

Oxfordshire County Council
Schools Forum – 1 February 2012
Outcome of Consultation re Strategic Review of School Funding

1. Item for Consultation

2. Purpose of Report

This report summarises the recommendations made by the Strategic Review of School Funding Project Board of revisions to be made to the school funding formula from April 2012. These recommendations were made after considering the results of the consultation with schools, and the report to the Strategic Review Project Board is attached for information as Annex A.

3. Recommendations for Schools Forum

3.1 The Strategic Review of School Funding Project Board (“Project Board”) met on Tuesday, 10 January to consider the results of the consultation with schools on proposed formula changes from April 2012.

3.2 Schools Forum is asked:

- To note the results of the consultation with schools on proposed formula changes (Section 4 and Annex 1 of the report attached from the meeting of 10 January 2012).
- To endorse the recommendations made by the Project Board for changes to be made to the funding formula from April 2012, as outlined at Section 4 below.

4. Summary of Main Changes Recommended by Project Board

SEN Partnership Proposals

4.1 The Project Board agreed that the proposed model of SEN partnership working will not be introduced from April 2012. Special Educational Needs (SEN) funding will continue to be allocated to schools in the same way as it has been in 2011-12.

4.2 Although some schools have expressed dissatisfaction with the way that the Special Needs Index (SNI) allocates SEN funding currently, there was no clear mandate from the consultation about how this should be revised for 2012-13, if at all. The Strategic Review of School Funding Project Working Group (“Project Working Group”) have been asked to do some more limited work on the allocation methodology for

distribution of SEN funding, concluding in the Summer of 2012. A report will be brought back to Schools Forum in the Autumn of 2012.

- 4.3 Partnerships will be asked to volunteer for pathfinder pilot arrangements in 2012-13, and a supplementary paper will be provided to Schools Forum, with more practical details, including any financial support or incentives to be offered.

Specialist Schools Element of Combined Grants – Secondary

- 4.4 The Project Board agreed the recommendation that the Specialist School element of the combined grants allocation to secondary schools be distributed to secondary schools on a per pupil basis.
- 4.5 The removal of the language college lump sum element of this previous grant was not discussed specifically, and the suggested options are outlined below so that Schools Forum consider this explicitly. Four secondary schools received a lump sum of £30,000 as part of the Specialist School element of the combined grants allocation.

It is recommended that this lump sum element be:

- Removed in full for 2012-13.
- or
- Reduced by 50% for 2012-13, and then removed in full from 2013-14.

Specialist Schools element of Combined Grants – Special

- 4.6 The Project Board agreed the recommendation that the Specialist School element of the combined grants allocation to special schools be phased out after the end of the current three year designation period, with the funding released being allocated to all Special schools on a per pupil basis.
- 4.7 Of the three special schools that receive this grant element, Bardwell was initially designated in September 2010, Frank Wise and Fitzwaryn in September 2007. The allocations to all three schools would, therefore, cease from September 2013, at the end of the current three year designation periods.
- 4.8 Allocations to the three special schools for 2011-12 to 2013-14 would be as shown in the table below, subject to any changes resulting from a national funding formula before the end of this period.

	2011-12	2012-13	2013-14
Frank Wise	60,000	60,000	25,000
Fitzwaryn	60,000	60,000	25,000
Bardwell	60,000	60,000	25,000

High Performing Specialist Schools Element of Combined Grants

- 4.9 The Project Board agreed that no change should be made to the High Performing Specialist Schools (HPSS) element of the combined grants allocation in 2012-13. This will be reviewed again for 2013-14 onwards, when hopefully more information will be available about national funding formula changes.

Premises Allocations

- 4.10 The recommendation to simplify the premises allocations by merging the Structural Repairs and Maintenance and Floor Area allocations into one combined factor allocated on the basis of existing floor areas, was accepted by the Project Board, on the understanding that the impact on individual schools would be small.

Pay Grants

- 4.11 The Project Board agreed the recommendation to simplify the pay grants factor by allocating £3,000 per teacher on Upper Pay Scales as per payroll reports at 31 January 2012. It is expected that this cash amount be gradually reduced over future years until funding is allocated fully on the basis of the Age Weighted Pupil Unit (AWPU). This may, of course, be superseded by a national funding formula in 2013-14 or later.

Post 16 Non Age Weighted Pupil (AWP) Adjustment

- 4.12 The Project Board did not agree the recommendation to revise the calculation of the post 16 non AWP adjustment. The Finance Business Partner for Children, Education & Families pointed out that analysis had identified inequities in the existing post 16 non AWP adjustment, which would need to be considered on a specific item basis. This could be proposed on a basis which minimises turbulence.

5. Financial and Staff Implications - centrally and for schools, including implications for the Central Expenditure Limit

- 5.1 The recommendations would result in some small redistribution of funding between schools, but these changes would fall within the areas covered by the Minimum Funding Guarantee. This means that schools do not lose more than 1.5% of their budget, as adjusted for changes in pupil numbers, comparing 2011-12 with 2012-13.

5.2 There is not expected to be any change in the Central Expenditure Limit as these proposals do not involve changing the total overall allocation to schools compared with that made to centrally held budgets.

6. Equal Opportunities Implications and Impact on Equality Groups

There were a number of reasons for the initiation of the Strategic Review of School Funding, including in particular the need to link the distribution of funding with the County Council priorities of raising achievement and narrowing the gap between advantaged and disadvantaged pupils.

7. Conclusions

Schools Forum is asked to consider and endorse the recommendations made by the Project Board, outlined in Section 4 above, including recommending which option they would prefer at paragraph 4.5.

8. Future Review by Forum in: 9 months

9. Contact Details of Lead Officer/Author

If you have any queries or comments in advance of the Schools Forum meeting about this report, please contact:

Name: Gillian McKee, Children, Education & Families Technical Accountant

Telephone Number: 01865 797139

Email Address: gillian.mckee@oxfordshire.gov.uk

**Strategic Review of School Funding
Strategic Review Project Board Meeting
10 January 2012**

1. Item for Information/Action/Consultation

2. Purpose of Report

This report summarises the results of the consultation with schools on proposed changes to the funding formula for schools from April 2012, and makes recommendations of revisions to be made from April 2012.

3. Recommendations for the Strategic Review of School Funding Project Board (“Project Board”) and Schools Forum

The “Project Board” and Schools Forum are asked to:

- 3.1 Note the results of the consultation with schools on proposed formula changes from April 2012
- 3.2 To agree the recommendations made in Section 7 below to be made to Schools Forum and Cabinet for changes to be made to the funding formula from April 2012.

4. Results of the Consultation with Schools

- 4.1 The response rate was relatively high compared with recent consultations with schools. The detailed results are summarised in Annex 1.

Section A – Proposed SEN Partnership model changes

- 4.2 47% of responses indicated they were in favour of a “predictable/ exceptional needs” model in principle, including 8 of the 24 Secondary schools that responded. However, the accompanying comments indicated a number of concerns with the proposals as outlined in the consultation, including:
 - Potential additional administration required and associated costs, and capacity of existing staff to take this on.
 - Costs of partnership administration could take away money from directly supporting the needs of children
 - The need for moderation across partnerships and managing the decision making process
 - Although many expressed a strong belief in partnership working and sharing good practice and resources, several schools would prefer to

establish local solutions rather than have a partnership model imposed on them

- Concerns about the practical difficulties of working in partnerships
 - Concerns about trying to “second guess” what changes may come from national changes re SEND
- 4.3 Comments on the proposals included suggestions that a local pathfinder or pilot project in Oxfordshire may be the most sensible way forward. Budget allocations would be made to individual schools in the same way as in 2011-12 but volunteer partnerships would be supported in their work over the coming financial year with the expectation that their practical experience would inform recommendations for any changes in future years.
- 4.4 15 out of the 25 Secondary schools were against the proposed model applying to both Primary and Secondary schools, but Primary schools also had a high proportion of “not sure” responses to this question.
- 4.5 There was a reasonable level of support for the proposed threshold for “predictable needs” of approximately 14 hours of TA support per week. However there were a number of smaller Primary schools who were not happy with this threshold as they were concerned about their capacity to provide sufficient support for a number of children with special needs up to this level.
- 4.6 There was a higher level of support across all types of school for the suggested threshold for “higher level exceptional needs” of approximately 25 hours per week.
- 4.7 Over 78% of responses were in favour of partnerships having discretion in the support they provide to schools, although there were some concerns that different partnerships would exercise this discretion in different ways and that small schools may need alternative protection measures.
- 4.8 Secondary schools were overwhelmingly against using part of the available secondary special needs budget to contribute to either the exceptional needs partnership budgets or the higher level exceptional needs budget proposed. 21 of the 26 secondary schools that responded disagreed with contributing to a partnership exceptional needs budget, and 17 out of 25 secondary responses disagreed with contributing to a high level exceptional needs budget.
- 4.9 A majority of the responses agreed with the proposals to include a fixed allocation to partnerships and that this should be done on a sliding scale depending on the number of schools in the partnership. However the comments indicated that a number of people believed pupil numbers should also be considered, and again concerns were

raised about amounts needed to cover administrative costs that should be used to support vulnerable pupils.

- 4.10 There was a small majority of responses in favour of the list of predictable needs indicators for Primary and Secondary schools. Comments indicated a wide range of views about alternative indicators but did not have dominant themes.
- 4.11 The responses about the suggested relative weightings of the predictable needs indicators were less conclusive if you look purely at the percentage responses. 31% agreed and 46% disagreed. However the comments indicated a number of concerns that the weighting for deprivation was too high and that the weighting for identified SEN/ SEN register was too low.
- 4.12 A majority of responses were in favour of the suggested list of indicators for exceptional needs, but the result was similarly less conclusive in respect of the suggested relative weightings. 43% of responses were in favour and 32% against. There was not a dominant theme in the comments about suggested alternative weightings.

Section B – Other Formula Changes

- 4.13 Nearly 87% of responses to Question 12 agreed that only changes required by the Department for Education (DFE) should be implemented from April 2012 in order to reduce budget turbulence. Most comments indicated that funding should not be changed when there is still considerable uncertainty about what will happen nationally with a revised funding formula.
- 4.14 16 of the 23 Secondary school responses (69.5%) were in favour of allocating the Specialist Schools element of grant to Secondary schools on a per pupil basis.
- 4.15 All 3 Special schools that responded to this question indicated that they agreed with the proposal to allocate the full Specialist school allocation to the Special schools concerned until the end of the current 3 year designation period and then to allocate on a per pupil basis to all Special Schools. Special schools commented that clarity is required on when the designation period ends for the schools concerned.
- 4.16 15 of the 23 Secondary schools that responded agreed with the proposal to reduce the specific allocation to High Performing Specialist Schools (HPSS) over the next 3 years by 1/3 each year, allocating the funding released to all secondary schools on a per pupil basis. 8 Secondary schools disagreed, including 6 with HPSS status.
- 4.17 Approximately 70% of schools disagreed with allocation of Premises factors via AWPU.

- 4.18 71% of schools disagreed with the proposal to allocate Pay Grants via AWPU. Concerns have been expressed that this will badly affect small schools in particular.
- 4.19 Opinion was evenly divided on a staged removal of the Warriner farm factor, by reducing by 50% in 2012-13 and in full from 2013-14. There were a number of responses from Warriner Governors making representations for a more gradual removal of this factor. The Headteacher has acknowledged that the school expected to lose this funding factor in future and is already trying to move towards a situation where the farm is self-funding, but made a case for a more gradual removal of the factor. The Chair of Governors has also written to confirm the school is trying to be as proactive as it can to raise funds to support the farm, but is concerned about the impact on both staff and the animal welfare if the funding is cut so significantly and quickly.
- 4.20 The responses to the question regarding the Post 16 non AWP adjustment were not conclusive. 3 of the 4 secondary schools without sixth forms that responded, agreed with the proposal to change the basis of calculation. Of the 20 schools with sixth forms that responded 8 agreed with the proposals and 12 disagreed.
- 4.21 The main themes identified from the comments in the final question asking for any other comments on the proposals included:
- Many people raised concerns about introducing change now and creating turbulence in funding, without knowing what the final proposals from the Government are on changes to a national funding formula, and without seeing the results of the pathfinder projects re SEND which came out of the Green Paper.
 - Concerns about the practicalities of introducing changes by April 2012, including ensuring that partnerships are properly constituted so that they are able to take on some of the additional responsibilities envisaged.
 - Concerns about the removal of the specific deprivation factor targeting those schools with the highest proportion of deprived pupils.
 - Concerns about the reliability of data held on numbers of children with exceptional needs across all schools, and that it underestimates the numbers which has an impact on the modelling that has been done.

5. Financial and Staff Implications - centrally and for schools, including implications for the Central Expenditure Limit

- 5.1 The recommendations made as a result of this report at Section 7 below, would result in some small redistribution of funding between schools, but these changes would fall within the areas covered by the Minimum Funding Guarantee. This means that schools do not lose more than 1.5% of their budget, as adjusted for changes in pupil numbers, comparing 2011-12 with 2012-13.
- 5.2 There is not expected to be any change in the Central Expenditure Limit as the proposals do not involve changing the total overall allocation to schools compared with that made to centrally held budgets.

6. Equal Opportunities Implications and Impact on Equality Groups

There were a number of reasons for the initiation of the Strategic Review of School Funding including in particular the need to link the distribution of funding with the County Council priorities of raising achievement and narrowing the gap between advantaged and disadvantaged pupils.

7. Conclusions / Recommendations

- 7.1 Although there is some support for the ideas proposed in a revised partnership model of moderating and allocating exceptional needs funding, it does not appear to be sufficient, even in Primary schools, to make these changes from April 2012. It is therefore recommended that SEN funding will continue to be allocated to schools in the same way in 2012-13 as in 2011-12. Partnerships will be asked to volunteer for pathfinder/ pilot arrangements to take place during 2012-13, testing the proposals suggested in the consultation. Support will be provided to these volunteer partnerships in the expectation that they will work with officers to develop recommendations and practical guidance for future years.
- 7.2 It is proposed to allocate the Specialist School allocation to Secondary schools on the per pupil basis proposed in the consultation given the level of support identified at 4.14 above.
- 7.3 It is proposed that the Specialist School allocation to individual Special schools be phased out after the end of their current 3 year designation period, as per the consultation, with the funding released being allocated to all Special schools eventually on a per pupil basis.
- 7.4 It is proposed that no change be made yet to the HPSS allocations, given schools' concerns about creating unnecessary turbulence.

- 7.5 Premises factors will not be allocated via AWPU at this stage given schools' concerns about creating unnecessary turbulence. A small step towards simplification of this factor is proposed: namely merging the Structural Repairs and Maintenance and Floor Area allocations into one combined Floor Area allocation.
- 7.6 It is proposed that a further step be taken towards simplification of the Pay Grants allocation, by allocating £3,000 per teacher on upper pay scales as identified in payroll reports extracted as at 31 January 2012. The balance of funding previously used to contribute to the costs of UPS2 teachers will be allocated via AWPU. It is expected that this cash amount per teacher will be gradually reduced over future years until the funding is allocated fully on the basis of AWPU. This may of course be superseded by a revised national funding formula in 2013-14 or later.
- 7.7 It is recommended that the Warriner farm factor be unchanged for 2012-13, but removed from 2013-14. The Schools Finance team will be asked to work with and support the school in identifying cost saving and income generating opportunities to ensure the farm is sustainable in the long term. The position will be reviewed and reported back to Schools Forum at the end of the year.
- 7.8 It is recommended that the basis of calculation of the Post 16 non AWP adjustment be revised to remove the anomalies identified. Additional protection (in addition to Minimum Funding Guarantee) is proposed for schools that lose more than 0.5% of their 2011-12 school budget share.
- 7.9 Further recommendations on simplifying the mainstreamed grants, where this can be done without creating significant turbulence, will be brought to the next meeting of Schools Forum.

8. Contact Details of Lead Officer/Author

If you have any queries or comments in advance of the meeting about this report, please contact:

Name: Gillian McKee

Telephone Number: 01865 797139

Email Address: gillian.mckee@oxfordshire.gov.uk

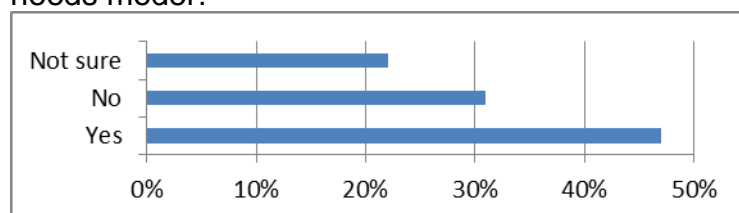
Total responses received

NB: A number of schools submitted multiple responses (e.g. from Headteacher and individual governors). The figures below show the total responses received, not the total number of schools.

Secondary - without a sixth form	7
Secondary - with sixth form	22
Primary - without nursery class(es)	45
Primary - with nursery class(es)	34
Nursery	2
Special (including The Virtual School):	6
Other	2
TOTAL:	118

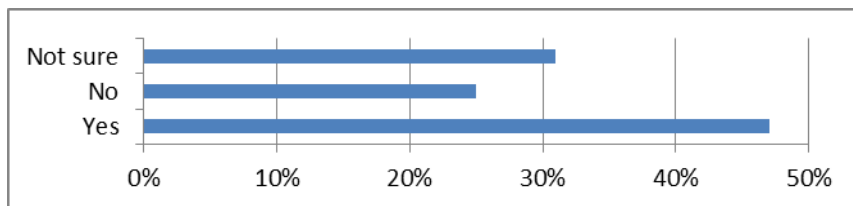
Statistical analysis of responses

Question 1: Do you agree in principle with the proposed predictable/exceptional needs model?



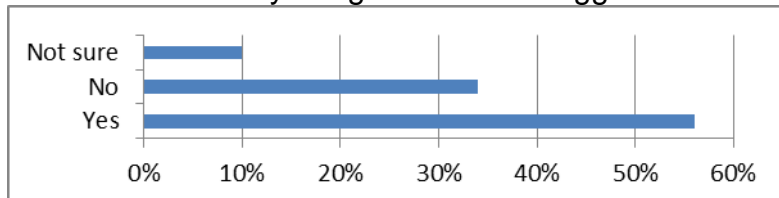
	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (2.9%)	1 (1.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	5 (4.8%)	12 (11.5%)	4 (3.8%)	21 (20.2%)
Primary - without nursery class(es)	20 (19.2%)	11 (10.6%)	9 (8.7%)	40 (38.5%)
Primary - with nursery class(es)	14 (13.5%)	9 (8.7%)	9 (8.7%)	32 (30.8%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	4 (3.8%)	0 (0.0%)	1 (1.0%)	5 (4.8%)
TOTAL:	48 (46.2%)	33 (31.7%)	23 (22.1%)	104 (100.0%)

Question 2: Do you support the proposal that the same model should apply for both primary and secondary schools?



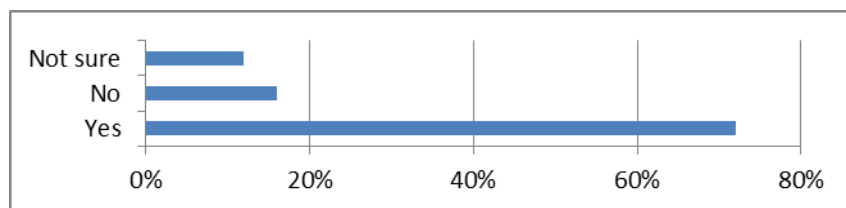
	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (2.9%)	0 (0.0%)	1 (1.0%)	4 (3.9%)
Secondary - with sixth form	3 (2.9%)	15 (14.6%)	3 (2.9%)	21 (20.4%)
Primary - without nursery class(es)	18 (17.5%)	8 (7.8%)	14 (13.6%)	40 (38.8%)
Primary - with nursery class(es)	15 (14.6%)	2 (1.9%)	15 (14.6%)	32 (31.1%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
TOTAL:	45 (43.7%)	25 (24.3%)	33 (32.0%)	103 (100.0%)

Question 3a: Do you agree with the suggested threshold for exceptional needs?



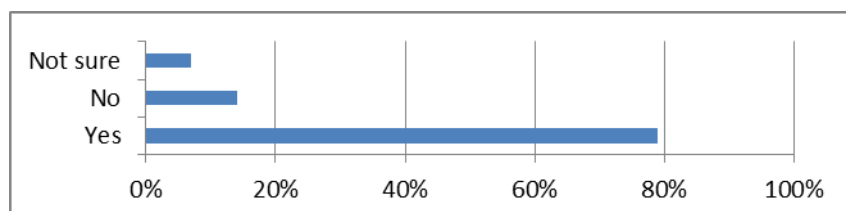
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	10 (9.5%)	8 (7.6%)	4 (3.8%)	22 (21.0%)
Primary - without nursery class(es)	23 (21.9%)	14 (13.3%)	3 (2.9%)	40 (38.1%)
Primary - with nursery class(es)	16 (15.2%)	14 (13.3%)	2 (1.9%)	32 (30.5%)
Nursery	1 (1.0%)	0 (0.0%)	1 (1.0%)	2 (1.9%)
Special	4 (3.8%)	0 (0.0%)	1 (1.0%)	5 (4.8%)
TOTAL:	58 (55.2%)	36 (34.3%)	11 (10.5%)	105 (100.0%)

Question 3b: Do you agree with the suggested threshold for higher level exceptional needs?



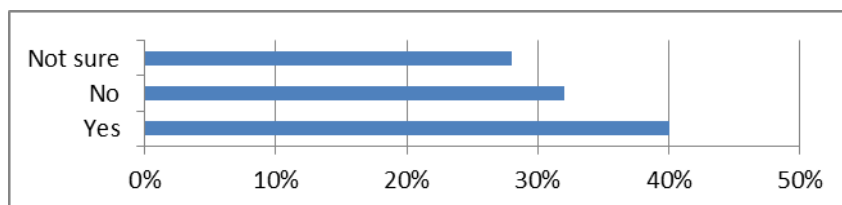
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	12 (11.4%)	7 (6.7%)	3 (2.9%)	22 (21.0%)
Primary - without nursery class(es)	30 (28.6%)	8 (7.6%)	2 (1.9%)	40 (38.1%)
Primary - with nursery class(es)	23 (21.9%)	2 (1.9%)	7 (6.7%)	32 (30.5%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	4 (3.8%)	0 (0.0%)	1 (1.0%)	5 (4.8%)
TOTAL:	75 (71.4%)	17 (16.2%)	13 (12.4%)	105 (100.0%)

Question 4a: Do you think that partnerships should have some discretion in the support they can decide to provide to schools?



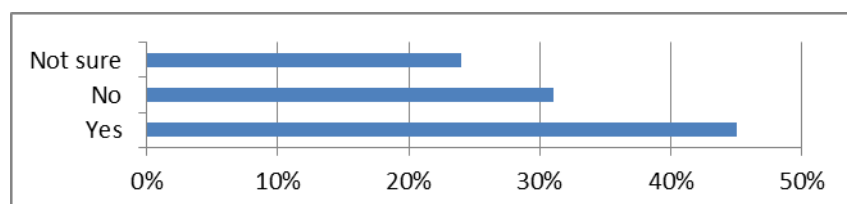
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
Secondary - with sixth form	17 (16.5%)	4 (3.9%)	1 (1.0%)	22 (21.4%)
Primary - without nursery class(es)	32 (31.1%)	4 (3.9%)	3 (2.9%)	39 (37.9%)
Primary - with nursery class(es)	25 (24.3%)	6 (5.8%)	1 (1.0%)	32 (31.1%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	1 (1.0%)	1 (1.0%)	2 (1.9%)	4 (3.9%)
TOTAL:	81 (78.6%)	15 (14.6%)	7 (6.8%)	103 (100.0%)

Question 5a: Do you support the idea of using a portion of the overall budget available for secondary schools to contribute to the partnership exceptional needs budgets?



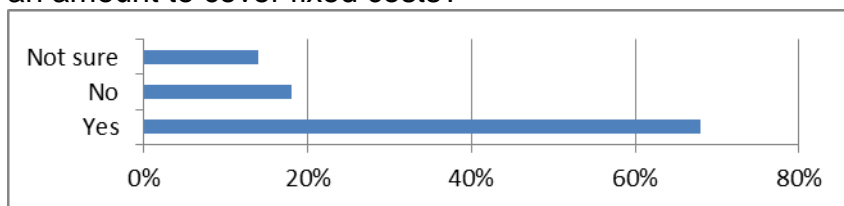
	Yes	No	Not sure	Total
Secondary - without a sixth form	2 (1.9%)	2 (1.9%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	2 (1.9%)	19 (18.3%)	1 (1.0%)	22 (21.2%)
Primary - without nursery class(es)	14 (13.5%)	9 (8.7%)	16 (15.4%)	39 (37.5%)
Primary - with nursery class(es)	18 (17.3%)	3 (2.9%)	12 (11.5%)	33 (31.7%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	2 (1.9%)	1 (1.0%)	1 (1.0%)	4 (3.8%)
TOTAL:	40 (38.5%)	34 (32.7%)	30 (28.8%)	104 (100.0%)

Question 5b: Do you support the idea of using a portion of the overall budget available for secondary schools to contribute to the high level exceptional needs budget?



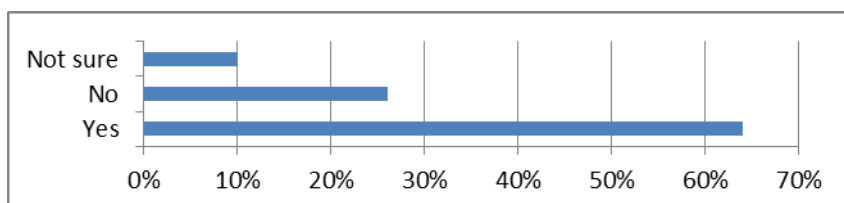
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	4 (3.8%)	17 (16.3%)	0 (0.0%)	21 (20.2%)
Primary - without nursery class(es)	15 (14.4%)	9 (8.7%)	16 (15.4%)	40 (38.5%)
Primary - with nursery class(es)	19 (18.3%)	6 (5.8%)	8 (7.7%)	33 (31.7%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	2 (1.9%)	1 (1.0%)	1 (1.0%)	4 (3.8%)
TOTAL:	46 (44.2%)	33 (31.7%)	25 (24.0%)	104 (100.0%)

Question 6a: Do you agree that the funding allocated to partnerships should include an amount to cover fixed costs?



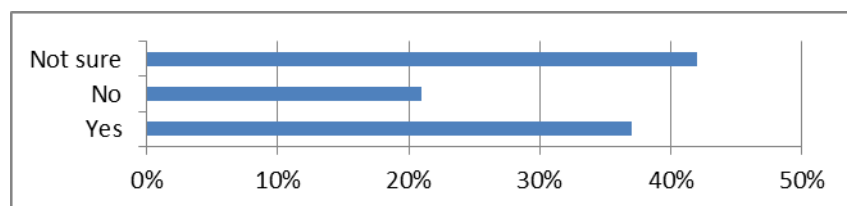
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
Secondary - with sixth form	8 (7.8%)	13 (12.6%)	0 (0.0%)	21 (20.4%)
Primary - without nursery class(es)	26 (25.2%)	6 (5.8%)	7 (6.8%)	39 (37.9%)
Primary - with nursery class(es)	26 (25.2%)	0 (0.0%)	6 (5.8%)	32 (31.1%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	3 (2.9%)	0 (0.0%)	2 (1.9%)	5 (4.9%)
TOTAL:	69 (67.0%)	19 (18.4%)	15 (14.6%)	103 (100.0%)

Question 6b: Do you agree that the fixed cost funding should be allocated on a sliding scale, depending on the number of schools in the partnership?



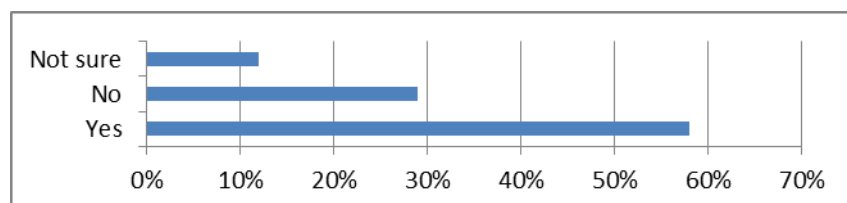
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (4.3%)	0 (0.0%)	0 (0.0%)	4 (4.3%)
Secondary - with sixth form	6 (6.4%)	8 (8.5%)	1 (1.1%)	15 (16.0%)
Primary - without nursery class(es)	22 (23.4%)	9 (9.6%)	6 (6.4%)	37 (39.4%)
Primary - with nursery class(es)	22 (23.4%)	7 (7.4%)	2 (2.1%)	31 (33.0%)
Nursery	2 (2.1%)	0 (0.0%)	0 (0.0%)	2 (2.1%)
Special	3 (3.2%)	1 (1.1%)	1 (1.1%)	5 (5.3%)
TOTAL:	59 (62.8%)	25 (26.6%)	10 (10.6%)	94 (100.0%)

Question 7a: Do you agree with the suggested list of indicators for predictable needs for Nursery Schools?



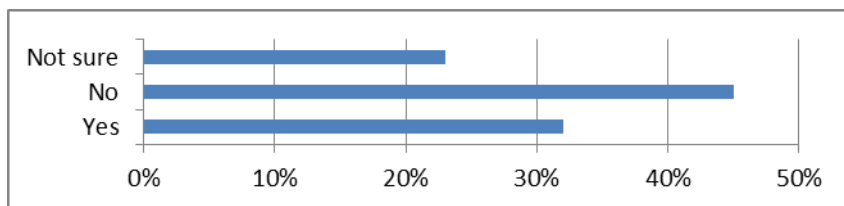
	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (3.1%)	0 (0.0%)	1 (1.0%)	4 (4.1%)
Secondary - with sixth form	5 (5.2%)	7 (7.2%)	6 (6.2%)	18 (18.6%)
Primary - without nursery class(es)	6 (6.2%)	5 (5.2%)	25 (25.8%)	36 (37.1%)
Primary - with nursery class(es)	18 (18.6%)	8 (8.2%)	7 (7.2%)	33 (34.0%)
Nursery	1 (1.0%)	0 (0.0%)	1 (1.0%)	2 (2.1%)
Special	2 (2.1%)	1 (1.0%)	1 (1.0%)	4 (4.1%)
TOTAL:	35 (36.1%)	21 (21.6%)	41 (42.3%)	97 (100.0%)

Question 8a: Do you agree with the suggested list of indicators for predictable needs for Primary and Secondary Schools?



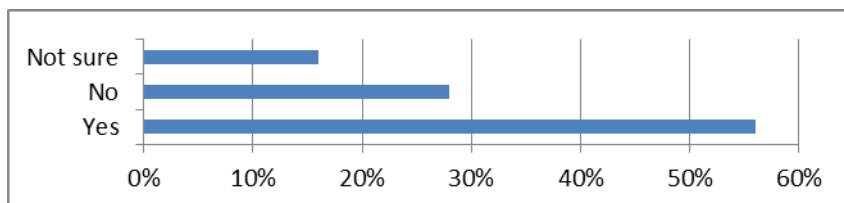
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
Secondary - with sixth form	11 (10.7%)	7 (6.8%)	3 (2.9%)	21 (20.4%)
Primary - without nursery class(es)	25 (24.3%)	10 (9.7%)	4 (3.9%)	39 (37.9%)
Primary - with nursery class(es)	16 (15.5%)	13 (12.6%)	4 (3.9%)	33 (32.0%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	2 (1.9%)	1 (1.0%)	1 (1.0%)	4 (3.9%)
TOTAL:	60 (58.3%)	31 (30.1%)	12 (11.7%)	103 (100.0%)

Question 9a: Do you agree with the suggested relative weightings of indicators for predictable needs?



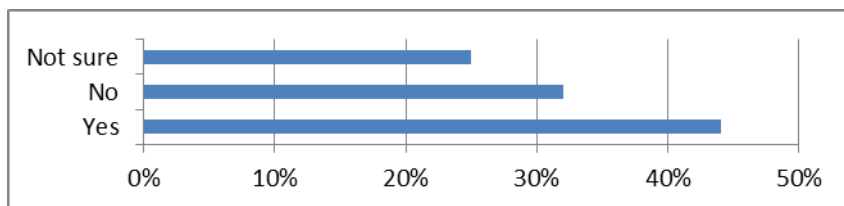
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
Secondary - with sixth form	3 (2.9%)	12 (11.8%)	6 (5.9%)	21 (20.6%)
Primary - without nursery class(es)	10 (9.8%)	18 (17.6%)	11 (10.8%)	39 (38.2%)
Primary - with nursery class(es)	12 (11.8%)	17 (16.7%)	3 (2.9%)	32 (31.4%)
Nursery	1 (1.0%)	0 (0.0%)	1 (1.0%)	2 (2.0%)
Special	2 (2.0%)	0 (0.0%)	2 (2.0%)	4 (3.9%)
TOTAL:	32 (31.4%)	47 (46.1%)	23 (22.5%)	102 (100.0%)

Question 10a: Do you agree with the suggested list of indicators for exceptional needs?



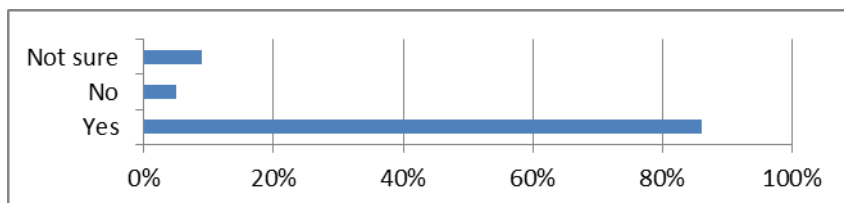
	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (3.0%)	1 (1.0%)	0 (0.0%)	4 (4.0%)
Secondary - with sixth form	10 (9.9%)	6 (5.9%)	3 (3.0%)	19 (18.8%)
Primary - without nursery class(es)	26 (25.7%)	8 (7.9%)	6 (5.9%)	40 (39.6%)
Primary - with nursery class(es)	14 (13.9%)	12 (11.9%)	6 (5.9%)	32 (31.7%)
Nursery	1 (1.0%)	0 (0.0%)	1 (1.0%)	2 (2.0%)
Special	2 (2.0%)	1 (1.0%)	1 (1.0%)	4 (4.0%)
TOTAL:	56 (55.4%)	28 (27.7%)	17 (16.8%)	101 (100.0%)

Question 11a: Do you agree with the suggested relative weightings of indicators for exceptional needs?



	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (3.1%)	1 (1.0%)	0 (0.0%)	4 (4.1%)
Secondary - with sixth form	5 (5.1%)	9 (9.2%)	4 (4.1%)	18 (18.4%)
Primary - without nursery class(es)	17 (17.3%)	10 (10.2%)	11 (11.2%)	38 (38.8%)
Primary - with nursery class(es)	14 (14.3%)	10 (10.2%)	8 (8.2%)	32 (32.7%)
Nursery	1 (1.0%)	1 (1.0%)	0 (0.0%)	2 (2.0%)
Special	2 (2.0%)	0 (0.0%)	2 (2.0%)	4 (4.1%)
TOTAL:	42 (42.9%)	31 (31.6%)	25 (25.5%)	98 (100.0%)

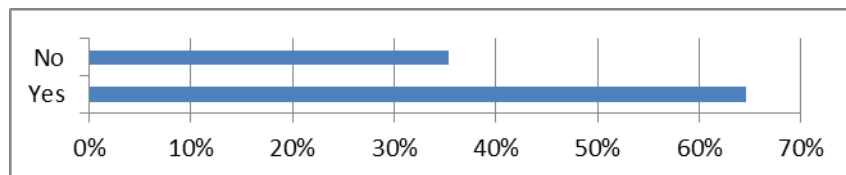
Question 12: Do you believe we should only implement essential changes to the funding formula, that are required by the DfE, from 1 April 2012?



	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	17 (16.2%)	2 (1.9%)	2 (1.9%)	21 (20.0%)
Primary - without nursery class(es)	36 (34.3%)	0 (0.0%)	6 (5.7%)	42 (40.0%)
Primary - with nursery class(es)	29 (27.6%)	2 (1.9%)	1 (1.0%)	32 (30.5%)
Nursery	2 (1.9%)	0 (0.0%)	0 (0.0%)	2 (1.9%)
Special	3 (2.9%)	0 (0.0%)	1 (1.0%)	4 (3.8%)
TOTAL:	91 (86.7%)	4 (3.8%)	10 (9.5%)	105 (100.0%)

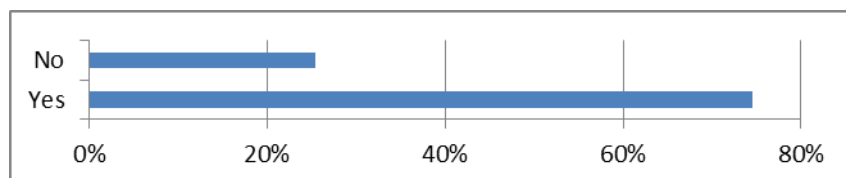
Question 13: If you believe that there are other changes that should be implemented from 1 April 2012, in order to smooth transition to a new national funding formula, ensure allocations are not made on out of date information and match current pupils' needs, do you agree with the suggested priorities for change?

1) Specialist Schools - mainstreamed grants – secondary



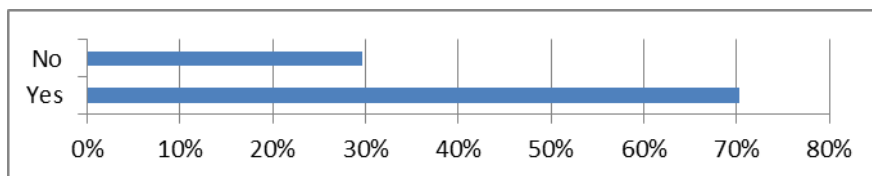
	Yes	No
Secondary - without a sixth form	1 (1.5%)	2 (3.1%)
Secondary - with sixth form	15 (23.1%)	5 (7.7%)
Primary - without nursery class(es)	13 (20.0%)	6 (9.2%)
Primary - with nursery class(es)	9 (13.8%)	9 (13.8%)
Nursery	1 (1.5%)	1 (1.5%)
Special	3 (4.6%)	0 (0.0%)
TOTAL:	42 (64.6%)	23 (35.4%)

2) Specialist Schools - mainstreamed grants - special



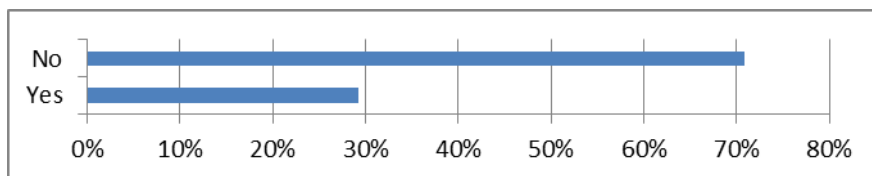
	Yes	No
Secondary - without a sixth form	2 (3.4%)	1 (1.7%)
Secondary - with sixth form	11 (18.6%)	4 (6.8%)
Primary - without nursery class(es)	13 (22.0%)	5 (8.5%)
Primary - with nursery class(es)	14 (23.7%)	4 (6.8%)
Nursery	1 (1.7%)	1 (1.7%)
Special	3 (5.1%)	0 (0.0%)
TOTAL:	44 (74.6%)	15 (25.4%)

3) High Performing Specialist Schools - mainstreamed grants



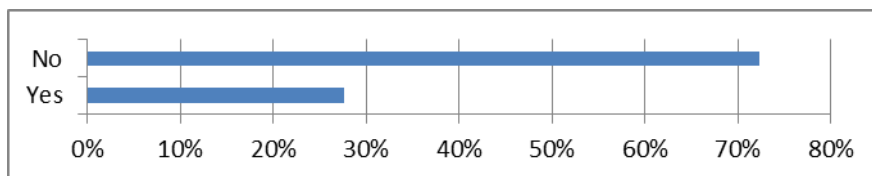
	Yes	No
Secondary - without a sixth form	2 (3.1%)	2 (3.1%)
Secondary - with sixth form	13 (20.3%)	6 (9.4%)
Primary - without nursery class(es)	15 (23.4%)	4 (6.3%)
Primary - with nursery class(es)	11 (17.2%)	6 (9.4%)
Nursery	1 (1.6%)	1 (1.6%)
Special	3 (4.7%)	0 (0.0%)
TOTAL:	45 (70.3%)	19 (29.7%)

4) Premises factors to be allocated via AWPU



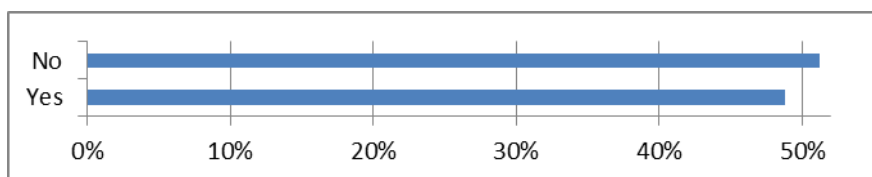
	Yes	No
Secondary - without a sixth form	3 (3.1%)	1 (1.0%)
Secondary - with sixth form	4 (4.2%)	16 (16.7%)
Primary - without nursery class(es)	11 (11.5%)	27 (28.1%)
Primary - with nursery class(es)	7 (7.3%)	22 (22.9%)
Nursery	1 (1.0%)	1 (1.0%)
Special	2 (2.1%)	1 (1.0%)
TOTAL:	28 (29.2%)	68 (70.8%)

5) Pay grants factor to be allocated via AWPU



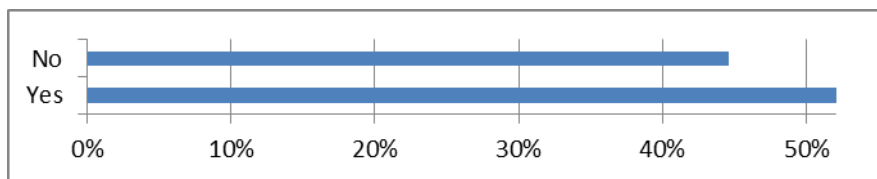
	Yes	No
Secondary - without a sixth form	3 (3.2%)	1 (1.1%)
Secondary - with sixth form	7 (7.4%)	13 (13.8%)
Primary - without nursery class(es)	10 (10.6%)	25 (26.6%)
Primary - with nursery class(es)	5 (5.3%)	25 (26.6%)
Nursery	0 (0.0%)	2 (2.1%)
Special	1 (1.1%)	2 (2.1%)
TOTAL:	26 (27.7%)	68 (72.3%)

6) Other factors - Warriner farm factor to be removed



	Yes	No
Secondary - without a sixth form	0 (0.0%)	7 (8.5%)
Secondary - with sixth form	15 (18.3%)	6 (7.3%)
Primary - without nursery class(es)	12 (14.6%)	18 (22.0%)
Primary - with nursery class(es)	10 (12.2%)	9 (11.0%)
Nursery	1 (1.2%)	1 (1.2%)
Special	2 (2.4%)	1 (1.2%)
TOTAL:	40 (48.8%)	42 (51.2%)

7) Post 16 non AWP adjustment



	Yes	No
Secondary - without a sixth form	3 (4.6%)	1 (1.5%)
Secondary - with sixth form	8 (12.3%)	12 (18.5%)
Primary - without nursery class(es)	12 (18.5%)	7 (10.8%)
Primary - with nursery class(es)	11 (16.9%)	7 (10.8%)
Nursery	1 (1.5%)	1 (1.5%)
Special	1 (1.5%)	1 (1.5%)
TOTAL:	36 (55.4%)	29 (44.6%)

Oxfordshire's School Funding Review: Pathfinder Partnership Application

1) Context

There is an opportunity for partnerships to test the proposals set out in Oxfordshire's recent consultation on school funding, specifically relating to children with special educational needs (SEN) and other vulnerable groups.

The Pathfinder's testing is subject to changes arising from the government's policy direction. Following the SEN Green Paper, [Support and aspiration: a new approach to special educational needs and disability](#), (March 2011), detailed plans for SEN provision are due to be released by the end of January.

2) Financial incentive for pathfinders

A financial incentive is available to support Pathfinder Partnerships.

£1,000 per school to cover release time for relevant staff from each partnership to attend approximately six meetings from April to October and follow up tasks. This is likely to be the Special Educational Needs Co-ordinator (SENCo) or Inclusion Co-ordinator.

£1,000 per partnership for co-ordination time for one member of the partnership.

For successful applications, the money will be transferred to a nominated school on behalf of the partnership; an identified SAP cost centre will need to be set up to enable expenditure monitoring.

3) Support from the Local Authority

Local Authority central staff will support Pathfinder Partnerships. Teams involved will include Inclusion Consultants, Special Needs Advisory Support Teachers (SNASts), Educational Psychologists, Special Educational Needs Support Service, SEN Officers and Vulnerable Children's Support Team. To illustrate the support, central staff will attend Pathfinder Partnership meetings and central staff will work with Pathfinders to test recently drafted indicators for predictable and exceptional needs, with a view to replacing the existing Moderation Handbook.

4) Methodology

The Pathfinders work will follow the **Review – Plan – Do** cycle.

a) Review

- Draw together transparent information about the needs and funding for children with SEN and other vulnerable groups in the Partnership. (Much of this will be provided centrally)
- Examine and map existing expertise.

- Share attainment and other relevant data (e.g. attendance, exclusions).
- Share the impact of interventions.
- Examine in detail the needs of children with exceptional needs (over 14 hours Teaching Assistant support) and the impact of the provision.

b) Plan

- Explore best practice and plan to stop existing ineffective methods.
- Explore pooling some resources across the Partnership (A Partnership Agreement).
- Plan how to move from a currency of Teaching Assistant hours to costed provision that parents have confidence in.
- Explore tools, such as a Partnership provision map, that can demonstrate value for money.
- Engage with parents in these developments during the planning stages.
- Develop the 'Local Offer', i.e. a description of provision in the Partnership that schools will provide for the predictable and exceptional needs of children with SEN and other vulnerable groups.
- Design forms and processes for Partnership moderation of exceptional needs.

c) Do (these are the expected outcomes)

- Test Partnership moderation panels, i.e. actually trial a panel using revised indicators for predictable and exceptional needs. Any recommendations that have financial implications, at an individual child level, will be managed centrally for the time being.
- Produce a draft 'Local Offer'.
- Share practice through dissemination events (e.g. SENCo conference).
- Produce a report on the Pathfinder outcomes.

5) Other related developments

These proposals build on the peer to peer support that the Aspirational Networks are intending to seed fund. The outcomes of the Aspirational Networks should be known by March. Partnerships which have applied will not be excluded from this Pathfinder work.

6) Partnerships already in Receipt of Additional Funding

Thame
Witney Outreach
Carterton
Bishopswood Outreach

Partnerships already in receipt of additional funding for SEN are expected to be Partnership Pathfinders. An application form will not be necessary.

7) Application Process

Please send applications to Toni.Gaughan@Oxfordshire.gov.uk, PA to Janet Johnson, SEN Manager by 8 March 2012.

School partnerships may apply and other new school cluster arrangements will also be considered.

8) Timescales for the Pathfinder Work

We anticipate Pathfinders commencing in April and completing the work identified in section 4 by October mid-term break. The outcomes will inform any changes for the following financial year, subject to consultation with all schools.

If you wish to discuss partnership pathfinders in more detail please contact Janet Johnson, SEN Manager, (janet.johnson@oxfordshire.gov.uk, 01865 815129)

Note for Schools Forum

We anticipate being able to support a maximum of 12 pathfinders, including the four existing partnerships, specifically Thame, Carterton, Witney and Bishopswood Outreach.

Partnership Pathfinder Application Form

Name of partnership:

List of schools:

Maximum 200 words per question

1) Describe your partnership's capacity to deliver pathfinder testing.

2) Describe why your partnership wishes to be a pathfinder.

3) Identify an example of good practice where you have already had success in your partnership or in one of your schools in relation to vulnerable children.

4) Describe how you would ensure that what you develop is transferable to other partnerships.

5) What outcomes would you expect to achieve from being a pathfinder?

Headteacher's signature:

Name of school:

Please return to Toni.Gaughan@Oxfordshire.gov.uk, PA to Janet Johnson, SEN Manager by 8 March 2012.