

## ***Delegated Decisions by Cabinet Member for Schools Improvement***

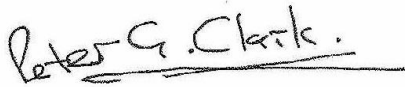
***Wednesday, 8 February 2012 at 12.00 pm  
County Hall, New Road, Oxford***

### ***Items for Decision***

The items for decision under individual Cabinet Members' delegated powers are listed overleaf, with indicative timings, and the related reports are attached. Decisions taken will become effective at the end of the working day on 16 February 2012 unless called in by that date for review by the appropriate Scrutiny Committee.

Copies of the reports are circulated (by e-mail) to all members of the County Council.

**These proceedings are open to the public**



Peter G. Clark  
County Solicitor

January 2012

**Contact Officer:** **Deborah Miller**  
Tel: (01865) 815384; E-Mail: [deborah.miller@oxfordshire.gov.uk](mailto:deborah.miller@oxfordshire.gov.uk)

**Note:** *Date of next meeting: 6 March 2012*

**If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, but please give as much notice as possible before the meeting.**

## Items for Decision

1. **Declarations of Interest**
2. **Questions from County Councillors**

Any county councillor may, by giving notice to the Proper Officer by 9 am two working days before the meeting, ask a question on any matter in respect of the Cabinet Member's delegated powers.

The number of questions which may be asked by any councillor at any one meeting is limited to two (or one question with notice and a supplementary question at the meeting) and the time for questions will be limited to 30 minutes in total. As with questions at Council, any questions which remain unanswered at the end of this item will receive a written response.

Questions submitted prior to the agenda being despatched are shown below and will be the subject of a response from the appropriate Cabinet Member or such other councillor or officer as is determined by the Cabinet Member, and shall not be the subject of further debate at this meeting. Questions received after the despatch of the agenda, but before the deadline, will be shown on the Schedule of Addenda circulated at the meeting, together with any written response which is available at that time.

3. **Petitions and Public Address**
4. **Basic Need for Pupil Places - Eynsham Primary School** (Pages 1 - 12)

*Forward Plan Ref:* 2011/179

*Contact:* Barbara Chillman, Principal Officer, School Organisation & Planning Tel: (01865) 816459

Report by Interim Director for Children, Education & Families (**CMDSI4**).

Eynsham Primary School has a Published Admission Number of 45. However, the school has admitted over this number in both September 2010 and September 2011. The school's Published Admission Number for 2012 is 45, but it is expected that they will again accept over this number. Demand for pupil places across Oxfordshire generally has risen and in Eynsham additional homes in new housing developments are in the process of being constructed and occupied: therefore the expectation is that the rise in pupil numbers will be sustained. The village is identified by the District Council as a possible settlement suitable for expansion in the medium to long term.

As a result, the proposal is to expand Eynsham Primary School permanently to become a 2 form entry school with an admission number of 60. This would bring the number of children on roll at the school up to a maximum of 420 children (excluding the Nursery).

***The Cabinet Member for Schools Improvements is RECOMMENDED to approve the publication of a Statutory Notice for the expansion of Eynsham Primary School.***

**5. Amendments Required in Fair Funding Formula for Schools from 1 April 2012** (Pages 13 - 58)

*Forward Plan Ref:* 2011/166

*Contact:* Simon Pickard, Children, Education & Families Business Partner Tel: (01865) 797512

Report by Interim Director for Children, Education & Families (**CMDSI5**).

Oxfordshire's Fair Funding Formula for schools has not been fundamentally reviewed or changed in the 20 years since it was introduced. The last significant formula change was the delegation of the Statementing budget introduced in 2006-07. Cabinet previously agreed in May 2009 that a strategic review should be undertaken. This review commenced in April 2010 and has been fully supported by Schools Forum with representatives of Schools Forum on both the Project Board and the Project Working Group.

The report seeks approval of the proposed changes to the Fair Funding Formula for Oxfordshire's schools from 1 April 2012.

***The Cabinet Member for Schools Improvement is RECOMMENDED to:***

- (a) Consider the recommendations made by Schools Forum at their meeting of 1 February 2012; and***
  - (b) approve the changes to the school funding formula for 2012-13 as summarised at paragraph 7 above.***
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Division(s): Eynsham

## **CABINET MEMBER FOR SCHOOLS IMPROVEMENT – 8 FEBRUARY 2012**

### **PROPOSAL TO EXPAND EYNSHAM PRIMARY SCHOOL**

**Report by Interim Director for Children, Education & Families**

#### **Introduction**

1. Eynsham Primary School has a Published Admission Number of 45. However, the school has admitted over this number in both September 2010 and September 2011. The school's Published Admission Number for 2012 is 45, but it is expected that they will again accept over this number. Demand for pupil places across Oxfordshire generally has risen and in Eynsham additional homes in new housing developments are in the process of being constructed and occupied: therefore the expectation is that the rise in pupil numbers will be sustained. The village is identified by the District Council as a possible settlement suitable for expansion in the medium to long term.
2. As a result, the proposal is to expand Eynsham Primary School permanently to become a 2 form entry school with an admission number of 60. This would bring the number of children on roll at the school up to a maximum of 420 children (excluding the Nursery).
3. Eynsham Primary School is a school for 3-11 year-olds in the village of Eynsham, just west of Oxford City. The school had published an admission number of 45 for September 2011 but admitted over this number due to demand. In the October 2011 Pupil Census, there were 61 pupils on roll in the F1 (Reception) year group. 41 parents chose the school as their first preference, with 62 preferences in total for the school. The current number of children (October 2011 Pupil Census) in Years 1-6 is 315, and in Years F1-6 is 376, as shown below:

F1	Y1	Y2	Y3	Y4	Y5	Y6	<b>F1-Y6</b>	<b>Y1-6</b>
61	55	51	58	54	51	46	<b>376</b>	<b>315</b>

4. There are five statutory stages for a proposal to expand a school:
  - i. Consultation;
  - ii. publication of a statutory notice;
  - iii. representation;
  - iv. decision;
  - v. implementation.

This proposal has completed the first consultation stage, and a decision is now sought as to whether to proceed to publication of a statutory notice and representation.

## The Proposal

5. The proposal is to increase the formal published admission number from 45 to 60 children, on a permanent basis from September 2013. This will eventually increase the school's total capacity in Years 1-6 to a maximum of 420.
6. To accommodate this growth in pupil numbers, there will be some extension/remodelling of the school's buildings, and a feasibility study is underway as to how this can best be provided.

## Representations

7. During the Stage 1 consultation phase (1 November 2011 – 13 December 2011) informal drop-in sessions were held at the school for parents to raise any queries about the proposal with a County Council Officer, and a consultation document (Annex 1) was sent to parents of children at Eynsham Primary School, as well as to local councillors, other schools and early years providers in the area, and other stakeholders; it was also available on the Oxfordshire County Council website. 15 responses were received and 14 respondents supported the proposal in principal, while 1 respondent was neutral. However some concerns were also raised by the respondents and were echoed in an additional response received some time after the close of the consultation.
8. The reasons given for supporting the proposal were:
  - need for additional pupil places in the area for local children;
  - positive effect on school resources of being a larger school;
  - perception that this is a good school and so should expand;
9. The following concerns were raised:
  - without sufficient extension of the buildings, that the school would be overcrowded;  
*(The extension of the buildings is the subject of a feasibility study which is progressing in full consultation with school governors and Headteacher.)*
  - concern about the impact of additional traffic in the area if pupil numbers rise;  
*(Traffic issues will be subject to the usual Planning regulations and must satisfy these laws. The school will also update and manage its Travel Plan as required.)*
  - concern about the toilet facilities in terms of maintenance and cleanliness and sufficiency.  
*(Maintenance of pupil toilets is the responsibility of the school. The feasibility study being carried out to look at the buildings will ensure that sufficient toilets are provided for the additional pupils, in line with School Premises Regulations.)*
10. The following questions and concerns were raised during the drop-in sessions at the school and responded to by the Officers present:
  - concern that there would be sufficient accommodation in the school for the increase in numbers and a perception that the school will be overcrowded.

*(The school was originally built as a 2 form entry establishment, but the use of space subsequently changed to reflect the school's changing needs, reducing teaching capacity to 1.5 form entry. The capital investment now planned will enable the school to move back towards full 2 form entry capacity.)*

- concern about the numbers of children using the playground at the same time.

*(This is a matter for school management at break times. The school is fundraising for an All Weather Pitch installation which will create additional outdoor play space in the winter months.)*

- concern that in future years the school would grow larger than 2 form entry. *(The school site does not support a school larger than 2 form entry and there are no plans for the school to grow beyond this.)*

11. With respect to accommodation, the feasibility study will identify how accommodation can be provided to meet the statutory requirements for a 2 form entry school. This is in line with the County Council's policy that schools are ideally organised so as to allow admission of one full form of entry or two full forms of entry in any one year. This allows classes to be organised as multiples of 30 pupils per year group which conforms to statutory class size requirements and most effective use of revenue resources. The brief for this feasibility study has been agreed by the school's governors. The final timeline for the proposed building project will be confirmed during the feasibility study.
12. As no objections to the proposal have been recorded, the decision on whether to proceed to publish a formal statutory proposal is delegated to the Cabinet Member for Schools Improvement.

### **Making a Decision**

13. Sections 18 to 24 of the Education & Inspections Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) ["the Prescribed Alterations Regulations"] establish the procedures that must be followed when enlarging school premises. Local authorities also have a duty to have regard to statutory guidance, in this particular case 'Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form: A Guide for Local Authorities and Governing Bodies ("the Guidance")'.
14. The Prescribed Alterations Regulations require proposers to consult interested parties and the Guidance lists these at paragraph 1.3. The Cabinet must be satisfied that the statutory consultation has been properly carried out prior to the publication of the notice. Annex 2 provides details of the County Council's consultation with interested parties that are required to be consulted with under the Prescribed Alterations Regulations. The period of consultation is not prescribed by legislation, although the Guidance recommends a minimum of 4 weeks. The consultation period was in line with the Guidance having run from 1 November 2011 – 13 December 2011, thereby exceeding the four week minimum requirement. The consultation was therefore carried out in accordance with the Prescribed Alterations Regulations.

15. A decision is now required as to whether to publish formal proposals for this expansion. If approved, a statutory notice would be published, followed by a formal representation period of four weeks. The decision-making power in terms of determining the notice will lie with the Cabinet or the Cabinet Member for Schools Improvement, and a report will be put to Cabinet if representations are received, for a final decision in due course.

### **Equality and Inclusion Implications**

16. The Equality Impact Assessment of Oxfordshire's Pupil Place Plan (June 2011) identified that increasing school places at the heart of their communities has a positive impact on equalities through promoting social inclusion and minimising barriers to accessing education.

### **Financial and Staff Implications**

17. The direct financial implication of this report is the cost of the statutory process recommended, which is planned for and met within the normal Children, Education & Families budget provision. There are no significant financial implications or risks at this stage. If the proposal proceeds, following statutory consultation there would be another report to Cabinet in due course seeking a final decision on whether to expand the school.
18. The financial implications of this report are linked to the capital works that will be carried out should the proposal be approved. Developer contributions towards this expansion have already been secured and will also be sought from any relevant future developments in the area. The initial priority infrastructure needs have been identified, and it is anticipated that the cost of addressing these will be met by the developer contributions already secured.
19. There will also be on-costs to the school for additional staff and for increased maintenance requirements. These will need to be funded from the school's delegated School Budget Share, which will increase in proportion to increases in pupil numbers, and to a lesser extent in proportion to the floor area of new buildings. Resources for School Budget Shares are provided by government through the Dedicated Schools Grant, which will increase proportionately to increases in overall pupil numbers in Oxfordshire.
20. Publication of a statutory proposal to expand the school requires confirmation from the county council that funds will be made available for the necessary capital costs.

### **RECOMMENDATION**

21. **The Cabinet Member for Schools Improvements is RECOMMENDED to approve the publication of a Statutory Notice for the expansion of Eynsham Primary School.**

**JIM LEIVERS**

Interim Director for Children, Education & Families



Contact Officer: Barbara Chillman, Senior Officer School Organisation  
01865 816459

January 2012

Annex 1: Public consultation document.

Annex 2: Details of consultation with interested parties.

**ANNEX 1**

# **Consultation on the proposal to expand Eynsham Primary School**

**1 November 2011 – 13 December 2011**

**Produced by Oxfordshire County Council and the Governing Body of  
Eynsham Primary School**

## About Eynsham Primary School

Eynsham Primary School is a community school for children aged 3-11 in the village of Eynsham in West Oxfordshire.

The total number of children currently on the school roll is 378 (excluding the Nursery), as shown below:

Year Group	Reception (F1)	1	2	3	4	5	6
Pupil Number	61	55	51	60	54	50	47

## Why are we consulting?

Eynsham Primary School's Admission Number is 45. However the school has admitted over this number in both September 2010 and September 2011 to meet growth in demand for pupil places in the area. Demand for pupil places across Oxfordshire generally has risen and in Eynsham additional homes in new housing developments are in the process of being constructed and occupied: therefore the expectation is that the rise in pupil numbers will be sustained.

As a result, the proposal is to expand Eynsham Primary School permanently to become a 2 form entry school with an admission number of 60. This would bring the number of children on roll at the school up to a maximum of 420 children (excluding the Nursery).

**We think that this is a popular school at the heart of its community, which should expand to meet local demand. We want to know your views about whether you are happy to see the school grow.**

## What we want to do

We are planning to increase the school admission number from 45 to 60. Because the published admission number for 2011 and 2012 has already been decided, the school's admission number can only now formally change from 2013.

The school already has sufficient classroom accommodation to become a 2 form entry school. If, following this consultation, it is decided to change the admission number to 60, there may however be a need for additional school facilities to be constructed which would support the delivery of the full curriculum to the increased number of pupils. OCC will work in partnership with the school governors to look carefully at the school's site and buildings to see what facilities are required and how they could best be provided.

## Your views

Because of the increase in the proposed size of the school we need to make sure that the proposal is supported locally. This is a two stage process:

### Stage One:

Consultation with parents, local schools and others about a permanent change to the admission number to 60. That will take place until 13 December 2011. You have until that date to respond (see details below).

This consultation is to help inform the plans. The final decision rests with the County Council. If, as a result of the consultation, they want to go ahead with the expansion, Stage Two will follow.

### Stage Two:

The County Council will publish a *public notice* in the local paper and at the school. There will then be a *statutory notice period* of 4 weeks, during which you can send any formal objections to the proposal to the County Council. These will be considered by the County Council Cabinet before making a final decision. If you wish to object to the expansion, you must do so during the statutory notice period even if you have already responded to the consultation during Stage One. We currently expect the statutory notice period to be in March 2012.

The County Council Cabinet (if there have been objections) or the Cabinet Member for Schools Improvement (if there are no objections) will then make the final decision on this permanent change, and this is currently planned to be in April / May 2012.

### **How you can respond to this consultation**

The information necessary for an informed response is contained in this consultation document, which is also available online at: [www.oxfordshire.gov.uk/consultation](http://www.oxfordshire.gov.uk/consultation)

You can respond in one of four ways:

- complete the response form at the back of this document and send it to the address shown on the response form
- respond online at [www.oxfordshire.gov.uk/consultation](http://www.oxfordshire.gov.uk/consultation) - go to the *Consultation portal*
- write a letter and send it to the address shown on the response form
- email your response to: [\*\*eynsham2011@myconsultations.oxfordshire.gov.uk\*\*](mailto:eynsham2011@myconsultations.oxfordshire.gov.uk)

Parents are asked to complete only one form, even if you have more than one child at the school. Return your form as soon as possible, but by **13 December 2011** at the latest.

There will be two informal drop-in sessions for parents of children at Eynsham Primary School on **Thursday 10<sup>th</sup> November from 3pm to 3.30pm and from 4.30pm to 6.30pm**. This will be an opportunity to ask questions of the Headteacher, Governors and County Council staff.

**Consultation on the proposal for the expansion of Eynsham Primary School**

I/we wish to make the following comments:

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Signature .....

Name .....

Address (optional) .....

- Parent of a child at Eynsham Primary School
- Parent of a child at another school
- Parent of a child not yet at school
- Governor/staff at Eynsham Primary School
- Local resident
- Other (specify) .....

*Tick all that apply*

**Please return by 13 December 2011 to:**

**School Organisation and Planning**  
**FREEPOST OXFORDSHIRE COUNTY COUNCIL**  
**(No stamp required)**

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## CONSULTATION WITH INTERESTED PARTIES

The Prescribed Alterations Regulations require proposers to consult interested parties and the Guidance lists these at paragraph 1.3. This annex provides details of the County Council's consultation with interested parties that are required to be consulted with under the Prescribed Alterations Regulations.

The governing body of any school which is the subject of proposals (if the LA are publishing proposals)	Consulted through distribution of consultation leaflets (1 November 2011 – 13 December 2011).
The LA that maintains the school (if the governing body is publishing the proposals).	n/a
Families of pupils, teachers and other staff at the school.	Through distribution of consultation leaflets (to families via children) (1 November 2011 – 13 December 2011), and invitation to a drop-in session for parents of children at the school (24 November 2011).
Any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils.	The proposals are not judged to affect other local authorities.
The governing bodies, teachers and other staff of any other school that may be affected.	Other Oxfordshire schools consulted through online consultation (1 November 2011 – 13 December 2011). Local primary and secondary schools, and early years providers were sent consultation leaflets.
Families of any pupils at any other school that may be affected.	Consulted through online consultation (1 November 2011 – 13 December 2011).
Any trade unions who represent staff at the school; and representatives of any trade union of any other staff at schools who may be affected by the proposals.	Consulted through online consultation (1 November 2011 – 13 December 2011).
(If proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school.	Oxford CE diocese and Birmingham and Portsmouth RC dioceses consulted through online consultation and distribution of consultation leaflets (1 November 2011 – 13 December 2011).
The trustees of the school (if any).	n/a
(If the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council	n/a
MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals.	Local MP sent a copy of the consultation leaflet.

<p>The local district or parish council where the school that is the subject of the proposals is situated.</p>	<p>Local district and county councillors consulted through distribution of consultation leaflets and online consultation, and West Oxfordshire District Council sent consultation leaflet.</p>
<p>Any other interested party, for example, the Early Years Development and Childcare Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises.</p>	<p>Members of the School Organisation Stakeholder Group consulted through online consultation and meetings.</p>

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Division(s): N/A
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## **CABINET MEMBER FOR SCHOOLS IMPROVEMENT – 8 FEBRUARY 2012**

### **PROPOSED CHANGES TO SCHOOL FUNDING FORMULA – 2012/13**

#### **Report by Interim Director for Children, Education & Families**

##### **Introduction**

1. Oxfordshire's Fair Funding Formula for schools has not been fundamentally reviewed or changed in the 20 years since it was introduced. The last significant formula change was the delegation of the Statementing budget introduced in 2006-07. Cabinet previously agreed in May 2009<sup>1</sup> that a strategic review should be undertaken. This review commenced in April 2010 and has been fully supported by Schools Forum with representatives of Schools Forum on both the Project Board and the Project Working Group.
2. The Government conducted a consultation from 19 July to 11 October 2011, on the distribution of the Dedicated Schools Grant (DSG) to Local Authorities and a possible simplified national funding formula for schools. Final proposals are still awaited following this consultation. The Government has confirmed that no changes will be made to the distribution of DSG for 2012-13.
3. The Strategic Review of School Funding Project conducted a consultation with Oxfordshire Schools between 10 November and 16 December 2011, asking for views on proposals for a revised partnership approach to funding and moderating special needs in Primary and Secondary schools. Proposals were also included for other amendments to the funding formula, intended to simplify and smooth transition to a national funding formula and address recognised anomalies.
4. The report on the results of the consultation was discussed at a meeting of the Strategic Review Project Board ("Project Board") on 10 January 2012. The Project Board have recommended to Schools Forum that the revised partnership SEN arrangements should not be introduced generally for 2012-13, but that partnership pilot/ pathfinder arrangements be set up and supported for 2012-13 in order to test the proposals.
5. The Project Board also recommended that some of the other formula simplification changes be introduced for 2012-13, where these do not create significant turbulence.

6. Schools Forum will consider these recommendations at the meeting on 1 February 2012 and decide whether to recommend their implementation for 2012-13.

### **Proposal**

7. The recommended changes to the school funding formula for 2012-13 are outlined in the attached papers for Schools Forum on 1 February 2012. These changes are recommended for implementation for 2012-13.

### **Financial and Staff Implications**

8. The recommendations should not result in any significant redistribution of funding between schools, subject of course to pupil number changes. Any 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.
9. 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.

### **Equality and Inclusion Implications**

10. 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. No changes are proposed that are expected to adversely impact pupils.

### **RECOMMENDATIONS**

11. **The Cabinet Member for Schools Improvement is RECOMMENDED to:**
  - (a) **Consider the recommendations made by Schools Forum at their meeting of 1 February 2012; and**
  - (b) **approve the changes to the school funding formula for 2012-13 as summarised at paragraph 7 above.**

### **JIM LEIVERS**

Interim Director for Children, Education & Families

**Background Papers:** Schools Forum papers for meeting on 1 February 2012:  
Paper 3a – Outcome of Consultation re Strategic Review of School Funding  
Paper 7e - Merging of Combined Grants into School Funding Formula

Paper 7f - Miscellaneous Schools Budget Allocations and Minor Formula Adjustments

Contact Officer: Simon Pickard, Finance Business Partner – Children, Education & Families, 01865 797512

January 2012

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<sup>i</sup> Cabinet paper item CA5 - 26 May 2009

<http://mycouncil.oxfordshire.gov.uk/Data/Cabinet/20090526/Agenda/CA260509-05.htm>

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**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.

	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
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

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**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 AWP. 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**

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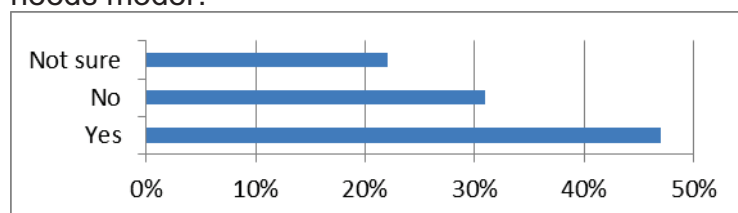
**Total responses received**

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
<b>TOTAL:</b>	<b>118</b>

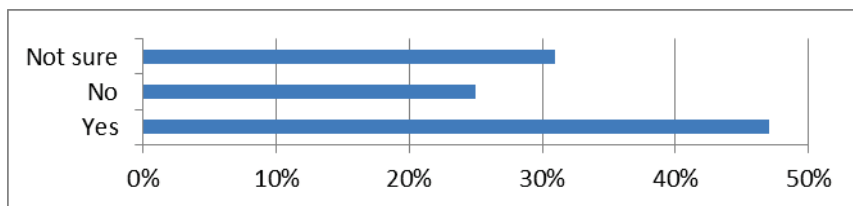
**Statistical analysis of responses**

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



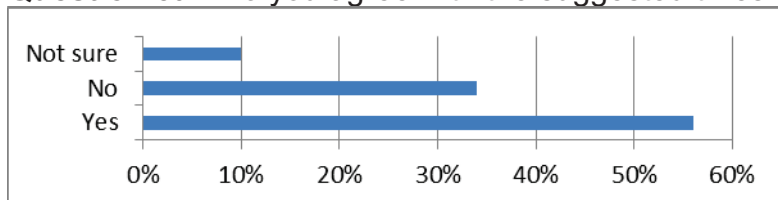
	Yes	No	Not sure	Total
Secondary - without a sixth form	3 (2.9%)	1 (1.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	5 (4.8%)	12 (11.5%)	4 (3.8%)	21 (20.2%)
Primary - without nursery class(es)	20 (19.2%)	11 (10.6%)	9 (8.7%)	40 (38.5%)
Primary - with nursery class(es)	14 (13.5%)	9 (8.7%)	9 (8.7%)	32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

**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%)
<b>TOTAL:</b>	<b>45 (43.7%)</b>	<b>25 (24.3%)</b>	<b>33 (32.0%)</b>	<b>103 (100.0%)</b>

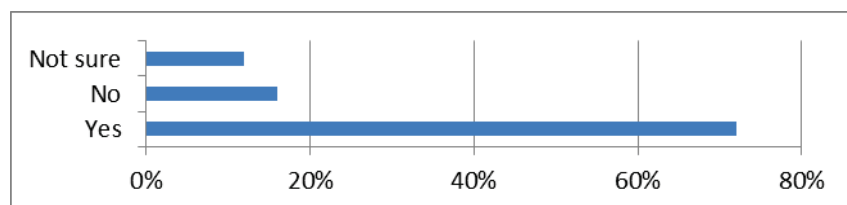
**Question 3a:** Do you agree with the suggested threshold for exceptional needs?



	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%)
<b>TOTAL:</b>	<b>58 (55.2%)</b>	<b>36 (34.3%)</b>	<b>11 (10.5%)</b>	<b>105 (100.0%)</b>

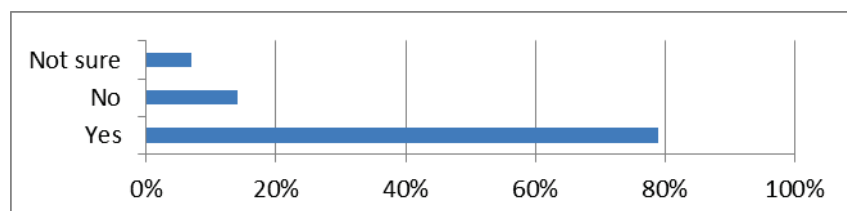


**Question 3b:** Do you agree with the suggested threshold for higher level exceptional needs?



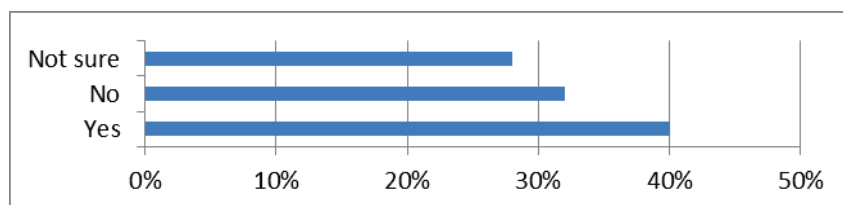
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	12 (11.4%)	7 (6.7%)	3 (2.9%)	22 (21.0%)
Primary - without nursery class(es)	30 (28.6%)	8 (7.6%)	2 (1.9%)	40 (38.1%)
Primary - with nursery class(es)	23 (21.9%)	2 (1.9%)	7 (6.7%)	32 (30.5%)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

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



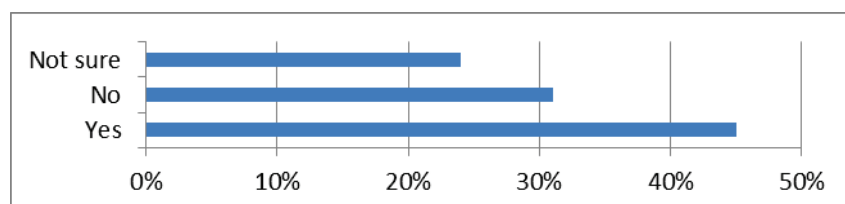
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
Secondary - with sixth form	17 (16.5%)	4 (3.9%)	1 (1.0%)	22 (21.4%)
Primary - without nursery class(es)	32 (31.1%)	4 (3.9%)	3 (2.9%)	39 (37.9%)
Primary - with nursery class(es)	25 (24.3%)	6 (5.8%)	1 (1.0%)	32 (31.1%)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

**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?



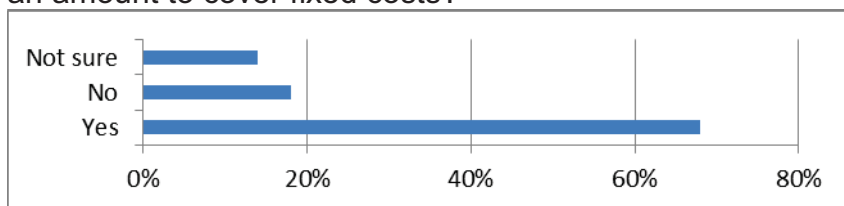
	Yes	No	Not sure	Total
Secondary - without a sixth form	2 (1.9%)	2 (1.9%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	2 (1.9%)	19 (18.3%)	1 (1.0%)	22 (21.2%)
Primary - without nursery class(es)	14 (13.5%)	9 (8.7%)	16 (15.4%)	39 (37.5%)
Primary - with nursery class(es)	18 (17.3%)	3 (2.9%)	12 (11.5%)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

**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?



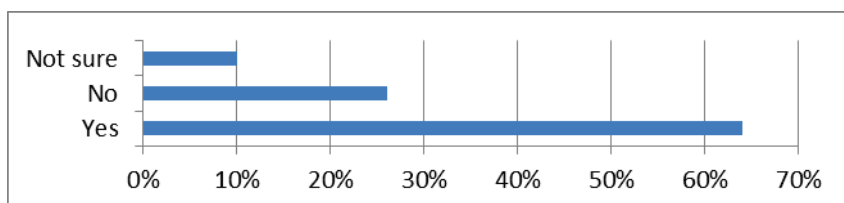
	Yes	No	Not sure	Total
Secondary - without a sixth form	4 (3.8%)	0 (0.0%)	0 (0.0%)	4 (3.8%)
Secondary - with sixth form	4 (3.8%)	17 (16.3%)	0 (0.0%)	21 (20.2%)
Primary - without nursery class(es)	15 (14.4%)	9 (8.7%)	16 (15.4%)	40 (38.5%)
Primary - with nursery class(es)	19 (18.3%)	6 (5.8%)	8 (7.7%)	33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

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



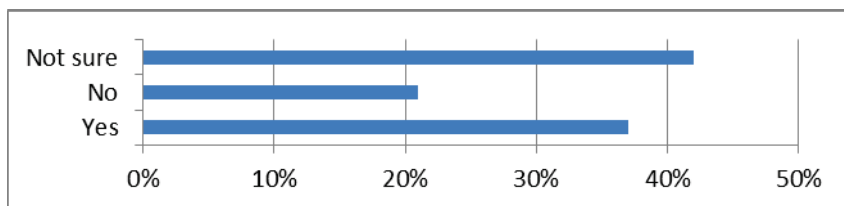
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
<b>Secondary - with sixth form</b>	8 (7.8%)	13 (12.6%)	0 (0.0%)	21 (20.4%)
<b>Primary - without nursery class(es)</b>	26 (25.2%)	6 (5.8%)	7 (6.8%)	39 (37.9%)
<b>Primary - with nursery class(es)</b>	26 (25.2%)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

**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?



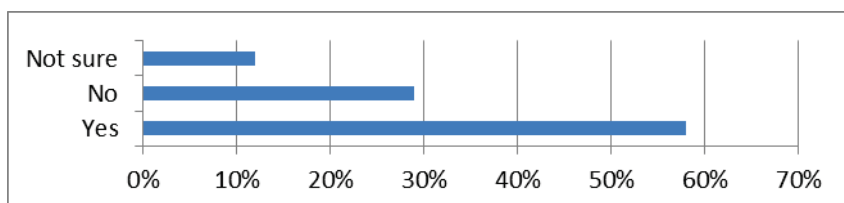
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	4 (4.3%)	0 (0.0%)	0 (0.0%)	4 (4.3%)
<b>Secondary - with sixth form</b>	6 (6.4%)	8 (8.5%)	1 (1.1%)	15 (16.0%)
<b>Primary - without nursery class(es)</b>	22 (23.4%)	9 (9.6%)	6 (6.4%)	37 (39.4%)
<b>Primary - with nursery class(es)</b>	22 (23.4%)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

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



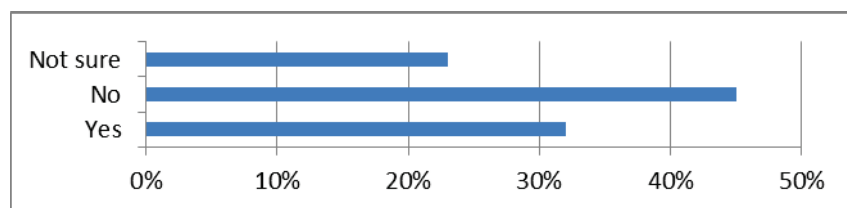
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	3 (3.1%)	0 (0.0%)	1 (1.0%)	4 (4.1%)
<b>Secondary - with sixth form</b>	5 (5.2%)	7 (7.2%)	6 (6.2%)	18 (18.6%)
<b>Primary - without nursery class(es)</b>	6 (6.2%)	5 (5.2%)	25 (25.8%)	36 (37.1%)
<b>Primary - with nursery class(es)</b>	18 (18.6%)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

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



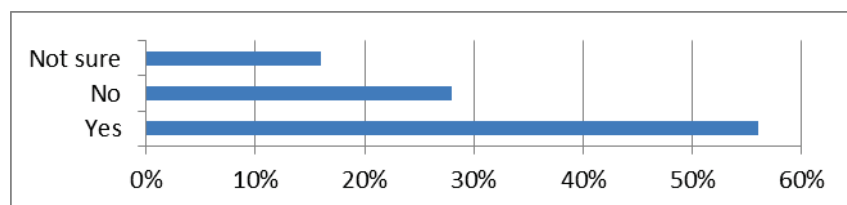
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
<b>Secondary - with sixth form</b>	11 (10.7%)	7 (6.8%)	3 (2.9%)	21 (20.4%)
<b>Primary - without nursery class(es)</b>	25 (24.3%)	10 (9.7%)	4 (3.9%)	39 (37.9%)
<b>Primary - with nursery class(es)</b>	16 (15.5%)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

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



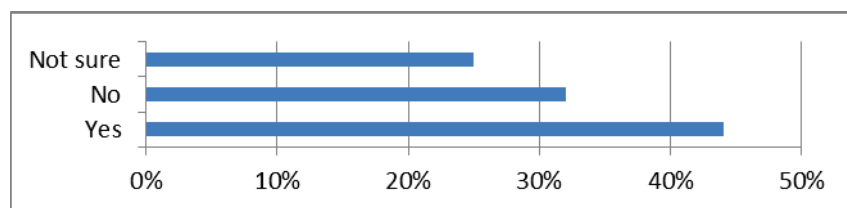
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	4 (3.9%)	0 (0.0%)	0 (0.0%)	4 (3.9%)
<b>Secondary - with sixth form</b>	3 (2.9%)	12 (11.8%)	6 (5.9%)	21 (20.6%)
<b>Primary - without nursery class(es)</b>	10 (9.8%)	18 (17.6%)	11 (10.8%)	39 (38.2%)
<b>Primary - with nursery class(es)</b>	12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

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



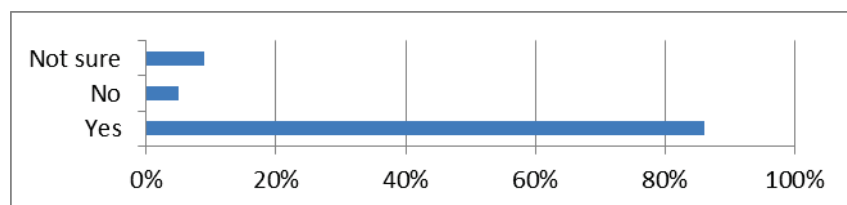
	Yes	No	Not sure	Total
<b>Secondary - without a sixth form</b>	3 (3.0%)	1 (1.0%)	0 (0.0%)	4 (4.0%)
<b>Secondary - with sixth form</b>	10 (9.9%)	6 (5.9%)	3 (3.0%)	19 (18.8%)
<b>Primary - without nursery class(es)</b>	26 (25.7%)	8 (7.9%)	6 (5.9%)	40 (39.6%)
<b>Primary - with nursery class(es)</b>	14 (13.9%)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

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



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

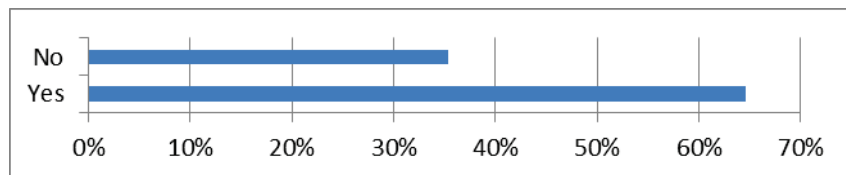
**Question 12:** Do you believe we should only implement essential changes to the funding formula, that are required by the DfE, from 1 April 2012?



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

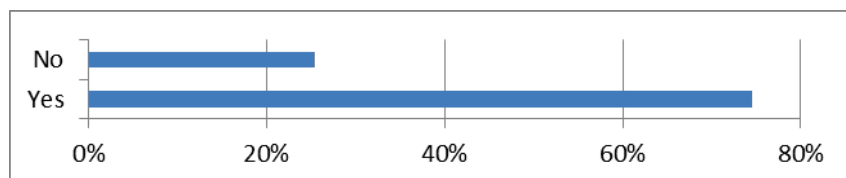
**Question 13:** If you believe that there are other changes that should be implemented from 1 April 2012, in order to smooth transition to a new national funding formula, ensure allocations are not made on out of date information and match current pupils' needs, do you agree with the suggested priorities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

**1) Specialist Schools - mainstreamed grants – secondary**



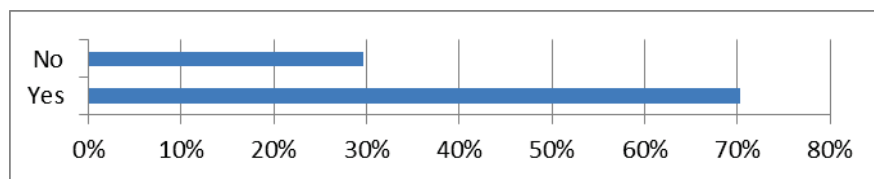
	Yes	No
Secondary - without a sixth form	1 (1.5%)	2 (3.1%)
Secondary - with sixth form	15 (23.1%)	5 (7.7%)
Primary - without nursery class(es)	13 (20.0%)	6 (9.2%)
Primary - with nursery class(es)	9 (13.8%)	9 (13.8%)
Nursery	1 (1.5%)	1 (1.5%)
Special	3 (4.6%)	0 (0.0%)
<b>TOTAL:</b>	<b>42 (64.6%)</b>	<b>23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

**2) Specialist Schools - mainstreamed grants - special**



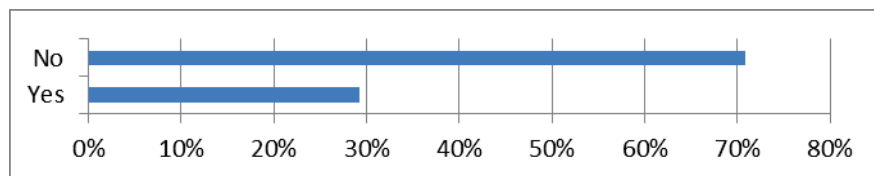
	Yes	No
Secondary - without a sixth form	2 (3.4%)	1 (1.7%)
Secondary - with sixth form	11 (18.6%)	4 (6.8%)
Primary - without nursery class(es)	13 (22.0%)	5 (8.5%)
Primary - with nursery class(es)	14 (23.7%)	4 (6.8%)
Nursery	1 (1.7%)	1 (1.7%)
Special	3 (5.1%)	0 (0.0%)
<b>TOTAL:</b>	<b>44 (74.6%)</b>	<b>15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

### 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%)
<b>TOTAL:</b>	<b>45 (70.3%)</b>	<b>19 (29.7%)</b>

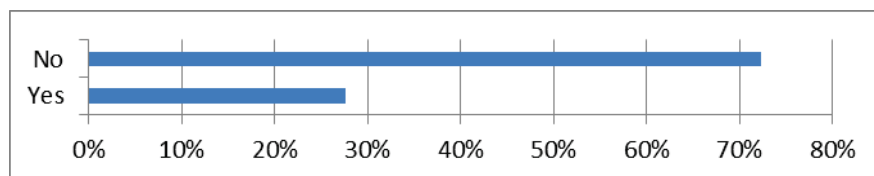
### 4) Premises factors to be allocated via AWPU



	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%)
<b>TOTAL:</b>	<b>28 (29.2%)</b>	<b>68 (70.8%)</b>

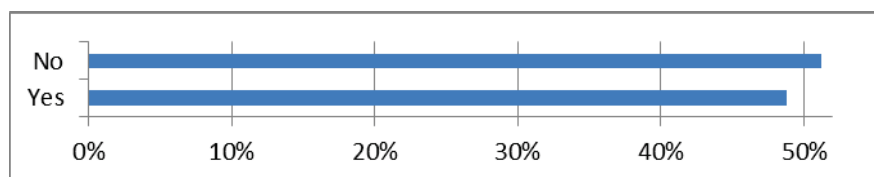


### 5) Pay grants factor to be allocated via AWPU



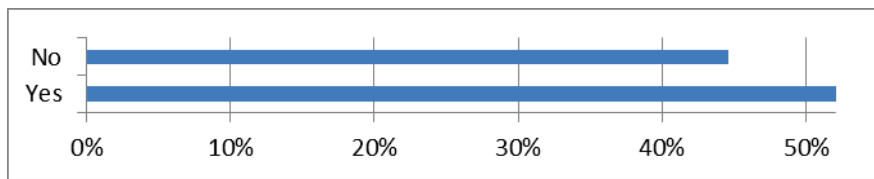
	Yes	No
Secondary - without a sixth form	3 (3.2%)	1 (1.1%)
Secondary - with sixth form	7 (7.4%)	13 (13.8%)
Primary - without nursery class(es)	10 (10.6%)	25 (26.6%)
Primary - with nursery class(es)	5 (5.3%)	25 (26.6%)
Nursery	0 (0.0%)	2 (2.1%)
Special	1 (1.1%)	2 (2.1%)
<b>TOTAL:</b>	<b>26 (27.7%)</b>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

### 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%)
<b>TOTAL:</b>	<b>40 (48.8%)</b>	<b>42 (51.2%)</b>

### 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%)
<b>TOTAL:</b>	<b>36 (55.4%)</b>	<b>29 (44.6%)</b>

## 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](mailto: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](mailto: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](mailto:Toni.Gaughan@Oxfordshire.gov.uk), PA to Janet Johnson, SEN Manager by 8 March 2012.*

**Oxfordshire County Council**  
**Schools Forum – 1 February 2012**  
**Merging of Combined Grants into School Funding Formula**

**1. Item for Consultation**

**2. Purpose of Report**

This report makes recommendations to Schools Forum for simplification of the combined grants factor in the School funding formula, as a gradual move towards the position expected when a national funding formula is introduced, and to try to make the allocation methodology of funding easier for schools to understand. The only changes recommended below are those that can be implemented without creating turbulence in 2012-13.

**3. Recommendations for Schools Forum**

3.1 The recommendations made for simplification of the combined grants elements of the school funding formula are discussed in section 4 below, and are summarised as follows:

- Adding the fixed elements of School Standards Grant (SSG) to fixed costs for Primary, Secondary and Special Schools.
- Allocating the per pupil element of SSG on the same per pupil basis as part of the Age Weighted Funding (AWP) funding factor.
- Retaining a factor in combined grants to allocate the additional amount of SSG previously allocated to schools under Formula B (see 4.4 below)
- Allocating the per pupil element of School Standards Grant (Personalisation) (SSG(P)) on the same per pupil basis as part of the Age Weighted Funding (AWP) funding factor.
- Allocating the Free School Meals (FSM) element of SSG(P) to a general deprivation factor
- The Low Prior Attainment (LPA) element of SSG(P) will be retained as a separate factor in combined grants for 2012-13. The LPA data will be updated to include 50% based on the 2011-12 Special Needs Index (SNI) and 50% based on the 2012-13 SNI.
- £5,321 will be allocated to Special Schools' fixed costs in respect of SSG(P)
- No change will be made to the School Development Grant calculation methodology for 2012-13.
- Additional Personalised Learning will be added to the AWP pupil funding factor and continue to be allocated at £151.88 per pupil aged 5 to 15.
- No change is proposed to the allocation of combined grants to Nursery Schools for 2012-13

- The per pupil amounts for Personalised Learning will be added to pupil factors in the Primary, Secondary and Special formulae as per 4.15 and 4.16 below.
- The Deprivation element of Personalised Learning will be calculated in the same way as for 2011-12 to minimise turbulence but will be added to the general Deprivation factor proposed above for the deprivation element of SSG(P)
- The calculation of the Low Prior Attainment element of Personalised Learning will be unchanged for 2012-13 and will be added to the LPA element of SSG(P) as a combined LPA factor.

3.2 Schools Forum is asked:

- To agree the recommendations made above for simplification of the Combined grants factor for 2012-13.

## 4. Main Changes Recommended to Combined Grants

### School Standards Grant element of Combined Grants

4.1 School Standards Grant was previously calculated based on a formula, summarised below. Schools received the larger of formula A or B.

#### Formula A

Type of School	Formula
Primary (including nurseries and Pupil Referral Units (PRUs))	£12,000 plus £120 per pupil
Secondary	£12,000 plus £130 per pupil
Special	£29,000 plus £120 per pupil

#### Formula (B) (including inflation increase on prior year allocation)

$$(X \div Y) * Z * (1 + \text{inflation \%})$$

where

X = total of SSG received by the school in 2010-12011

Y = the number of pupils used to calculate the school's SSG in 2010-2011

Z = the number of pupils used to calculate the school's SSG in 2011-2012

4.2 In 2010-11 the calculation included a 2.1% inflationary increase, but for 2011-12 the figure for inflation was set at 0%. These figures were the figures used in 2010-11 and were replicated in calculating the SSG element of the combined grants allocation for 2011-12.

4.3 In order to simplify the allocation of this grant for 2012-13 it is



recommended that the fixed element of the grant and the per pupil amounts as per Formula A above are added to the fixed costs factor and the per pupil factors in the funding formula.

- 4.4 The 2011-12 calculations include 261 schools whose allocation is calculated according to Formula B, which means that they receive more than the fixed and per pupil amounts identified in the table above. This means that after allocating an amount to fixed costs and a per pupil amount as per paragraph 2 above an amount needs to be retained in the combined grants allocation for this difference to avoid creating turbulence in 2012-13 for these schools. This highlights an area that needs to be addressed for future years in order to fund schools on a consistent basis.
- 4.5 The proposed revised methodology above applies only to pupils of statutory school age. Allocations of the grant in respect of post 16 pupils are dealt with separately in Paper 7f in the section relating to the post 16 Non AWP adjustment. Nursery school allocations are dealt with separately below.

**School Standards Grant (Personalisation) element of Combined Grants**

- 4.6 School Standards Grant (Personalisation) was allocated in 2011-12 on the basis of the unit values in the table below plus an amount in respect of low prior attainment:

	<b>Primary</b>	<b>Secondary</b>
Per pupil unit of funding	£5	£14
Per pupil eligible for Free School Meals (FSM)	£72	£225

- 4.7 The low prior attainment (LPA) element of the allocation was updated in part for 2011-12. The proportion of pupils identified with low prior attainment levels was updated using information available as part of the Special needs index (SNI). The calculation of the LPA element of the allocation used 50% of this updated calculation and 50% of the calculation using the original LPA data.
- 4.8 It is proposed that a separate Low Prior Attainment factor be retained for 2012-13, as it is not easy to move this element to a per pupil or fixed factor without creating turbulence. It is proposed that the calculation of this factor for 2012-13 be revised to include 50% based on the updated LPA data used in 2011-12, and the remaining 50% based on the updated LPA data for 2012-13, available as part of the updated SNI.

This will mean that the original LPA data from 2007 will no longer be used in the calculation.

- 4.9 It is proposed that a separate general deprivation factor is created, alongside the existing targeted deprivation factor, to allocate the per pupil FSM amounts identified in the table above.
- 4.10 The per pupil unit of funding in the table above will be allocated to schools as part of the Age Weighted pupil funding, but will be calculated on a per pupil basis and not weighted for age. This will not create turbulence in 2012-13.
- 4.11 For 2010-2011, the allocation for special schools was calculated on the basis of £5,321 for special schools with up to 100 pupils. Special schools with over 100 pupils received £5,321, plus £53 for every FTE pupil over 100 pupils. No Oxfordshire school received more than £5,321. It is proposed that £5,321 be added to Special School fixed costs for 2012-13. This will not create turbulence.

### **School Development Grant**

- 4.12 School Development Grant (SDG) from 2006-07 onwards included a number of previous merged grants including Excellence in Cities, Enterprise Learning, Study Support, SEN and Gifted and Talented. These amounts were in the baseline allocations of schools for 2005-06. From 2006-07 onwards schools received an allocation that protected the amount they received per pupil, with inflation being applied to this amount in years up to 2010-11. The SDG allocation for 2011-12 replicated the previous methodology but with no inflation increase.
- 4.13 The per pupil amounts for SDG vary significantly in some cases between comparable schools, and over the years this has been exaggerated by changes in pupil numbers. It has not been possible in the time available to identify a way of simplifying the allocation of this grant across all schools without creating turbulence. It is therefore proposed to keep the current methodology for this element of combined grants for 2012-13.

### **Personalised Learning**

- 4.14 Personalised Learning is currently allocated based on Deprivation, Pupil and Low Prior Attainment elements. The split between the different elements is:
- Deprivation 35%
  - Pupil numbers 15%

- Low prior attainment            50%
- 4.15 The 2011-12 per pupil amounts for Primary Secondary and Special schools are as follows:
- Primary                    £9 per pupil (aged between 5 and 10)
  - Secondary                £16 per pupil (aged between 11 and 15)
  - Special                    £60 per pupil (aged between 5 and 10)
  - Special                    £110 per pupil (aged between 11 and 15)
- 4.16 It is proposed that these per pupil amounts be included in the per pupil factors for the Primary, Secondary and Special formulae.
- 4.17 The Deprivation allocation was previously calculated using the same data as in the SNI (IDACI) to calculate a score for each school based on the pupil profile. If we moved to an allocation based on FSM this would result in some turbulence. It is therefore proposed that the Deprivation allocations continue to be made using the Deprivation % from the SNI rather than FSM to minimise turbulence, but this will need to be reviewed for future years. This deprivation allocation will be added to the general deprivation factor mentioned at 4.9 above.
- 4.18 No change is proposed to the calculation of the LPA element for 2012-13. This will be retained as a separate factor and added to the amount from SSG(P) referred to at 4.8 above.

### **Additional Personalised Learning**

- 4.19 The Additional Personalised Learning allocation for 2011-12 was £151.88 per pupil aged 5 to 15 in 2011-12. It is proposed that this amount be moved to the AWP funding factor on the same per pupil basis. This will create no turbulence in 2012-13.

### **Nursery Schools**

- 4.20 Table A in Annex 1 shows the 2011-12 grant allocations to Nursery Schools. With the introduction of the Early Years Single Funding Formula (EYSFF) from 1 April 2011, the funding for Nursery Schools is calculated on an hourly rate based on the number of hours children attend the school for each term. For 2011-12 it was decided to allocate the previous specific grants received by the Nursery schools on the same basis as in prior years, in the same way as for other schools.
- 4.21 It has been assumed that the 2011-12 overall grant allocation of approximately £510,000 (excluding Ethnic Minority Achievement Grant (EMAG) of nearly £10,000) will continue to be allocated to Nursery Schools, in order to minimise turbulence in 2012-13. This will need to be reviewed for future years.

4.22 The possible simplification of the allocation of these grants has been considered for 2012-13, including the distribution of these grants on a basis that reflects the actual number of hours delivered under the EYSFF, as well as taking account of the fixed elements proposed to be used in the main Primary funding formula. This highlights current allocations of grants which appear to be disproportionate to the number of hours of Early years provision at the schools concerned. Table B in Annex 1 shows the potential redistribution of these grants and the impact on the schools concerned.

4.23 Given the funding turbulence that would be caused by redistribution on this basis, no change is proposed for 2012-13. It is proposed that nursery schools be warned that changes will be proposed for 2013-14 onwards, to address the current anomalies in the allocations.

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

5.1 The recommendations should not result in any significant redistribution of funding between schools, subject of course to pupil number changes. Any 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**

No changes are proposed that are expected to adversely impact pupils.

## **7. Conclusions**

Schools Forum is asked to consider and agree the recommendations made at Section 3 above for minor changes to the School funding formula for 2012-13 which will result in no turbulence.

## **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
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meeting about this report, please contact:

Name: Simon Pickard, Children, Education & Families Finance Business Partner

Telephone number: 01865 797512

Email Address: [simon.pickard@oxfordshire.gov.uk](mailto:simon.pickard@oxfordshire.gov.uk)

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

Telephone Number: 01865 797139

Email Address: [gillian.mckee@oxfordshire.gov.uk](mailto:gillian.mckee@oxfordshire.gov.uk)

**Table A – 2011-12 Combined Grant Allocations to Nursery Schools**

School Name	DfE	School Development Grant (SDG)	School Standards Grant (SSG)	School Lunch Grant	EMAG	Total 2011-12
Comper Foundation Stage School	1005	17,879	22,209	1,513	5,292	<b>46,894</b>
Headington Nursery School	1006	20,146	18,123	1,548	0	<b>39,816</b>
Grandpont Nursery School	1010	21,507	23,806	1,568	0	<b>46,880</b>
Slade Nursery School	1011	19,570	22,703	1,554	4,513	<b>48,341</b>
Lydalls Nursery School	1017	20,460	22,870	1,760	0	<b>45,089</b>
The Ace Centre Nursery School	1019	17,879	22,536	0	0	<b>40,415</b>
Edward Feild Nursery School	1022	20,508	16,824	1,267	0	<b>38,599</b>
West Kidlington Nursery School	1024	17,879	16,991	0	0	<b>34,870</b>
Five Acres Nursery School	1027	17,241	21,916	0	0	<b>39,157</b>
Wheatley Nursery School	1031	40,228	33,895	1,308	0	<b>75,431</b>
John Hampden Nursery School	1032	29,612	33,984	1,363	0	<b>64,959</b>
<b>TOTALS</b>		<b>242,910</b>	<b>255,856</b>	<b>11,880</b>	<b>9,805</b>	<b>520,452</b>

**Table B – 2012-13 Allocation of Combined Grants using fixed element plus hourly rate**

School Name	DfE	2011-12 Estimate of Hours	SDG allocated on hourly rate 2012-13	SSG allocated on hourly rate 2012-13 plus fixed element	School lunch grant on fixed amount plus hourly rate	TOTAL	Difference from prior year – excluding EMAG
<b>Hourly Rate</b>			<b>£0.58</b>	<b>£0.29</b>	<b>£0.01</b>	<b>£0.88</b>	
Comper Foundation Stage School	1005	40,720	£23,555	£24,010	£1,487	£49,052	£7,450
Headington Nursery School	1006	45,290	£26,198	£25,358	£1,541	£53,098	£13,282
Grandpont Nursery School	1010	51,760	£29,941	£27,266	£1,619	£58,826	£11,945
Slade Nursery School	1011	47,180	£27,291	£25,916	£1,564	£54,771	£10,943
Lydalls Nursery School	1017	65,900	£38,120	£31,437	£1,788	£71,345	£26,256
The Ace Centre Nursery School	1019	38,080	£22,028	£23,232	£0	£45,259	£4,844
Edward Feild Nursery School	1022	18,660	£10,794	£17,504	£1,223	£29,521	-£9,078
West Kidlington Nursery School	1024	26,700	£15,445	£19,875	£0	£35,320	£450
Five Acres Nursery School	1027	30,630	£17,718	£21,034	£0	£38,752	-£405
Wheatley Nursery School	1031	27,290	£15,786	£20,049	£1,326	£37,161	-£38,270
John Hampden Nursery School	1032	27,720	£16,035	£20,176	£1,331	£37,542	-£27,417
<b>TOTALS</b>		<b>419,930</b>	<b>242,910</b>	<b>255,856</b>	<b>11,880</b>	<b>510,646</b>	<b>-1</b>

**Oxfordshire County Council  
Schools Forum - 1 February 2012**

**Miscellaneous Schools Budget Allocations and Minor Formula Adjustments**

**1. Item for Consultation / Decision**

**2. Purpose of Report**

2.1 To provide information about and consult with Schools Forum about a number of resource allocations and formula amendments proposed to be implemented in the 2012-13 Schools Budget and in school budget shares.

2.2 To consult Schools Forum and seek formal approval for two allocations of DSG within central budgets of the authority and to set the date for final submission of balanced school budget plans.

**3. Recommendations**

3.1 Schools Forum is recommended to endorse the following proposals:

- i) £625k to be allocated from contingency funds to resource the requirement to provide 25 hours per week tuition to unwell pupils through the Hospital School. (Section 4)
- ii) £74k to be allocated from contingency funds in order that SEN units can be excluded from the non-AWPU adjustment calculation for schools with sixth forms. (Section 5)
- iii) Fixed costs allocations for 11-18 schools to be reduced by £37,250 in order that the fixed costs allocations can be excluded from the non-AWPU adjustment calculation for schools with sixth forms. (Section 5)
- iv) The per pupil amounts for post 16 pupils included in the Combined Grants line should be removed from that line and netted off the non-AWPU adjustment for each school. (Section 5)
- v) £100k to be allocated to support Carterton schools, of which £75k to the secondary school and two allocations of £15k to the two primary schools with pupil numbers furthest below capacity due to service family movements. (Section 6)
- vi) The Forces factor to be amended to £125 per pupil from a service family above 25% of the school roll. (Section 7)
- vii) School Lunch Grant should continue to be allocated to schools on the formula basis used in previous years, and included in the transfer to the Food With Thought service as in 2011-12. (Section 8)

- viii) The £40k formula allocation for the Warriner School farm be continued in full for 2012-13 and then removed from the formula with effect from April 2013. (Section 9)
- ix) Secondary school resources for 1:1 tuition to be distributed in secondary school AWPU allocations. (Section 10)

3.2 Schools Forum is recommended to approve the following proposals:

- i) £175k (of the £625k set aside to provide 25 hours tuition to unwell pupils) to be allocated to the SEN Transport budget as requested by the Hospital School. (Section 4)
- ii) £51k DSG funding allocation for the Farmoor Sailing Instructor be transferred from Bartholomew School into the Hill End Camp outdoor education centre. (Section 9)
- iii) Final date for submission of balanced budget plans to be provided by schools to be set at 31 May 2012. (Section 11)
- iv) That if any breach of the Central Expenditure Limit arises from these proposals an appropriate revised limit would be agreed at the next meeting of the Forum. (Section 13)

3.3 Schools Forum is recommended to note the following information:

- i) arrangements around Food With Thought and the resources from Schools Lunch Grant may need to be considered again during the year. (Section 8)
- ii) DfE has announced arrangements to pay over the outstanding final instalment of Standards Funds Grants by end of March 2012.
- iii) discussions with DfE regarding MFG allocations to two schools have commenced but not yet reached any conclusion.

#### **4. 25 Hours Education for Unwell Pupils**

4.1 During 2011 a long unused provision of Education Act 1996 has been fully implemented by government and came into effect from September. This provides that all pupils of the LA are entitled to 25 hours education each week. Due to other legislation implemented during the years between 1996 and 2011, this actually affects only a specific group of pupils. The impact is that pupils who are too unwell to attend their school are now required to be educated for 25 hours per week.

4.2 The accompanying guidance recognises that some of these pupils may be too unwell to participate in education for 25 hours per week accordingly it is possible for a doctor responsible for their case to prescribe a lower level of provision as appropriate to the child's circumstances.

4.3 Oxfordshire, in common with the majority of LAs, was previously providing 5 hours of education per week to pupils too unwell to attend school. Other than in the Children's Hospital on the John Radcliffe site, this 5 hours education was delivered by appointing an Associate Teacher to travel to the child's location and deliver appropriate tuition. Initial estimates indicated that extending this methodology to 25 hours per week would cost around £2.7m per year.



4.4 Through 2011 the Hospital School has been leading on making provision for unwell pupils throughout the county. The model that has been established retains the existing provision at the John Radcliffe site and slightly expands provision at the Horton Hospital site in Banbury. In addition a small core team of a Key Teacher and HLTA has been established at each of the Abingdon, Bicester and Witney Hubs. The approach which has been developed is to transport unwell pupils wherever possible to the hospitals or Early Intervention Hubs in order to provide tuition. The Hospital School is actively negotiating with medical professionals in order to ensure that the appropriate level of provision is made for each child.

4.5 To help minimise costs some tuition is provided on an e-learning basis, the e-learning team has been doubled from 0.5 fte to 1.0 fte. There are also consequences for administration and SEN support costs, and particularly for transport costs. Some Associate Teachers have been retained in order that the service can respond appropriately to fluctuating numbers of pupils. Overall it is now estimated that the full year impact of making 25 hours provision for unwell pupils will be £625k.

4.6 The financial pressure arising from this provision in 2011-12 has largely been met by use of existing LA balances however a small allocation from DSG balances will be needed in 2011-12. The Finance and Deprivation Committee has discussed use of DSG balances for this purpose and recommended this allocation.

4.7 As previously discussed 25 hours education provision is a cost which can legitimately be met from DSG. The unallocated contingency held within DSG is able to meet all of this pressure. Therefore it is proposed that £625k should be allocated to fund the Hospital School to make this provision. The Hospital School funding formula will be modified to ensure that part of this resource is based on pupil count, however much of the allocation will need to be made as fixed sums due to the increase in teacher complement.

4.8 The Hospital School has expressed a preference that the Transport element of the costs should be managed by the SEN Transport team, and this would enable any cost saving opportunities to be identified. Implementing this would require adding £175k per annum from DSG to the SEN transport budget. Schools Forum is asked to approve use of DSG in this way in order that the overall management arrangements are as efficient as possible. The amount to be added to the Hospital School budget share would therefore be £450k per annum.

## **5. Sixth Form Non-AWPU Adjustment**

5.1 Funding allocations for school sixth forms from the Young Peoples Learning Agency (YPLA) includes resources for both Age Weighted Pupil Unit (AWPU) and non-AWPU funding for the post-16 element of the school.

5.2 On establishment of the predecessor of the YPLA, the non-AWPU funding element was calculated on a simple percentage basis. At that time sixth form pupils represented 16.4% of the secondary pupil population. It was therefore assumed that the sixth form funding for non-AWPU items would be 16.4% of total non-AWPU

funding. Oxfordshire's funding was therefore top sliced by this amount, and represented funding against all non-AWPU formula factors including fixed costs, floor and ground area based, structural repair and maintenance, rates and rents, building insurance, split sites, forces factor, joint sports, special needs units and school meals. For 2011-12 this adjustment totalled £4.5m.

5.3 In order to ensure that schools with sixth forms are not double funded for those sixth form pupils, the school budget share from the local authority is reduced accordingly. This is shown in budget share documents as a negative formula factor.

5.4 The deduction could alternatively have been modelled in school budget shares by amending the calculation for each of the non-AWPU factors. If a reduction equal in size to the amount deducted from the local authority had not been included in the formula in some way, then the last resort would have been to reduce the AWPU values for pupils aged 11 to 15 which would have had an inappropriate impact on secondary schools without a sixth form.

5.5 It has been a decade since the above changes were introduced and a variety of other changes have affected school budget share allocations and the allocations from YPLA. Accordingly it is now difficult to see clearly or appreciate how this adjustment is calculated or how it impacts on schools.

5.6 The consultation during November and December included proposals to amend this factor. Schools which responded to the consultation generally felt that the amendment would be an improvement however many schools were concerned about the degree of turbulence which would be generated.

5.7 It is therefore proposed to gradually dismantle this negative formula factor over a number of stages. This will clarify the split between funding provided through the local authority formula for 11-16 pupils and 16+ funding from the YPLA.

5.8 The modelling work which had been carried out in preparation for the consultation had identified that inclusion of the SEN units in the non-AWPU adjustment was inappropriate and was causing inequities for those schools with SEN units. The underlying inequity was the deduction of these funds from the local authority, however there is no prospect of that deduction being amended by government after so much time has elapsed. It is proposed to exclude the funding allocations for SEN units from the calculation of the non-AWPU adjustment, and replace these funds by the allocation of £74k from headroom.

5.9 It is also proposed to reduce the Non-AWPU Adjustment by those factors initially included in the calculation which are similar for each school or which deploy specific resources identified in the Dedicated Schools Grant for post 16 Pupils. This is effectively a presentational change which supports clarifying the funding source. Non-AWPU funding will reduce and equivalent reductions will be made in other formula funding elements. Overall funding for each school will remain unaffected.

5.10 It is proposed to reduce the fixed cost allocation to 11-18 schools by £37,250 per school and to remove the post 16 pupil funding elements of Schools Standards Grant (£703k), School Development Grant (£450k) and Specialist Schools (£698k)

which currently appear in the Combined Grants total for each school. The total amount of these changes is estimated to be £2,855k. The Non-AWPU Adjustment will therefore also be reduced by this amount. Individual schools will see no change in their overall funding as a consequence of this proposal.

5.11 In future years, once the uncertainties around the national and local funding formula review positions are clearer, the funding relating to the more variable elements will be considered.

## **6. Carterton Schools**

6.1 Pupil numbers at several Carterton schools continue to be adversely affected by the lack of housing in the town for service families. This is resulting in service families being housed in other localities, and their children attending schools in those localities. Carterton therefore has a dramatically lower population of school age children than would be expected given the closure of RAF Lyneham and expansion of RAF Brize Norton.

6.2 Whilst it is welcome that a global fund has been established by MOD to assist schools affected by changes to service populations, this is an annual allocation based on project applications and is not helpful for the sustained issues faced by several Carterton schools.

6.2 In 2011-12 £100k was provided to support the Carterton schools. It is proposed that this allocation should be continued on an annual basis until no longer required (or superseded by any national formula funding arrangement).

6.3 Despite the low number of pupils from service families in the town, some primary schools with particular religious ethos or newer buildings do attract admissions numbers at or close to their PAN. Accordingly it is proposed to allocate the £100k allocation in a particular way. It is proposed to allocate £75k to the secondary school and two allocations of £15k to each of the two primary schools with numbers furthest below expected capacity.

6.4 These allocations will approximately compensate for the amounts included in AWPU for energy and other site related costs which are not being received by the schools, but are still being expended in maintaining the sites.

## **7. Forces Factor**

7.1 The Pupil Premium for children from service families has been increased for 2012-13. As discussed for budget 2011-12 it is clear that this pupil premium allocation does overlap with the Forces Factor which has existed in the Oxfordshire funding formula over recent years.

7.2 The increase in value for the service families Pupil Premium is lower than had been anticipated. The Premium has increased from £200 per pupil to £250 per pupil,

or by 25%. Accordingly it is proposed to reduce the Forces Factor by approximately 25%.

7.3 For 2011-12 the Forces Factor provided £163 per pupil from a service family above a qualifying level of 25% of the school roll. It is proposed to amend this value to be £125 per pupil above the 25% qualifying level. This is projected to release £20k from school budget shares to headroom compared to the estimated increase of £110k in service Pupil Premium.

7.4 As the per pupil reduction in the Forces Factor value is less than the increase in Pupil Premium, and does not apply to the first 25% of school roll, there can be no schools which experience a reduction in funding as a consequence of this proposal.

## **8. School Lunch Grant**

8.1 The merger of previous grants into Dedicated Schools Grant which was implemented by government for 2011-12 embedded the previous School Lunch Grant of £889k per annum into Dedicated Schools Grant.

8.2 For 2011-12 this funding was distributed on the same arrangements that had applied whilst it had been a separate grant. Specifically this allocation based on the number of pupils known to be provided with a hot plated meal, and includes a lump sum and per qualifying pupil amount.

8.3 The funding is included in the Combined Grants line of budget share documents, and for those schools which buy into the Food With Thought school meals service the funding is included in the amount charged by the service.

8.4 A significant reduction in the selling price of school meals is proposed from September 2012. This is dependent on the funding arrangements remaining unchanged, and may need to be changed if the funding arrangements are amended.

8.5 It is not yet known whether the school meals service will be included in the facilities management contract to be let during this year. This has been included in the tender specification as an option for the potential bidders to respond as they see fit. Accordingly the medium to longer term arrangements for this service are not yet clear.

8.6 It is proposed that the resources for the School Lunch Grant should be allocated for 2012-13 as they have been in previous years. Schools Forum should note that this topic may need to be considered again as matters included in the facilities management procurement process are clarified.

## **9. "Other" Formula Funding Allocations**

9.1 Two schools receive allocations on budget shares for "Other" responsibilities in order to assist them in providing facilities for use by all schools.

9.2 Bartholomew School receives an allocation of £51k to fund a sailing instructor at the Farmoor Reservoir. This facility currently generates some income but does not have an existing strategy to move to a self-financing position. Line management for the instructor actually takes place from the Hill End Camp. It is proposed to remove the sailing activity, associated costs, existing balances and income from the accounts of the Bartholomew School and transfer them into the Hill End Camp. The sailing facilities will be incorporated into the overall strategy that Oxfordshire's Outdoor Education Centres achieve a self-financing position by 2015.

9.3 The Warriner School receives an allocation of £40k towards the running of its school farm. Income generated from the farm already contributes significantly towards upkeep, and the school has a strategy to move towards a self-financing position. Following consultation it is proposed that this allocation should be made in full for 2012-13 but should be removed from the formula from April 2013. The school will be assisted by the Schools Finance Team in establishing an achievable plan for self-financing of the farm facilities from April 2013.

## **10. One to One Tuition**

10.1 During academic year 2010-11 the available grant funding for primary 1:1 tuition was fully claimed by schools. This avoided any unused part of the grant being returned to DfE. Proposals for the allocation of primary 1:1 tuition resources for financial year 2012-13 were included in paper 7d Funding for Continuation of Every Child Programmes.

10.2 At the end of academic year 2010-11 £259k of grant for secondary 1:1 tuition had not been claimed by schools. This resource will therefore have to be returned to DfE. Since the ending of separate Standards Funds Grant streams into the Dedicated Schools Grant it is no longer necessary to track delivery of 1:1 tuition and claim the grant. It is proposed to distribute the resources included in Dedicated Schools Grant for secondary 1:1 tuition to secondary schools in AWPU allocations.

## **11. Budget Submission Date**

11.1 In view of the late announcement of budget shares for 2011-12 following extremely late confirmation of school funding arrangements by DfE, the date for submission of school budget plans was amended to 31 May 2011. This proved extremely successful and resulted in the overwhelming majority of schools providing balanced plans within the timetable.

11.2 In line with the powers of Schools Forum set out in the Scheme for Financing Schools the authority now proposes that the submission date for 2012-13 should be set at 31 May 2012.

## **12. Updates**

12.1 DfE has announced on 26 January 2012 that the outstanding final instalment of Standards Funds Grants will be paid to all authorities before the end of March 2012. This is of course the best possible outcome and was not anticipated during the

current two year settlement. As the outstanding instalment was written of against DSG balances at the end of 2010-11 this is effectively a windfall which will be included in unspent DSG balances at the end of the year for later allocation.

12.2 Email correspondence has been opened with DfE regarding the oversize MFG allocations made to two schools. No firm conclusions have yet been reached. It is anticipated that outcomes will be available to be reported to Forum at the meeting on 1 March 2012.

### **13. Financial Implications**

13.1 It is anticipated that all financial allocations set out in this report can be met within the available resources for 2012-13. The allocations are included within the draft Schools Budget for 2012-13 presented in papers for this meeting.

13.2 It is not anticipated at this time that the Central Expenditure Limit (CEL) will be breached by the proposals in this paper. However, Schools Forum is asked to confirm that any breach of the CEL implied by these budget proposals will be approved at the next available meeting of the Forum.

### **14. Equal Opportunities Implications and Impact on Equality Groups**

14.1 The proposals set out in this report are not expected to have an impact on vulnerable or equality groups, except as highlighted below.

14.2 Provision of 25 hours per week tuition to those unwell pupils who are able to benefit from such provision should be an advantage to this vulnerable group.

14.3 Sustained allocation of additional resources for the Carterton schools most affected by the absence of housing in the town will assist those schools to maintain their levels of support for children of service families.

14.4 Allocating the resources of the School Lunch Grant to help reduce the selling prices of school meals will provide some financial benefit to families who wish to take school meals but are not eligible for free meals.

### **15. Contact Details of Lead Officer/Author**

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