Attendance at Ofsted inspection feedback on behalf of the local authority 9. Statutory Guidance to schools – Careers Education-Information, Advice & Guidance. |
| Additional Information: | The service plans to continue delivery as detailed above, maintaining an outward looking view of the current educational landscape. |

REPORT B

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

REPORT C

REPORT 6

| Service Manager | Jonathan Chicken and Rob Smith | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Title of Service Provided: | High Borrans Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A description of what the service provides to schools because of this funding allocation | <ul style="list-style-type: none">Reduces the cost for NT pupils to attend the facility.Ensured all in borough schools/pupils are subsidised at £77 per pupil per week and £57 per pupil per weekend, which equates to slightly more than a 25% reduction.Out of borough schools are charged at the commercial rate of £315+ per pupil per week and £235+per pupil per weekend this may vary depending upon additional requests made by the group.The grant enables all North Tyneside schools (community, academy and trust), to have a subsidised cost of £238 per pupil per week and £178 per pupil per weekend. <p>Additional funding impact information</p> <p>As stated, course costs are reduced by 25% to all NT schools via the grant, this equates to; weekend courses with 25 students x £235, averages £5,875, however for all NT schools 25% subsidy reduces cost to £4,450 therefore making a saving of £1,425</p> <p>Week course with 35 Students x £315, averages £11,025, however for all NT schools 25% subsidy reduces cost to £8,330 therefore making a saving of £2,695</p> <p>Any additional weekend capacity is advertised to NT schools.</p> <p>North Tyneside Schools benefiting from using High Borrans 2018/19:</p> <table><tr><th>Phase</th><th>School</th><th>% of phase</th><th>Pupils</th><th>Savings</th></tr><tr><td>Secondary: Individual course</td><td>2/11</td><td>18%</td><td>74</td><td>£5,698</td></tr><tr><td>Secondary through Young Leaders</td><td>9/11</td><td>82%</td><td>48</td><td>£3,792</td></tr><tr><td>Middle</td><td>4/4</td><td>100%</td><td>323</td><td>£25,517</td></tr><tr><td>First/Primary</td><td>28/56</td><td>50%</td><td>952</td><td>£73,304</td></tr><tr><td>Special</td><td>1/6</td><td>17%</td><td>14</td><td>£1,078</td></tr><tr><td>Primary through Primary Leaders</td><td>12/56</td><td>21%</td><td>24</td><td>£1,368</td></tr><tr><td>Music Hub</td><td></td><td></td><td>19</td><td>£1,083</td></tr><tr><td>Meadowell Connected</td><td></td><td></td><td>22</td><td>£1,254</td></tr><tr><td>Totals</td><td>42/75</td><td>57%</td><td>1,320</td><td>£113,094</td></tr></table> <p>The schools forum investment of £95,000 has enabled a saving of £113,094 to NT schools. At present we have 12 term-time weekends available, if NT schools were to attend, a further saving of 12 x £1,475 totalling £17,100 could be added, this makes £127,857 against the £95k grant. Potential additional saving £33,853.</p> <p>We are looking to support a number of schools with Duke Of Edinburgh award expeditions as well as targeting adventure courses to groups of pupils.</p> <p>Non-NT schools benefiting from using the service 2018-19:</p> <table><tr><td>Phase:</td><td></td><td>Pupils</td></tr><tr><td>Secondary</td><td>2</td><td>46</td></tr><tr><td>Middle</td><td>1</td><td>48</td></tr><tr><td>Primary</td><td>7</td><td>233</td></tr></table> | Phase | School | % of phase | Pupils | Savings | Secondary: Individual course | 2/11 | 18% | 74 | £5,698 | Secondary through Young Leaders | 9/11 | 82% | 48 | £3,792 | Middle | 4/4 | 100% | 323 | £25,517 | First/Primary | 28/56 | 50% | 952 | £73,304 | Special | 1/6 | 17% | 14 | £1,078 | Primary through Primary Leaders | 12/56 | 21% | 24 | £1,368 | Music Hub | | | 19 | £1,083 | Meadowell Connected | | | 22 | £1,254 | Totals | 42/75 | 57% | 1,320 | £113,094 | Phase: | | Pupils | Secondary | 2 | 46 | Middle | 1 | 48 | Primary | 7 | 233 |
| Phase | School | % of phase | Pupils | Savings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary: Individual course | 2/11 | 18% | 74 | £5,698 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary through Young Leaders | 9/11 | 82% | 48 | £3,792 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Middle | 4/4 | 100% | 323 | £25,517 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First/Primary | 28/56 | 50% | 952 | £73,304 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special | 1/6 | 17% | 14 | £1,078 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary through Primary Leaders | 12/56 | 21% | 24 | £1,368 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Music Hub | | | 19 | £1,083 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Meadowell Connected | | | 22 | £1,254 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 42/75 | 57% | 1,320 | £113,094 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phase: | | Pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary | 2 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Middle | 1 | 48 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary | 7 | 233 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | Special | - | |
| | | Totals: | 10 | 327 |
| | | <ul style="list-style-type: none"> Increased capacity to a 55 bed centre, 48 bed student, 7 bed staff, as well as accessible provision NT schools have preference for booking over all other groups in order meet the required demand, with bookings in place over the next two academic years Maintained single occupancy where possible for NT schools, though sharing is encouraged, a significant number of schools prefer the existing arrangement Supported schools with smaller single occupancy groups to access OAA activities at the centre, this has been done by operating with a flexible approach to our NT schools Operate split or shorter adapted programmes for NT schools upon request in order to accommodate flexible programmes and ensure bookings as a priority to NT schools Returned a balanced budget over the last three years (with the £95k SF subsidy) Employee-based staffing ensures consistency and known experience of instructors. Subsidised travel with tendered bus company. Reduces return travel costs with preferred and vetted supplier from £900 to £760. The centre maintains high standards of provision to nationally accredited levels. Including: AHOEC Gold Award, AALA License, Adventure mark status, LOTc accreditation and South Lakes 5star food hygiene rating 2019 award. The centre maintains and in some cases has increased supplies of resources and regularly invests in the continued development of activities. Recently this has been camping, raft building and archery. The continued opportunity to immerse children in real environments and adventures outdoors. | | |
| What schools would/ would not receive if this additional funding was not available | <p>The centre would be likely to operate as a commercial operation on a full cost recovery basis. This would be similar to other existing commercial providers.</p> <ul style="list-style-type: none"> Cost per head will match the out of borough price and therefore £315 per pupil per week and £235 per pupil per weekend. This will also mean that we operate in a way where all customers have an equal basis for bookings and NT has no preferential bias towards priority. This will also mean that we have to rigidly enforce a minimum group size to NT schools where at present we support NT small groups either with single occupancy and a two schools sharing position. Booking priority would have to be dictated by income. This realistically will adversely affect booking numbers and a review of staffing may also have to be undertaken. This would also impact upon the existing programme and bespoke provision available to schools. The impact of this will directly impact upon parents and the ability for schools to offer a residential OAA experience in KS2 as is indicated as a preferred model in the existing national curriculum provision. <p>Price per pupil with the subsidy: £238- week and £178- weekend Price per pupil without the subsidy: £315- week and £235 -weekend Increase per pupil: £77-week and £57-weekend. (2019/20 Prices)</p> <p>These prices are projected and based on the minimum group booking size required to secure sole occupancy, group bookings are based on 25 pupils August –March, 36 pupils April- July inclusive.</p> <p>35 children is our current average course size (ranging from 14 - 48 during 2018/19 for NT schools): an equivalent income would have to become our aim. This price increase is clearly prohibitive. Smaller groups may be excluded as income is prioritised.</p> | | | |

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| Note of any statutory provision(s) within the service area. | No existing statutory provision |
| Additional Information: | <p>As above – feedback from evaluation forms noting how NT Schools use and value the service are noted below for information:</p> <ul style="list-style-type: none"> • <u>Beacon Hill</u> - “All students’ needs were catered for. Nothing was too much trouble. Another fantastic experience. Our trips to High Borran have a massive impact on both the pupils and staff.” • <u>Longbenton</u> - “I love the amazing, encouraging manner the (High Borran) staff have with the students.” • <u>Wellfield</u> - “Brilliant. NTC must keep funding this essential facility looking past short term expense and see the long term benefits”. • <u>Cullercoats</u> - “Good organisation, Great Leadership, Great variety of activities. Fantastic Team at High Borran. An experience all children should have” • <u>Southridge</u> - “Brilliant facility to ensure pupils first experience of residential is amazing” <p>Additionally many of our schools have also said - “Thank you for an amazing experience”.</p> |

REPORT D

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| Service Managers | Ian Wilkinson/Matt Snape (on behalf of EIP) |
| Title of Service Provided: | Budget for the Education Improvement Partnership (secondary schools). |
| A description of what the service provides to schools because of this funding allocation | <p>Philosophy of Education Improvement Partnership (EIP)</p> <p>The acknowledgement that more can be achieved through collaborative work continues to be the key principal that governs the EIP and contributes to its success. Headteachers and senior leaders continue to appreciate the quality of the delivery. More importantly they also continue to acknowledge that depending on the needs of other colleagues they may not achieve 'value for money' as an individual school. The needs of the partnership of schools continue to drive them.</p> <p>This year even more staff from North Tyneside have been involved, either as participants or leaders in the work of EIP; in many of these cases this work has contributed to real impact. However, the EIP Executive is not complacent. Its members recognise the pressures that such activities may come under as budgets diminish. In addition the important work of supporting the most vulnerable young people continues. EIP is funded in part by a contribution from Schools Forum but this is supplemented by contributions from 11 High Schools and the 4 Middle Schools (contributions vary according to a formula based on size and their previous use of the PALS service).</p> <p>Some of the services provided by EIP include (among others) a contribution to Cost of Core Team (School Support Team), contributions to Placement Provision, support for core subjects of English, Maths and Science, support for other subjects such as MFL and Humanities. Important work on Behaviour and Inclusion has also occurred through the work of EIP and its members, as has Leadership Development of staff at all levels. Some vital work in the areas of Work Experience/IAG, vulnerable groups and support for the Lead SENCO initiative have also been supported and provided by EIP.</p> <p>Successes and achievements:</p> <p>Post 16 achievement - The work of the School Improvement Team beyond statutory activity – Post 16 is, along with Heads of Sixth Form and teaching staff, improving results at key stage 5 year-on-year. Historically, achievement at this key stage has been low overall when compared to that nationally, but improvements over the past 4 years now place North Tyneside in-line with those national averages. However, there is still work to do as we strive for outcomes which are higher, consistently, than those achieved across the country. Post 16 networks have never been stronger and there is now far greater rigour and consistency around all aspects of post 16 leadership, management, accountability and improvement planning.</p> <p>North Tyneside Leadership Development - An extensive programme is provided which has included the following:</p> <p>Middle Leadership Development - Four afternoon sessions have been co-ordinated by and delivered by staff from two schools. In 2017 these sessions were attended by 12 delegates from 5 schools and in 2018 a further 11 delegates from across six schools attended. This year's cohort also consisted of 12 delegates. The course, is delivered in afternoon/ twilight sessions, providing participants with the opportunity to engage with colleagues at a similar stage of their career to explore some of the challenges facing middle leaders today and to provide advice and support around some of the key aspects of the role. Evaluations this year were very positive – 100% good or better, 70% excellent.</p> <p>Aspiring Senior Leadership Development - Three sessions have been delivered by several staff from one of our schools – aimed at those beginning to think about Senior Leadership Team roles in the next couple of years. The aim is to develop an understanding of what senior leadership involves and to help delegates put themselves in a position where they are ready for that role. Attended by 18 staff from 7 schools over the last two years. This year there have been 6 delegates, with 100% "excellent" response. In particular delegates valued the reflection time which was incorporated into the programme.</p> <p>Getting Ready for your Next Promotion - Four whole days for current Assistant Headteachers</p> |

who are considering going for their next promotion in the near future. The days were spent in four different secondary schools. *This programme did not run this year due to low uptake. We believe this is due to the time commitment out of school but also as there is overlap between the above course.*

Breakfast meetings for deputy heads and senior assistant heads - Breakfast meetings for senior staff in schools to share good practice. These sessions were facilitated by a number of school and colleagues. Each meeting has a specific focus and colleagues bring along examples of good practice. Future agenda items are agreed, the sessions are used for information sharing and professional dialogue.

Teaching and Learning Leads' Network - These are termly meetings for teaching and learning leads in schools to share good practice. These sessions have been hosted by a different North Tyneside school each time and the focus for the meetings discussed in advance with colleagues who attend.

Senior Leaders Conference - This year's conference was attended by 79 senior leaders from across 14 schools in North Tyneside. There was a Friday afternoon workshop and evening keynote speaker. Saturday, a keynote and then workshops in specific areas were identified to enable colleagues to share good practice and engage in professional dialogue. Feedback was very positive with very high average scores for speakers and arrangements: Caspar Craven 1.4, Steph McGovern 1.0, network sessions 1.5, food and venue 1.35.

Aspiring Senior Leaders Conference - This followed much the same format as the senior leadership conference, conference was attended by 35 aspiring senior leaders from across 9 schools in North Tyneside. There was a Friday evening keynote speaker, Mina Leslie-Wujastyk, and on Saturday, an interactive keynote and workshop session from Marcus Child.

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

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

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

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

REPORT E

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

REPORT F

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

REPORT G

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| Service Manager | Iain Betham |
| Title of Service Provided: | De-Commissioned School Buildings |
| A description of what the service provides to schools because of this funding allocation | <p>Budget costs associated with the de-commissioning of school land and buildings.</p> <p>The land and buildings that are covered under this budget head are both current and planned and will include any miscellaneous costs (current and legacy) associated with new build school projects such as part the Governments Priority Schools Building Programme Investment Initiative as well as any other premises as part of the wider investment across the school estate.</p> <p>The funding will continue to support any issues that arise as a result of the old / vacated Backworth Park Primary School along with the remodel and refurbishment project at Cullercoats Primary School. It will also cover any new projects that may be delivered linked to future Government announcements on major capital initiatives across the school estate.</p> |
| What schools would/ would not receive if this additional funding was not available | Any costs associated with de-commissioned land and buildings across the school estate would need to be met from individual school budgets. |
| Note of any statutory provision(s) within the service area. | Annual returns to the DfE associated with school condition, suitability and sufficiency. The co-ordination of the publication of Statutory School Notices linked to School Organisation Matters |
| Additional Information: | <i>As above</i> |

REPORT H

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

REPORT I

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| Service Manager | Schools Forum Sub Group (Christina Ponting) |
| Title of Service Provided: | Support for Schools with Falling Rolls |
| A description of what the service provides to schools because of this funding allocation | <p>An amount of £250,000 has been set aside each financial year since 2015/16 by Schools Forum to support all Schools with falling rolls. This fund is open to Schools who contributed to the budget allocation, including Academies but excluding Special Schools. Schools Forum determines how the criteria are to be applied and use their sub-group to achieve/ enact this.</p> <p>The funding is set aside to support those Schools who meet Schools Forums agreed eligibility criteria, the Schools Forum sub-Group oversee and manage this SLA and Schools Forum receives regular updates and an annual report and recommendation from the Sub-Group.</p> <p>Funds allocated are a de-delegated amount identified to support schools in financial difficulty. This budget sits with NTC for management and monitoring purposes only.</p> <p>Schools Forum decides how this funding is applied usually on the basis of a recommendation from its Sub Group who consider the issues in detail. Schools Forum have determined that should limited or no School qualify under the Falling Roll criteria they will on an annual basis return pro-rata'd contributory funds to Academy Schools and use their discretion (via their sub-group) to decide if the remaining funds can be allocated under 'headroom' funding conditions. In the event that this was not possible Schools Forum would decide if funds were to be returned to Schools or carried forward for the following/ future years.</p> |
| What schools would/ would not receive if this additional funding was not available | Funding would not be available to support schools with unexpected falls in rolls allowing a transition period to adjust spending to the reduced level of funding available. |
| Note of any statutory provision(s) within the service area. | Guidelines are produced by the DfE on use of such a fund. There is no statutory requirement to have a fund. |
| Additional Information: | <i>As noted above</i> |

REPORT J

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| Service Manager | Schools Forum Sub Group (Christina Ponting) |
| Title of Service Provided: | Budget to support mainstream schools in financial difficulty (Headroom Funding) |
| A description of what the service provides to schools because of this funding allocation | <p>This is an agreed a de-delegated amount agreed by Schools Forum and puts to one side some funds to support maintained deficits Schools within North Tyneside (excluding Academies and Special Schools as they have not contributed to the funds and therefore cannot claim).</p> <p>This budget sits with NTC for management and monitoring purposes only. Schools Forum decides how this funding is applied usually on the basis of a recommendation from its Sub Group who consider the issues in detail. Schools Forum receive regular reports and ultimately decide on the application of this fund based on recommendations from their Sub Group who consider individual applications/ presentations from Schools against the criteria set.</p> <p>Headroom funding is available to those Schools with approved deficit budgets at the beginning of the financial year subject to the forecast outturn balance being within the approved level. Schools who are eligible to apply are required to make an application via a presentation to the Sub-Group of how the funds will make a reduction in the Schools overall spending in line with 3 year budget forecasting and the requirements under the Scheme for Financing Schools 2019 to return to a balanced position within a 3 year budget window.</p> <p>The fund also provided up to the 30th April 2019 for approx. £23k on an annual basis to be put to one side to support Procurement Support Services for Schools – please see separate Service Managers report for additional information. This was reviewed in April 2019, and Schools Forum are currently considering an on-going refreshed Procurement Technical and Operation support from September 2019 onwards.</p> <p>In the event that funding could not be allocated Schools Forum would decide if funds were to be returned to Schools or carried forward for the following/ future years.</p> |
| What schools would/ would not receive if this additional funding was not available | This funding makes a small contribution to schools in financial difficulty which meet the criteria agreed by Schools Forum. |
| Note of any statutory provision(s) within the service area. | Guidance states that schools Forum may agree to de-delegate a sum for this purpose but there is no requirement to do so. |
| Additional Information: | See above |

REPORT K

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| Service Manager: | Christina Ponting |
| Title of Service Provided: | Provision of additional HR support for Head teachers and Governing Bodies only |
| A description of what the service provides to schools because of this funding allocation | <p>There is an SLA in place to clarify this and in addition confidential reports have been provided to Schools Forum to confirm how this SLA operates in practice. The funding provides for additional HR resources to be available and School have to be part of the standard Schools HR SLA to qualify to access this additional support.</p> <p>The SLA provides for direct confidential help to Head teachers and/ or Governing Body members where they are dealing with a higher level / protracted people management matter. This direct support ensures that the matter causing concern is allocated appropriate additional time (outside of the Schools standard SLA) to ensure that the School are able to manage the matter at hand.</p> <p>Both the time allocated and the team resources provided are given at point of need and prioritised resulting in a further level of support being provided in addition to that included in the Schools standard SLA. The School may receive support from their nominated Schools HR link, another Schools HR link or the Senior HR Manager directly – this is determined on a case by case basis.</p> <p>Time allocated is prioritised and will often involve significant amounts of time, some of which is 'outside of hours'. Time allocated is maintained confidential, with Schools affected being assured of confidentiality but also being aware that additional the time has been allocated via this SLA. All time is allocated on an annual basis.</p> <p>There is qualifying criteria in place and the usage per school is also closely monitored and where applicable capped. Schools are not able to consistently apply or access time for similar matters - time is monitored and the HR team link will make an application on behalf of the School they are supporting after an initial assessment/ periodic review of the matter(s)/ case(s) in hand.</p> |
| What schools would/ would not receive if this additional funding was not available | Schools would need to purchase any additional support on an individual school by school basis and the team may not be able to provide the support at point in time if the resources were not already in place. |
| Note of any statutory provision(s) within the service area. | None: this is not a statutory function |
| Additional Information: | <p>Support provided continues and year-to-date use is slightly higher than previous year use and the profile has changed slightly. Allocations are allocated within a framework and a funding cap is applied dependent upon the circumstances.</p> <p>Schools Forum receives confidential reports periodically.</p> |

REPORT L

| Service Manager: | Jonathan Chicken, Kevin Burns and Diane Embley | | | | | | | | | | | | | | | | | | | | |
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| Title of Service Provided: | Support for minority ethnic pupils and underachieving groups. (EMTAS) | | | | | | | | | | | | | | | | | | | | |
| A description of what the service provides to schools because of this funding allocation | <div>1. A team of specialist teachers and teaching assistants who provide intervention and support for EAL (English as an additional language) pupils.<div>a. Support addresses achievement gaps and language barrier to diminish differences in outcomes for EAL pupils through:<div>i. Initial assessment</div><div>ii. Advice, strategies and resources given to class teachers</div><div>iii. 1 to 1 or small group support and teaching both by withdrawal and in-class support.</div></div></div> <div>2. On-going assessment and monitoring of pupils achievement.</div> <div>3. Support for schools:<div>a. after school clubs/homework clubs to support EAL pupils</div><div>b. organising EAL events</div><div>c. parental support groups/workshops</div><div>d. attendance at parental meetings</div><div>e. attendance at EHA meetings and Liaising with other professionals</div></div> <div>In addition, the team undertake proactive work, to build capacity within schools in North Tyneside:<div><div>• joint termly assessment meeting with each school’s EAL leads</div><div>• EAL strategies training, including Early years</div><div>• EAL surgeries offering bespoke support and advice</div><div>• SCITT training, including a good practice day</div><div>• Leading on North East Regional Interest Groups: with the support of NALDIC (National association of Language Development in the Curriculum) offering networking opportunities across 5 local authorities and to share good practice.</div></div></div> <div>The EAL population in North Tyneside over time is:</div> <div><table><tr><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th></tr><tr><td>928</td><td>988</td><td>966</td><td>1101</td><td>1157</td><td>1208</td><td>1301</td><td>1316</td><td>1353</td><td>1329</td></tr></table></div> <div>The EMTAS team currently (July 2019) work across 45 schools (33 first and primary; 11 middle and secondary, 1 special school)</div> <div>Referrals and supported pupils:<div><div>• November 2016</div><div>216 pupils</div></div><div><div>• January 2017</div><div>206 pupils</div></div><div><div>• March 2017</div><div>201 pupils</div></div><div><div>• June 2017</div><div>205 pupils</div></div><div><div>• November 2017</div><div>252 pupils</div></div><div><div>• July 2018</div><div>262 pupils</div></div><div><div>• May 2019</div><div>281 pupils</div></div></div> <div>Since the autumn term, the service has received 81 new referrals including refugees.</div> | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 928 | 988 | 966 | 1101 | 1157 | 1208 | 1301 | 1316 | 1353 | 1329 |
| 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | | | | | | | | | | | | |
| 928 | 988 | 966 | 1101 | 1157 | 1208 | 1301 | 1316 | 1353 | 1329 | | | | | | | | | | | | |
| What schools would/ would not receive if this additional funding was not available | The service would cease in its current form. Schools would then need to make (and pay for) their own arrangements to support EAL pupils. | | | | | | | | | | | | | | | | | | | | |

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| Note of any statutory provision(s) within the service area. | None |
| Additional Information: | As above |

REPORT M

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| Service Manager: | Mark Barrett – Senior Manager (Paul Brown – Business Manager) |
| Title of Service Provided: | Assessment of Free School Meals Eligibility |
| A description of what the service provides to schools because of this funding allocation | <p>All claims for Free School Meals made to North Tyneside Council are made via the Employment and Skills Business Support Team.</p> <p>The Team can be contacted three different ways:-</p> <ol style="list-style-type: none"> 1. By phone 0191 643 2288 (option 2) 2. Online: my.northtyneside.gov.uk/freeschoolmeals 3. Paper form <p>Once the team gets an application or request for FSM they will check details on the Eligibility Checker Service (ECS) system. If the applicant is entitled to FSM then all details from the application form are entered onto EMS using, and the school/s and Catering Services are contacted by email to let them know the entitlement start date.</p> <p>The team will contact the parent to check details entered on the application form are correct and make sure they are in receipt of a qualifying benefit. Details are entered onto the EMS system so that claim status can be approved / rejected, and the claim start date and end date will be the same.</p> <p>Daily reports are run to produce letters from claims that have been entered the day before, and weekly reports are uploaded /downloaded to and from the Department of Education ECS system to check continuing and new eligibility to meals.</p> <p>Each August 3 lists are compiled and issued detailing every schools FSM requirements:</p> <ol style="list-style-type: none"> 1. Pupils who are due to start the school, Admissions & Transfers (AT). 2. Pupils who attend the school - All Claims (AC). 3. Key Stage 1 pupils who have not yet registered for school meals. <p>Prior to the start of each half term, schools receive an updated list of all the pupils who are entitled to Free School Meals (All Claims). Schools can however request updated lists at other times of the year by emailing student.support@northtyneside.gov.uk</p> <p>Free School Meal applications are processed from Reception stage upwards, though the majority of the process relates to Key stage 2 and above.</p> <p>Any claims that have already been registered for Reception and Year 1 children will automatically move up with the pupil, parents do not have to re-register each year.</p> <p>Thereafter, Schools are issued with reminder notices for parents of Year 2 pupils in June/July that from September when they become Year 3 that they will no longer be eligible for Universal Free School Meals.</p> <p>All Key Stage 1 information is checked regularly to see if they qualify for Free School Meals to maximise Pupil Premium.</p> <p>The Business Support Team also work with Debt Recovery, preparing documents before debt is transferred to debt collectors or taken to court. The team also work with the EMS & SIMS team to make sure the schools get the right information for the School Census.</p> <p>As eligibility for Free School Meals entitles 16 -19 year olds to claim a set level of Bursary, the team works closely with school sixth forms to make sure those that are applying for 16-19 Bursaries and are entitled to FSM claim the meal. A list is also sent to schools of the pupils who are on FSM and not yet made a claim for Bursary so schools can encourage pupils to make the Bursary claim.</p> |

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| what schools would/ would not receive if this additional funding was not available (*) | The schools would not receive the services detailed above. |
| Note of any statutory provision(s) within the service area. | |
| Additional Information: | <i>As above</i> |

REPORT N

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| Service Manager: | Mark Longstaff (Christina Ponting) |
| Title of Service Provided: | Special Leave & Trade Union Facility Time |
| A description of what the service provides to schools because of this funding allocation | <p>There is an SLA in place to clarify this SLA and reports are provided to Schools Forum at each meeting currently to confirm how this SLA is operating in practice. This SLA is two-fold:</p> <ol style="list-style-type: none"> 1. Funded Special Leave – applying to all teaching staff directly employed in Schools who are approved for absence for Maternity, Paternity, Adoption Leave & Jury Service 2. Funded Trade union (TU)/ Professional Association (PA) Facility Time for Schools applies to staff directly employed in Schools who undertake a role for a recognised TU/PA requiring them to be absent from work to support members of the same TU/PA who directly work in another School in North Tyneside. <p>Schools Forum make a collective decision on an annual basis to support these arrangements of behalf of maintained schools, excluding dedicated Nursery Schools, Special Schools and PRU's, as these schools alongside academies are able to make an independent decision regarding inclusion.</p> <p>Schools Forum have agreed for 2019/20 for this SLA will continue but, will continue to be subject to annual review.</p> <p>This budget sits with NTC for management and monitoring purposes only. Schools Forum decides how this funding is applied usually on the basis of a recommendation from the Service Manager (as noted above) who oversees this.</p> |
| what schools would/ would not receive if this additional funding was not available | <p><u>Funded Special Leave</u> – schools would not be able to access funding support for when a member of teaching staff takes maternity, paternity, parental, adoption leave or jury service. This would not preclude schools from receiving the SMP/SMA credits but they would not receive the additional top up between statutory payments (where they apply) and the relevant actual salary. This SLA was established to support schools to access collective funding and for the monies that they received to pay for the replacement teacher.</p> <p><u>Funded Trade union (TU)/ Professional Association (PA) Facility Time</u> - schools would not be able to actively engage with consultation and/ or support their employees to access support for their trade union/ professional associations where they did not have dedicated representative in school. Schools would also need to directly consult on all policies and procedures, etc. at an individual school level as there would be no/ limited arrangements for this to be undertaken on their behalf collectively.</p> |
| Note of any statutory provision(s) within the service area. | None: this is not a statutory function. |
| Additional Information: | Reports have been provided to Schools Forum at each meeting and the next update will be provided in September 2019. |

REPORT O

Please see separate Schools Forum Agenda item and Report for July 2019.