

MEETING

CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE

DATE AND TIME

WEDNESDAY 10TH JUNE, 2015

AT 7.00 PM

VENUE

HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4BQ

TO: MEMBERS OF CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE (Quorum 3)

Chairman: Reuben Thompstone

Vice Chairman: Bridget Perry

Councillors

Alison Cornelius
Daniel Thomas
Helena Hart

Anne Hutton
Agnes Slocombe

Ammar Naqvi
Rebecca Challice

Substitute Members

Melvin Cohen
Tom Davey

Stephen Sowerby
Arjun Mittra

Pauline Coakley Webb
Adam Langleben

Co-opted Members

Simon Clifford
Gladys Vendy

Denis Carey
Marilyn Nathan

Darren Warrington

You are requested to attend the above meeting for which an agenda is attached.

Andrew Charlwood – Head of Governance

Governance Service contact: Salar Rida 020 8359 7113 salar.rida@barnet.gov.uk

Media Relations contact: Sue Cocker 020 8359 7039

ASSURANCE GROUP

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Decisions of the Children, Education, Libraries & Safeguarding Committee

20 April 2015

Members Present:-

AGENDA ITEM 1

Councillor Reuben Thompstone (Chairman)

Councillor Bridget Perry (Vice-Chairman)

Councillor Alison Cornelius

Councillor Helena Hart

Councillor Daniel Thomas

Councillor Arjun Mittra (as substitute)

Councillor Anne Hutton

Councillor Coakley Webb (as substitute)

Councillor Agnes Slocombe

Also in attendance (co-opted members):-

Simon Clifford

Marilyn Nathan

Darren Warrington

Denis Carey

Apologies for Absence:-

Councillor Rebecca Challice

Councillor Ammar Naqvi

Gladys Vendy

1. MINUTES OF THE LAST MEETING

RESOLVED – That the Children, Education, Libraries and Safeguarding Committee agreed to include Councillor Slocombe as an attendee at the meeting that took place on 9th March 2015, and to make minor amendments to item 8, prior to the approval of the minutes. The Committee therefore approved the minutes of the meeting held on 9th March 2015.

2. ABSENCE OF MEMBERS

Apologies for absence were received from Councillor Naqvi, Councillor Challice and Gladys Vendy.

3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

The following interests were declared:

Councillor	Agenda Item	Nature of Interest	Details
Arjun Mittra	Item 9	Disclosable non-pecuniary	That the Councillor's mother runs a nursery in Finchley Central, which receives Council funding. The Councillor subsequently declared that he would exclude himself from discussion of this item.
	Item 6A	Disclosable non-pecuniary	That the Councillor is a member of Friern Barnet Community Library
Anne Hutton	Item 6A	Disclosable non-pecuniary	That the Councillor is a member of Friern Barnet Community Library
Pauline Coakley Webb	Item 6A	Disclosable non-pecuniary	That the Councillor is a trustee of Friern Barnet Community Library
Reuben Thompstone	Item 8	Disclosable non-pecuniary	That the Councillor is a registered foster carer, but not in the London Borough of Barnet.

4. REPORT OF THE MONITORING OFFICER (IF ANY)

There was none.

5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

Details of the question asked and the published answer were provided with the agenda papers for the meeting.

Ms Barbara Jacobson made a public comment in relation to Agenda Item 6a (Libraries).

6. MEMBERS' ITEMS (IF ANY)

(a) MEMBER'S ITEM - COUNCILLOR ANNE HUTTON

Following consideration of the Member's Item in the name of Councillor Anne Hutton, Councillor Anne Hutton - seconded by Councillor Arjun Mittra – moved the following motion:

Committee requires officers to report to the next Committee with a new consultation timetable including:

1. Draft proposals for how Barnet can respond positively to the ideas in the independent Sieghart report on England's public libraries

2. Proposals for:

- maximising the use of alternative funding streams such as developer contributions and government digital investment funds;
- more ambitious and creative income generation, working with local businesses and community organisations;
- developing libraries as community hubs for skills, culture, learning and improving community cohesion and literacy;
- drawing on best practice models from London boroughs and across the country

The logical way to achieve this would be to establish a cross party sub-committee or Panel to act as a focus to gather information and to feed back to the committee, and I therefore ask that the Committee establishes this cross-party sub-committee with immediate effect.

The votes were recorded as follows:

For	4
Against	5
Abstain	0

The motion was therefore declared lost.

7. ADDRESSING THE RISK OF CHILD SEXUAL EXPLOITATION IN BARNET

The Chairman introduced the report. The Strategic Director for Commissioning subsequently provided an overview of the content of the report.

The Committee discussed the body of the report, which included a review of the authority's approach to addressing the risk of child sexual exploitation in Barnet.

Following discussion of the report, the Chairman moved to the recommendations included in the cover report. The Committee unanimously **RESOLVED**:

- 1. That the Children, Education, Libraries and Safeguarding Committee note the content of the report and the details set out in Appendix A.**
- 2. Members of the Children, Education, Libraries and Safeguarding Committee are invited to consider the mechanisms set out in paragraphs 1.6 to 1.8 to enable the Committee to receive further information regarding progress in addressing child sexual exploitation in Barnet.**
- 3. Members of the Children, Education, Libraries and Safeguarding Committee are asked to agree the recommendation that the independent Chair of Barnet Children's Safeguarding Board is a co-opted member of the Barnet**

Children's Trust Board and Safer Communities Partnership Board in line with paragraph 1.9.

The recommendations set out in the report were therefore carried.

8. PLACEMENTS FOR LOOKED AFTER CHILDREN

The Director of Family Services introduced the item and provided an overview of the content of the report.

The Committee discussed the body of the report, which included a Placements Commissioning Strategy for the Committee to consider.

Following discussion of the report, the Chairman moved to the recommendations included in the cover report. The Committee unanimously **RESOLVED**:

- 1. That the Committee approve the new commissioning strategy for the placement of looked after children contained in Appendix A to improve support for children and families, to increase the number of local placements through improving support for foster carers and to reduce the long term costs associated with residential placements.**
- 2. The Committee is asked to approve the recommendation that the Corporate Parenting Panel is requested to oversee the implementation of the strategy.**

The recommendations were therefore carried.

9. FREE EARLY EDUCATIONAL ENTITLEMENT FOR TWO YEAR OLDS

The Director of Family Services introduced the item and provided an overview of the content of the report.

The Committee discussed the body of the report, which related to the consultation on the future provision of specialist places for children and young people with Special Educational Needs and Disabilities 2015/16 to 2019/20.

Following discussion of the report, the Chairman moved to the recommendations included in the cover report. The Committee unanimously **RESOLVED**:

- 1. That authority be given to the Director of Children's Services to undertake preliminary consultation with headteachers during the summer term 2015 on models for delivering additional school places for children and young people with special educational needs and disabilities (SEND). The outcome of this consultation will inform a recommendation to the Children's, Education, Libraries and Safeguarding Committee in July 2015 for the most appropriate model for developing new specialist places through to 2020, followed by statutory consultation with schools and other stakeholders in the Autumn term 2015, in line with the requirements of Section 27 of the Children and Families Act 2014.**
- 2. That authority be given to the Director of Children's Services to continue to explore with the Department for Education, the Governing Body of Mill**

Hill County High School and the Management Committee of the Pavilion Pupil Referral Unit, the option of transferring the governance and leadership of Oak Hill Additional Resourced Provision from Mill Hill County High School to the Pavilion Pupil Referral Unit. The outcome will be reported to the Children's, Education, Libraries and Safeguarding Committee for consideration.

The recommendations were therefore carried.

10. CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE WORK PROGRAMME


The Committee considered the report.

11. ANY OTHER ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT

It was noted that the new Director of Children's Service, Chris Munday, is starting at the London Borough of Barnet on 11th May 2015. The Committee noted that this was the last meeting where Ms Kate Kennally would be present as Director of Children's Service and thanked Ms Kennally for her work whilst in her post.

The meeting finished at 9.16 pm

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	<p>AGENDA ITEM 6a</p> <p style="text-align: center;">Children, Education, Libraries and Safeguarding Committee</p> <p style="text-align: center;">10th June 2015</p>
<p>Title</p>	<p>Member’s Item – Indicators relating to CELS</p>
<p>Report of</p>	<p>Head of Governance</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Enclosures</p>	<p>None</p>
<p>Officer Contact Details</p>	<p>Edward Gilbert, Governance Officer Email: edward.gilbert@barnet.gov.uk Tel: 020 8359 3469</p>

<p>Summary</p>
<p>The report informs the Children, Education, Libraries and Safeguarding Committee of a Member’s Item and requests instructions from the Committee.</p>

<p>Recommendations</p>
<p>1. That the Children, Education, Libraries and Safeguarding Committee’s instructions in relation to this Member’s item are requested.</p>

1. WHY THIS REPORT IS NEEDED

- 1.1 Councillor Anne Hutton has requested that a Member's Item be considered on the following matter:

That the CELS Committee request officers to prepare a report on all performance indicators and measures relevant to this committee. To include details of where they are reported, who sets them, who monitors them and who evaluates their relevance to policy and the frequency with which they should be reported.

2. REASONS FOR RECOMMENDATIONS

- 2.1 No recommendations have been made. The Children, Education, Libraries and Safeguarding Committee are therefore requested to give consideration and provide instruction.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Not applicable.

4. POST DECISION IMPLEMENTATION

- 4.1 Post decision implementation will depend on the decision taken by the Committee.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 As and when issues raised through a Member's Item are progressed, they will need to be evaluated against the Corporate Plan and other relevant policies.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 None in the context of this report.

5.3 Legal and Constitutional References

- 5.3.1 The Council's Constitution (Meeting Procedure Rules, Section 6) notes that a Member, including appointed substitute Members of a Committee may have one item only on an agenda that he/she serves. Members items must be within the term of reference of the decision making body which will consider the item.

5.4 Risk Management

- 5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 Member's Items allow Members of a Committee to bring a wide range of issues to the attention of a Committee in accordance with the Council's Constitution. All of these issues must be considered for their equalities and diversity implications.

5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 Email to Governance Officer, dated 28th May 2015.

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	<p>AGENDA ITEM 7</p> <p>Children, Education, Libraries and Safeguarding Committee</p> <p>10th June 2015</p>
<p>Title</p>	<p>Educational outcomes in Barnet schools: Annual report to parents and future reporting arrangements</p>
<p>Report of</p>	<p>Commissioning Director, Children and Young People and Director of Children's Services</p> <p>Education and Skills Director</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Enclosures</p>	<p>Appendix A: Annual report to parents</p>
<p>Officer Contact Details</p>	<p>Chris Munday Commissioning Director Children and Young People and Director of Children's Services chris.munday@barnet.gov.uk 0208 359 7099</p> <p>Ian Harrison Education and Skill Director ian.harrison@barnet.gov.uk 0208 359 7370</p>

Summary

This report contains the annual report to parents that sets out the educational outcomes of pupils attending Barnet schools (Appendix A) for the academic year 2013/2014. The report is aimed at parents and residents and provides a high level overview of the quality of Barnet schools, how well children and young people achieve in Barnet schools, the progression of young people on leaving school and the sufficiency of school places in Barnet to meet the needs of Barnet's school-age population.

The production of the report follows a recommendation of the Education and Overview Scrutiny Panel that met during 2013 to inform the development of Barnet's education strategy, approved by Cabinet on 24th June 2013. It was agreed to pilot an annual report to

parents, which was produced for the first time last year. Following some evidence that parents have accessed the report on-line, it has been updated for publication again this year.

This report also sets out the future reporting arrangements for educational outcomes to the Children, Education, Libraries and Safeguarding Committee in relation to school tests and examinations being taken in summer 2015.

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee note the content of the report and the details set out in Appendix A.**
- 2. That the Children, Education, Libraries and Safeguarding Committee note the future reporting arrangements for educational outcomes in Barnet schools in relation to summer 2015 school tests and examinations.**

1. WHY THIS REPORT IS NEEDED

- 1.1 Appendix A contains a report prepared for publication that provides an overview of the quality of Barnet schools, how well children and young people achieve in Barnet schools, the progression of young people on leaving school and the sufficiency of school places in Barnet to meet the need of Barnet's school-age population. The overview directs parents and other interested parties to a wealth of more detailed information that the government and other organisations now make publicly available to parents.
- 1.2 The overview is intended to inform parents and residents of the quality of the local education offer and to set the borough wide context within which each school in Barnet is operating.

Key headlines from the report are:

- 65% of Barnet's Early Years Foundation Stage (EYFS) children attained the expected 'Good Level of Development' at the end of Reception, above the averages for London and England. Attainment in the Foundation Stage in Barnet ranks 22nd nationally, and the attainment of children eligible for free schools meals and those with special educational needs remains above national rates
- As at May 2015, 88.7% of Barnet schools are judged to be good or outstanding, a higher rate than for London and England, placing Barnet 19th out of the 152 English Local Authorities. A higher proportion of schools have now been awarded an 'Outstanding' grade from Ofsted, with 30.8% of Barnet schools awarded this grade compared to 18% nationally. In particular:

- 89.3% of Barnet primary schools are rated as good or outstanding and Barnet ranks 26th out of 152 Local Authorities nationally. The proportion of Barnet primary-aged pupils attending a good or outstanding school is 89.4%, above the proportion for Inner London, Outer London and England.
- 87% of Barnet secondary schools are rated as good or outstanding and Barnet ranks 23rd out of 152 Local Authorities nationally. The proportion of Barnet secondary-aged pupils attending a good or outstanding school is 89.6%, above the proportion for Inner London, Outer London and England
- At the end of primary schooling (Key Stage 2), attainment and achievement in all subjects is in the top quartile (25%) nationally. The performance of all pupil groups in Barnet is at least in line with those nationally, and most pupil groups attain significantly above the national average for the group. The performance gap between disadvantaged pupils and their peers in Barnet has narrowed and is now in line with the London average and smaller than national. In particular:
 - In 2014, Barnet was ranked 17th in England for the proportion of pupils attaining the expected level (level 4+) in Reading, Writing and Mathematics.
 - Pupil progress in Reading and Mathematics is significantly above the national figure, with Barnet ranked 6th and 12th nationally. The proportion of pupils making expected progress in Writing is lower, ranked 48th nationally.
 - 2014 Key Stage 2 results show that the performance at Level 2 and above of Barnet Free School Meals eligible pupils is above the average for Free School Meals eligible pupils in England, and in line with that of London.
- At Key Stage 4, Barnet pupils' GCSE performance - 5 or more A*-C grades including English and Maths and 5 or more A* - C grades - is ranked in the top quartile nationally. The attainment of children with Special Educational Needs (SEN), English as an Additional Language (EAL) and disadvantaged pupils is significantly above the attainment of their national counterparts. The attainment gap for disadvantaged and non-disadvantaged pupils increased to 28 percentage points in 2014, and is wider than the London attainment gap (21 percentage points). In particular:
 - Barnet's attainment of 5 A*-C grades including English and Mathematics at key stage 4 is ranked 10th nationally. Attainment of Barnet's disadvantaged and non-disadvantaged pupils is above the attainment of their national counterparts, ranked 16th and 5th nationally.

- Pupil progress in English and Mathematics is significantly above national, with Barnet ranked 4th and 7th nationally.
- Students' attainment at the end of Key Stage 5 (Years 12 and 13) is measured by the average number of points per pupil across a range of advanced level qualifications including A-level and some Level 3 vocational qualifications. The average total point score for Barnet students is 220 points. Barnet performs better in comparison to London and England.

1.3 The report highlights key areas for improvement activity during 2014/15 which include:

- Attainment at key stage 1 (including phonics)
- Writing progress during the primary phase up to key stage 2.
- Narrowing the gap between disadvantaged and non-disadvantaged pupils at all key stages, from early years, primary and particularly at the secondary phase.
- Ensuring all children and young people are educated in schools that are good or outstanding.

1.4 Key strategic educational outcome performance measures are contained within the Children, Education, Libraries and Safeguarding Committee's Commissioning Plan and are reported through the council's performance management framework, the responsibility of Performance and Contract Monitoring Committee. It is proposed to report more detailed educational outcomes for examinations and tests being taken in Summer 2015 to the Children, Education, Libraries and Safeguarding Committee throughout the year, as provisional and confirmed outcome data is made available by the Department for Education.

2. REASONS FOR RECOMMENDATIONS

2.1 The annual report for parents has been prepared to provide parents, residents and other interested parties with an overview of the educational outcomes for children and young people in Barnet schools. More detailed reporting of the results of examinations and tests being taken in summer 2015 by pupils attending Barnet schools will be made to the Children, Education, Libraries and Safeguarding Committee so that the Committee can consider the achievement and attainment of pupils and the progress being made as the results become available.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1 The annual report to parents was produced for the first time last year as a pilot. It was shared with a representative group of headteachers who welcomed the report and was published on-line for all residents to access. Schools were asked to publicise it to parents through school newsletters. It is

being published for a second time this year and future publication will be reviewed again next year.

4. POST DECISION IMPLEMENTATION

4.1 The annual report will be published on-line on the council's website.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

A high quality education offer within the borough enables children and young people to achieve the best they can and prepare for a successful adulthood. It supports the vision set out in the council's corporate plan for Barnet's schools to be amongst the best in the country with enough places for all and with all children achieving the best they can. It also ensures that Barnet's children and young people get a great start in life.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

There are no financial implications arising from this report.

5.3 Legal and Constitutional References

Under the Council's Constitution, functions within the Terms of Reference for the Children's Education, Libraries and Safeguarding Committee responsibility include:

- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools)

5.4 Risk Management

There is a risk that educational outcomes for children and young people are not maintained. The council retains a range of responsibilities in relation to monitoring and challenging schools and in championing the educational outcomes for all children in Barnet and the reporting of educational outcomes to member and to the public helps maintain a clear focus on this area of the council's activity.

5.5 Equalities and Diversity

5.5.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of

policies and the delivery of services. The council maintains a range of educational data on the educational outcomes of pupils with a range of characteristics and these are used to monitor and identify and prioritise areas of activity.

5.6 Consultation and Engagement

None in relation to this report

6. BACKGROUND PAPERS

Meeting of Cabinet, 24th June 2013:

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=120&MId=7462&Ver=4>

Appendix A - Annual report to parents

1. Introduction

This report sets out some key information about education in Barnet and how well our schools and pupils are doing, particularly over the last year.

A wealth of education data available for parents, governors and other interested parties is now published by government and other agencies. More detailed information and analysis than ever before is available about outcomes for children and young people, from early years and primary phases through secondary school and beyond. Both the Department for Education and Ofsted have developed accessible data that allows parents and residents to find out how well their area is doing and how well a school is performing. Only a small selection of data is presented here; the intention is to provide an overall summary of the educational offer for Barnet's children and young people and to provide some answers to some of the key questions that parents and residents have about education in Barnet:

- How good are Barnet schools?
- How well do children and young people achieve in Barnet schools?
- Are there enough school places for all children and young people in Barnet who apply for a school place?
- What happens after GCSEs?

We know that some parents and residents will want to explore the data further, so we have included lists, together with web links, of sources of data and information where parents can find out more about their local area. This can be found at the end of each section.

2. Summary of Education in Barnet

At the end of primary schooling (Key Stage 2), attainment and achievement in all subjects is in the top quartile (25%) nationally. The performance of all pupil groups in Barnet is at least in line with those nationally, and most pupil groups attain significantly above the national average for the group. The performance gap between disadvantaged pupils and their peers in Barnet has narrowed and is now in line with the London average and smaller than national.

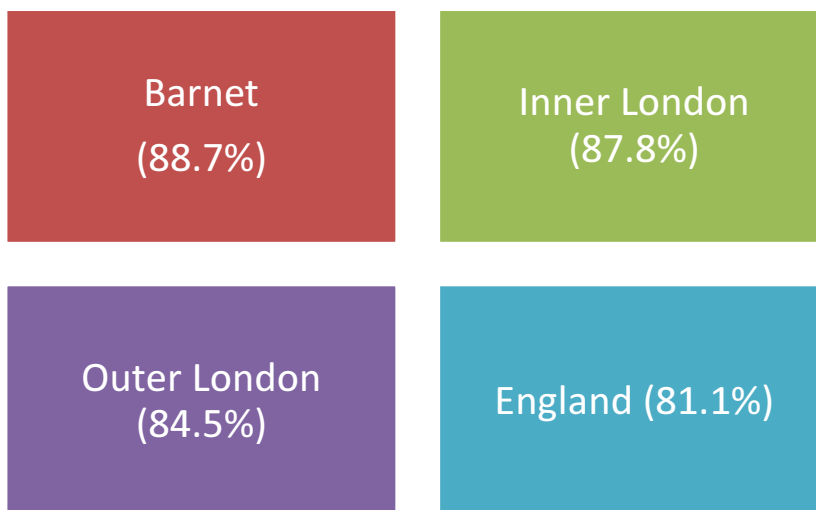
At Key Stage 4, Barnet pupils' GCSE performance - 5 or more A*-C grades including English and Maths and 5 or more A* - C grades - is ranked in the top quartile nationally. The attainment of SEN, EAL and disadvantaged pupils is significantly above the attainment of their national counterparts. The attainment gap for disadvantaged and non-disadvantaged pupils increased to 28 percentage points in 2014, and is wider than the London attainment gap (21 percentage points).

3. How Good are Barnet Schools?

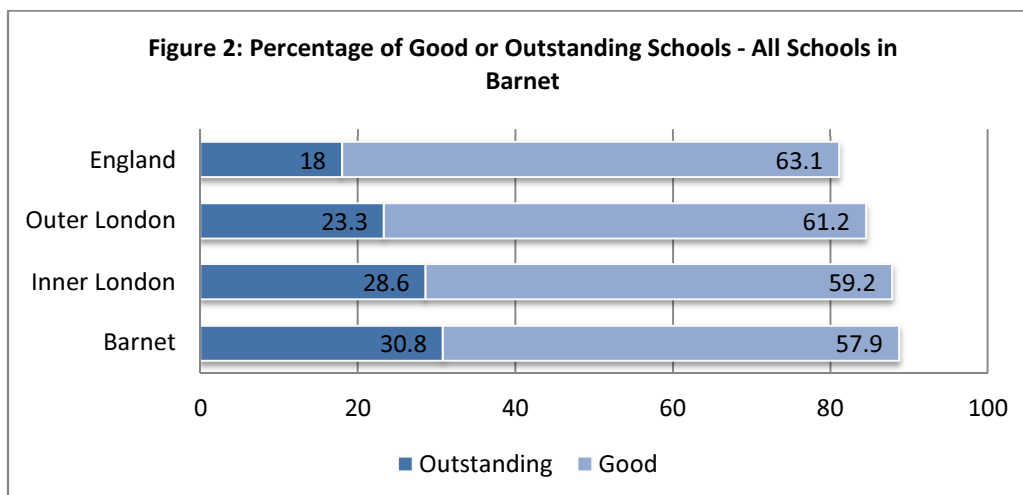
3.1. All Schools

Ofsted inspects and rates the quality of educational provision across the country. Currently 88.7% of Barnet schools are judged to be good or outstanding, a higher rate than for London and England, placing Barnet 19th out of the 152 English Local Authorities.

Figure 1: Percentage of Good or Outstanding Schools – Ofsted Judgement, as at May 2015



As of May 2015, a higher proportion of schools have been awarded an ‘Outstanding’ grade from Ofsted, with 30.8% of Barnet schools awarded this grade compared to 18% nationally.



3.2. Primary Schools

Barnet has a diverse range of primary schools. In January 2014, there were 91 state-funded primary schools including community schools, voluntary-aided schools, foundation schools and academies.

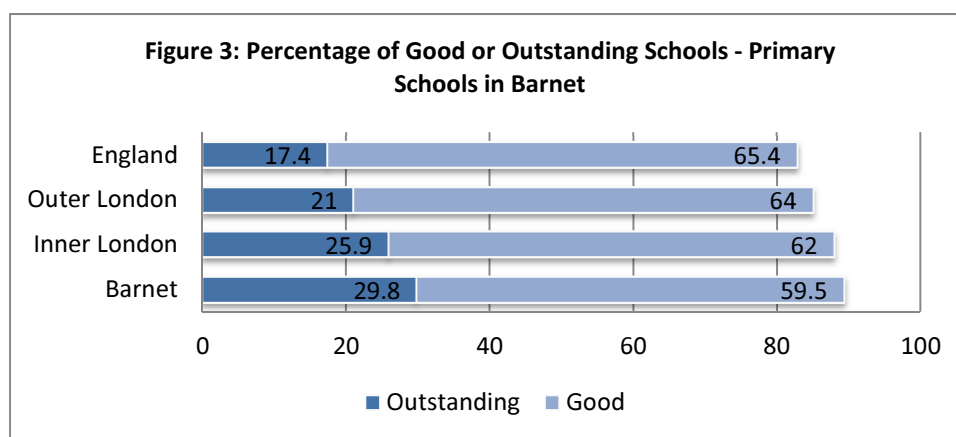
Table 1: Number and Percentage of Barnet Primary Schools by Type, January 2014

	Barnet	Barnet (%)	England (%)
Community	44	48%	51%
Voluntary Aided	35	38%	20%
Voluntary Controlled	0	0%	14%
Foundation	3	3%	4%
Academies/Free Schools	9	10%	11%
Total	91	100%	100%

Between 2010 and 2014, the numbers of pupils on roll in mainstream state-funded primary schools increased by 11.7% to 30,890.

Barnet has a higher proportion of pupils on roll in primary schools with special educational needs (both stated and without statements) compared with our statistical neighbours, nationally and with London. The proportion of pupils identified as requiring support at school action and school action plus has gradually declined since 2011 in line with statistical neighbours. The proportion of Barnet’s primary school pupils who speak English as an additional language is below the London average but above that of Barnet’s statistical neighbours. The proportion of pupils eligible for free school meals is above that of our statistical neighbours.

89.3% of Barnet primary schools are rated as good or outstanding and Barnet ranks 26th out of 152 Local Authorities nationally. The proportion of Barnet primary-aged pupils attending a good or outstanding school is 89.4%, above the proportion for Inner London, Outer London and England.



3.3. Secondary Schools

Barnet has a diverse range of secondary schools. In January 2014, there were 24 state-funded secondary schools including community schools, voluntary-aided schools and academies.

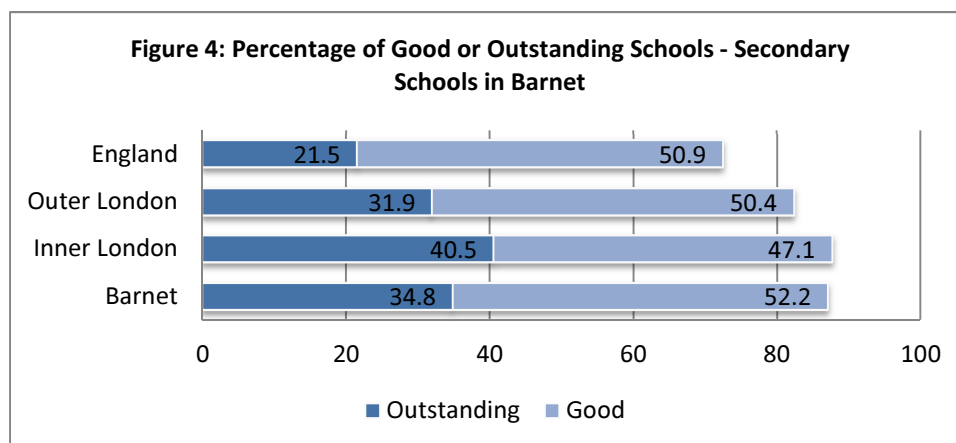
Table 2: Number and Percentage of Barnet Secondary Schools by Type, January 2014

	Barnet	Barnet (%)	England (%)
Community	1	4%	22%
Voluntary Aided	6	25%	10%
Voluntary Controlled	0	0%	2%
Foundation	0	0%	9%
City Technology Colleges	0	0%	0%
Academies/Free Schools	17	71%	57%
Total	24	100%	100%

Between 2010 and 2014, the number of children on roll in mainstream secondary schools increased by 6.1% to 22853 pupils.

Barnet has a higher proportion of pupils on roll with statements of special educational need compared to London, England and our statistical neighbours. The proportion of pupils on roll with special education needs (without a statement) has decreased over the past 3 years but remains above that of our statistical neighbours. The proportion of pupils with English as an additional language is above our statistical neighbours but below the average for London. The proportion has increased at a lower rate than London and statistical neighbours, but faster than the national rate. Barnet has a lower proportion of pupils in secondary schools eligible for Free School Meal than London, but rates are above England and our statistical neighbours.

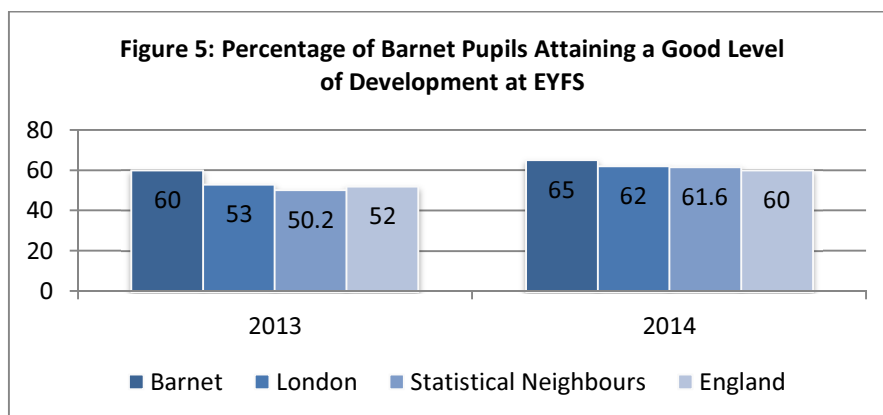
87% of Barnet secondary schools are rated as good or outstanding and Barnet ranks 23rd out of 152 Local Authorities nationally. The proportion of Barnet secondary-aged pupils attending a good or outstanding school is 89.6%, above the proportion for Inner London, Outer London and England.



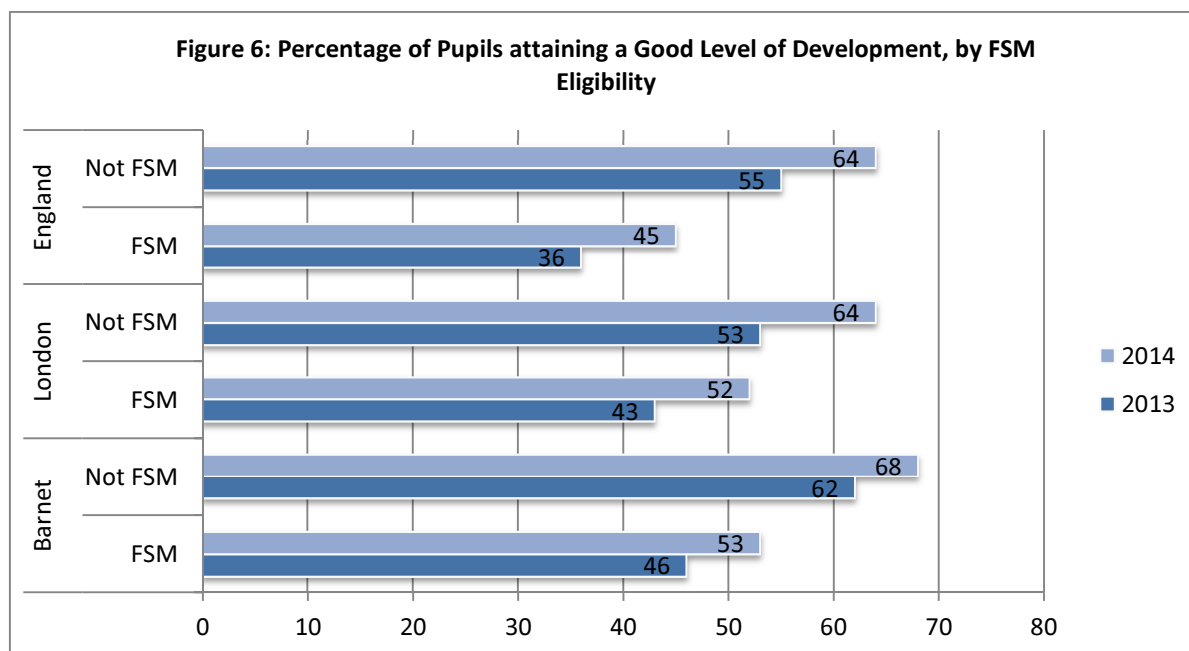
Find out more about how well Barnet schools are doing on the Ofsted [website](#).

4. Early Years Foundation Stage

Parents and carers can expect good outcomes for children under six. 65% of Barnet’s Early Years Foundation Stage (EYFS) children attained the expected ‘Good Level of Development’ at the end of Reception, above the averages for London and England. Attainment in the Foundation Stage in Barnet ranks 22nd nationally, and the attainment of children eligible for free schools meals and those with special educational needs remains above national rates.



In 2014, 53% of Barnet pupils who were eligible for Free School Meals (FSM) attained a Good Level of Development at the end of Reception, compared with 68% of those not eligible. Although these outcomes are better than those for London and England (attainment for FSM pupils in Barnet is ranked 10th nationally out of 152 LAs), we are working with schools and settings to ensure improvements and even better results for this group.

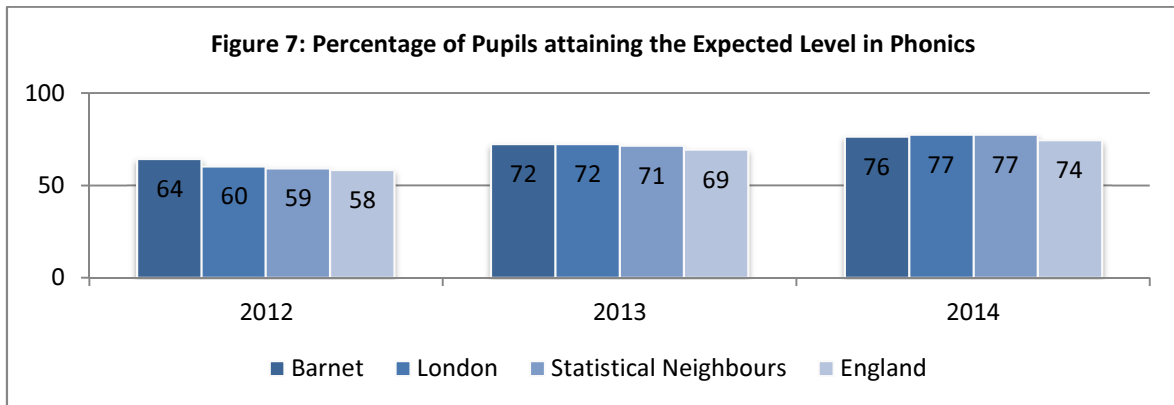


5. Phonics and Key Stage 1

5.1. Phonics Decoding (Year 1)

The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All maintained schools, academies and free schools must complete the check for all year 1 pupils.

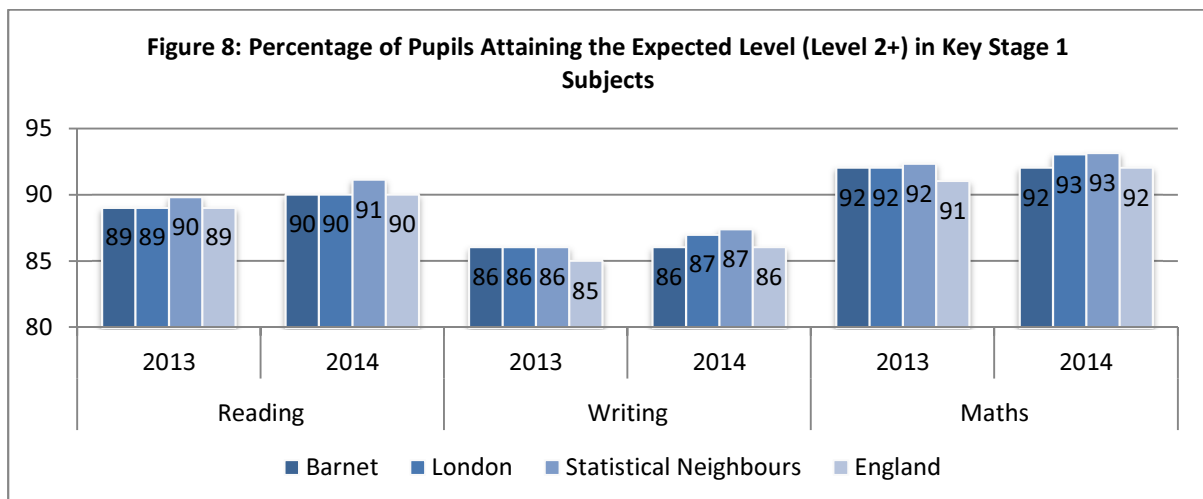
In 2014, 76% of Barnet pupils in Year 1 reached the expected standard, above the national average of 74%, although slightly below London and statistical neighbors.



5.2. Key Stage 1

Children's work in reading, writing and maths is assessed by their teachers during Year 2. The statutory national curriculum tasks and tests, which form part of the assessment process, must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. These help inform teachers' final teacher judgments which are reported for each child at the end of key stage 1.

The performance of children in Barnet schools in Key Stage 1 at Level 2 (the expected level of attainment) and above in Reading, Writing and Mathematics is in line with the national average.



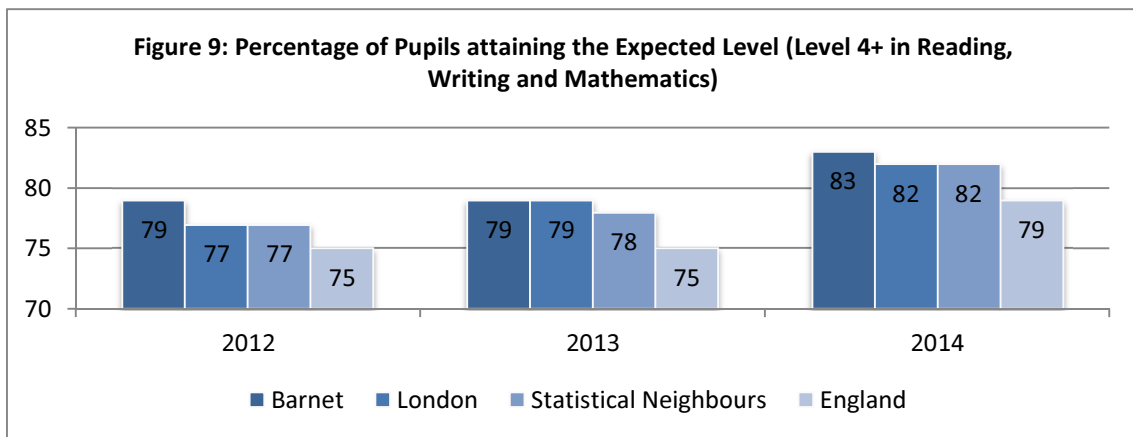
6. Key Stage 2

The national curriculum Key Stage 2 tests (SATs) are taken by pupils at the end of Year 6 (age 11). Level 4 is the expected level of attainment

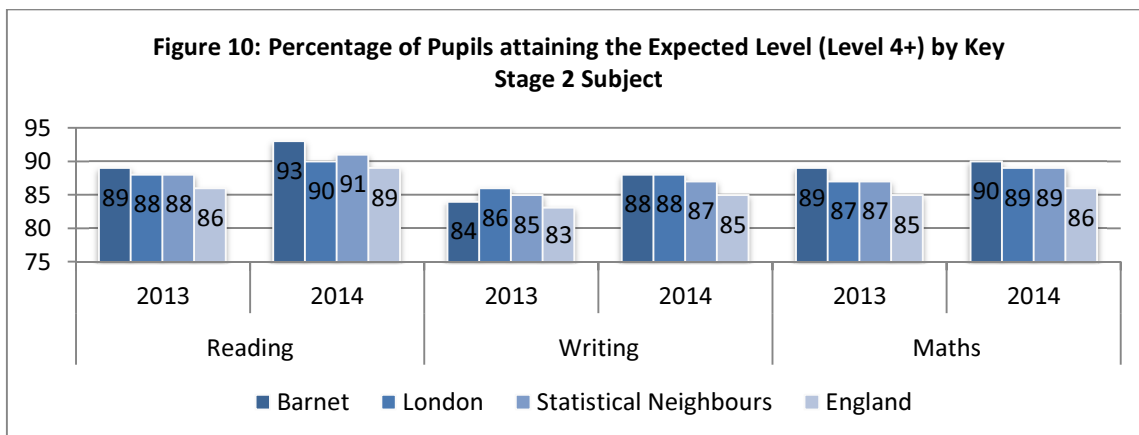
However, schools' KS2 test results are largely affected by the prior attainment of their pupils - how well they did at KS1. In comparing the effectiveness of schools or local authorities, it is useful to also consider the percentage of pupils making expected progress in reading, writing and in maths.

6.1. Key Stage 2 Attainment

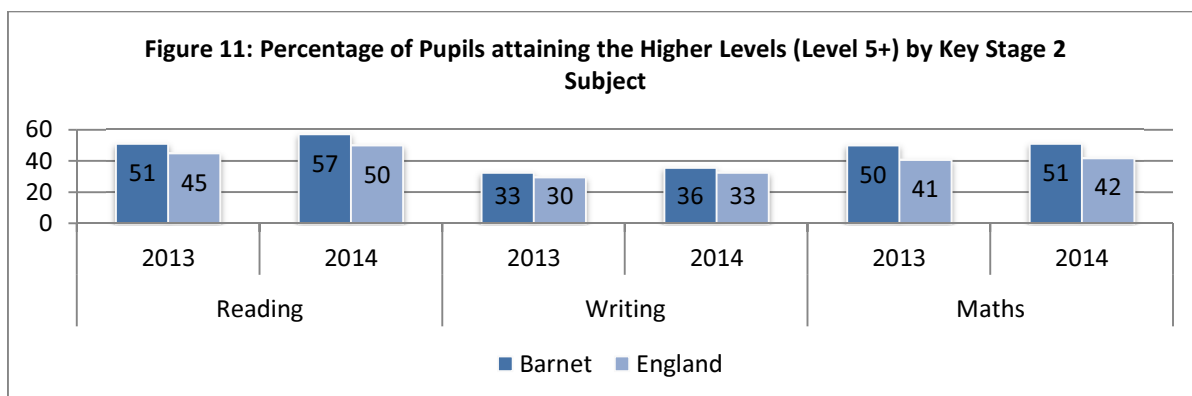
Barnet's attainment at Level 4+ in Reading, Writing and Maths combined (RWM) is in the top quartile, ranked 16th nationally, with writing attainment ranked the lowest of the individual subjects at 22nd nationally (although this remains in the top quartile).



In 2014, a higher proportion of children in Barnet schools achieved or exceeded the expected level (Level 4+) in all key stage 2 subjects than the England average, or when compared to statistical neighbours.



In 2014, the proportion of children in Barnet schools attaining or exceeding the higher levels of attainment at Key Stage 2 (Level 5+) was above the national average for all Key Stage 2 subjects.

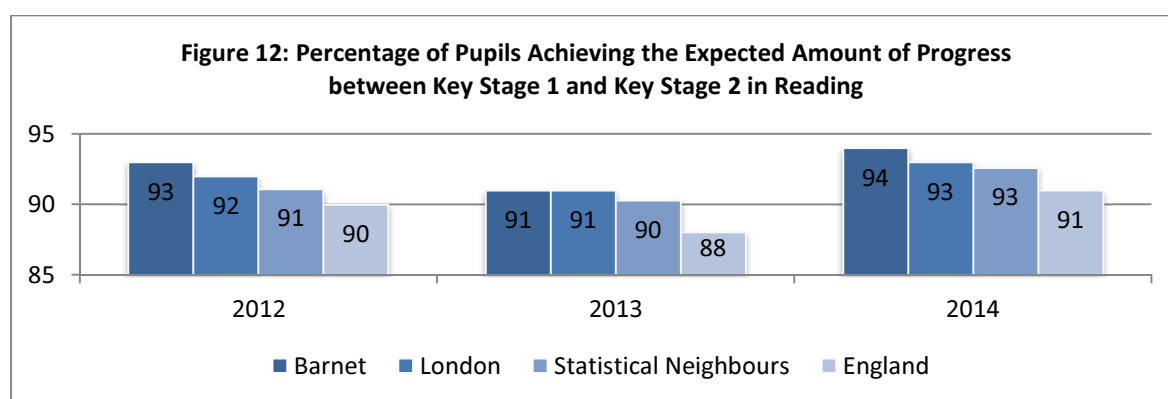


6.2. Progress between Key Stages

Pupil progress in Reading and Mathematics is significantly above national, with Barnet ranked 6th and 12th nationally. The proportion of pupils making expected progress in Writing is ranked 48th nationally.

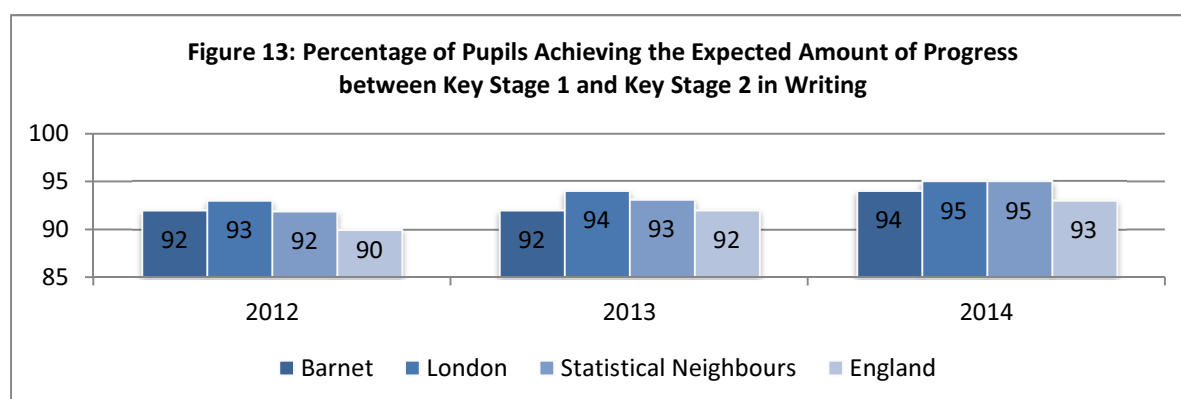
Reading

Progression by 2 levels (the expected amount) or more in Reading ranks Barnet 6th out of 152 Local Authorities in England.



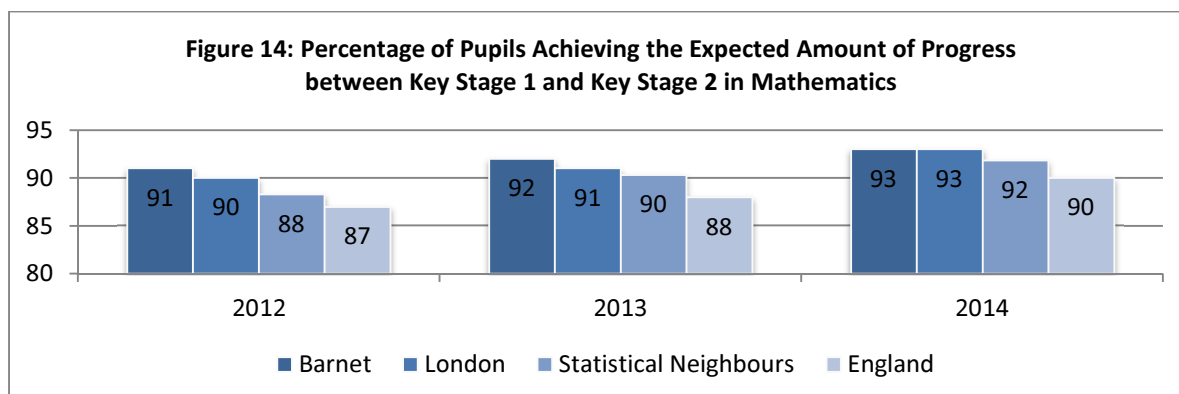
Writing

Progression by 2 levels (the expected amount) or more in Writing ranks Barnet 48th out of 152 Local Authorities in England, although the increase from 2013 was greater than the increase seen nationally. Writing was a key focus in 2013-14, and this is reflected in the rise in attainment and progress results, however, it will remain a focus for improvement in 2014-15.



Mathematics

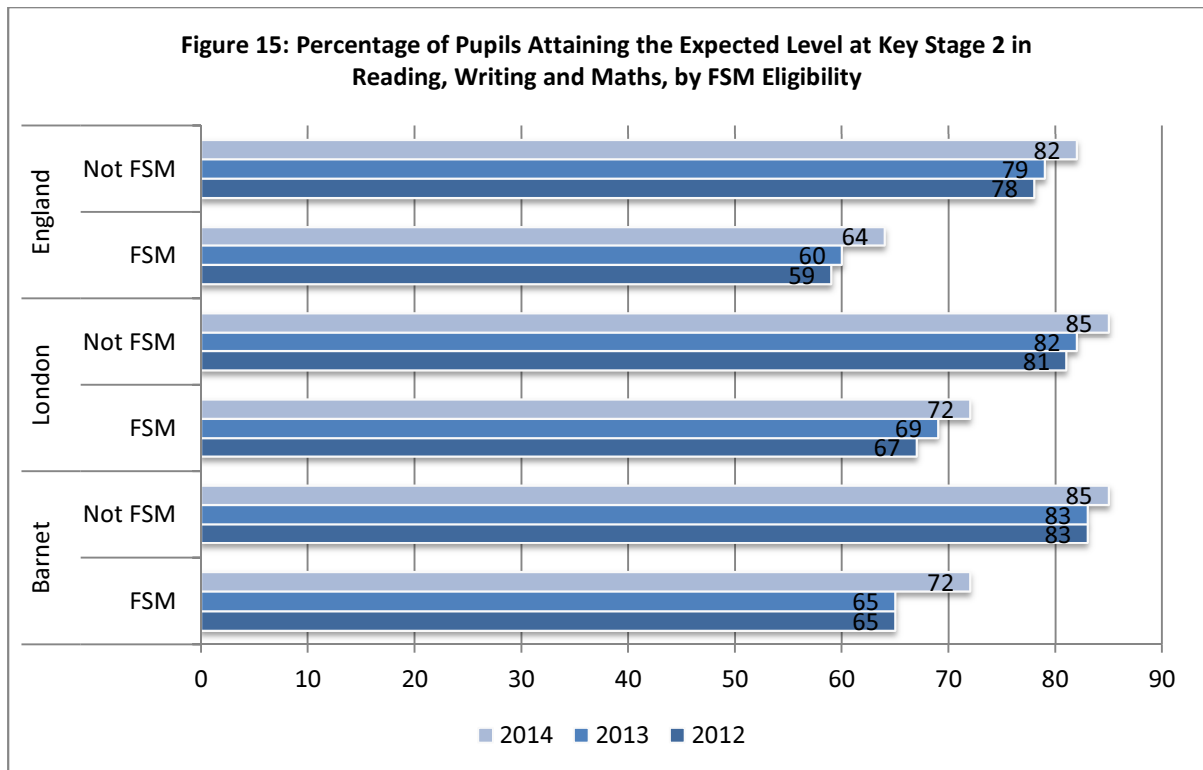
Progression by 2 levels (the expected amount) or more in Reading ranks Barnet 12th out of 152 Local Authorities in England.



6.3. Attainment by FSM Eligibility

2014 Key Stage 2 results show that the performance at Level 2 and above of Barnet FSM eligible pupils is above the average for FSM eligible pupils in England, and in line with that of London. Like other outer London authorities, Barnet will be working to identify the most effective lessons from the significant progress made in recent years in Inner London authorities for this group of children and young people. We are continuing to support schools to identify and address the needs of FSM eligible pupils through the Pupil Premium and to disseminate good practice in this regard across schools. Parents can view how a school is using the Pupil Premium to improve outcomes for disadvantaged children by visiting the school's website.

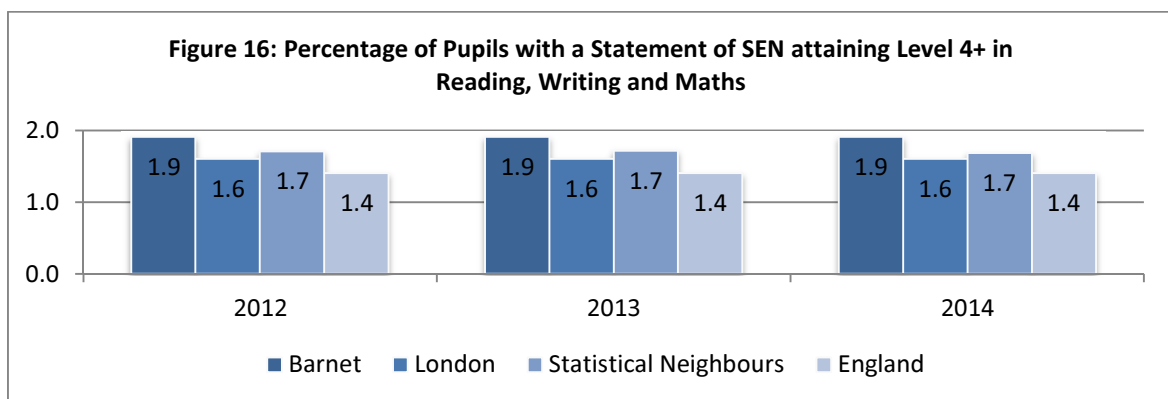
There is an 11 percentage point difference in attainment between disadvantaged (those who have been eligible for free school meals in the past 6 years or are in local authority care) and non-disadvantaged pupils, which is in line with the London average. Disadvantaged pupil attainment is high and is ranked 13th nationally.



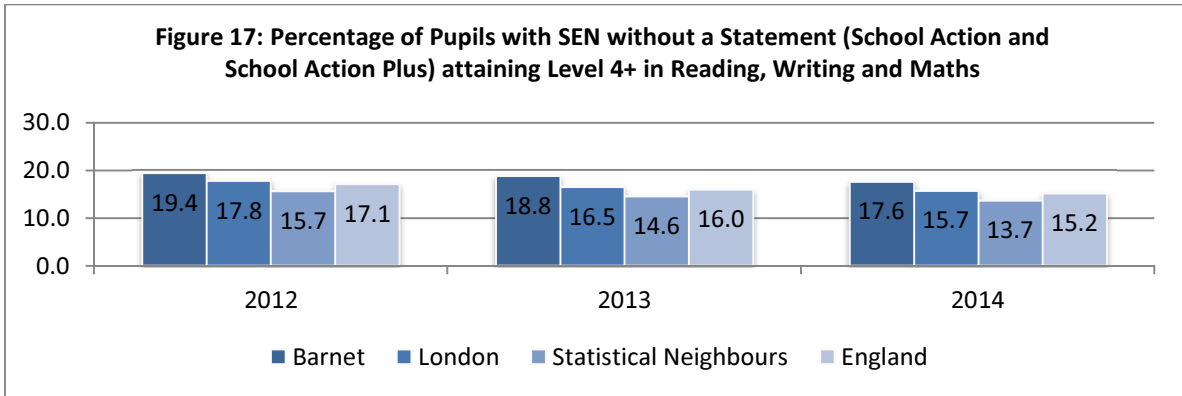
6.4. Attainment by Special Educational Need

The national curriculum has an overarching statutory inclusion statement. This sets out how teachers can change and adapt the curriculum so that they can provide all pupils with work which meets their learning needs. This kind of adaptation is often referred to as differentiation.

Attainment of Barnet children with a Statement of SEN at Key Stage 2 is ranked 13^h out of 152 Local Authorities in 2014.

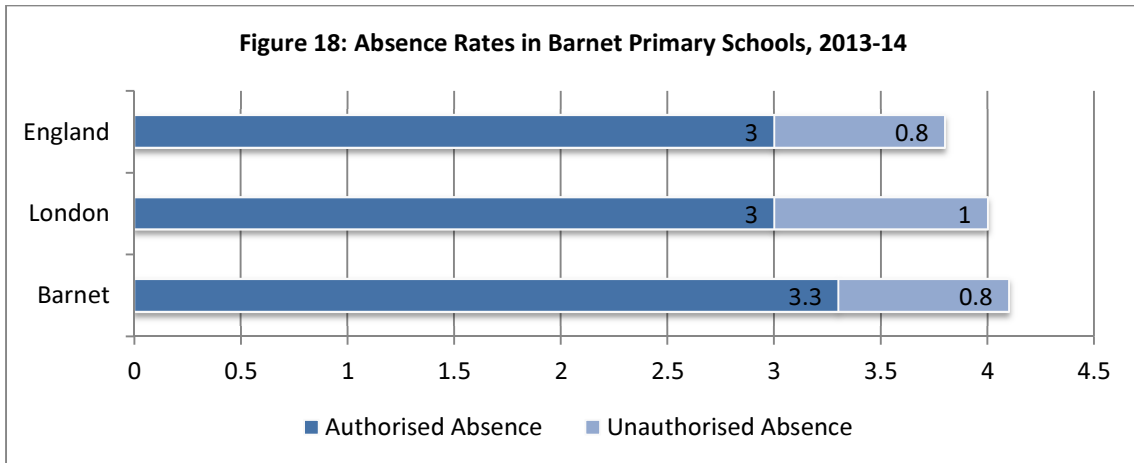


Attainment of Barnet children with Special Education Needs but without a Statement at Key Stage 2 is ranked 12th out of 152 Local Authorities in 2014.



6.5. Attendance in Primary Schools

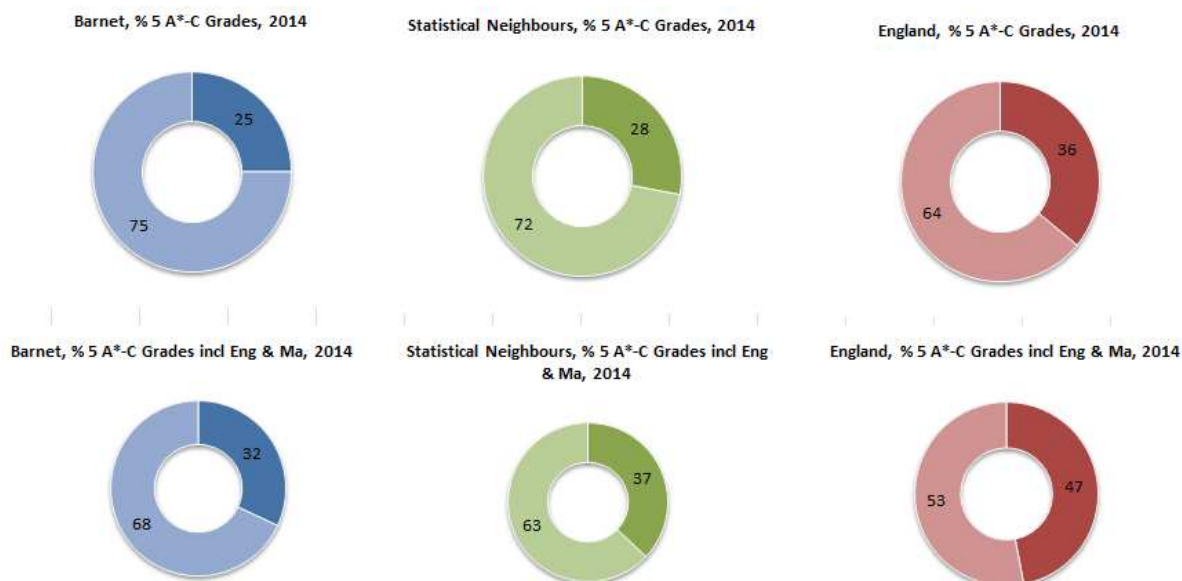
Children who attend school regularly are more likely to develop important life skills, gain better qualifications and stay away from harm. Children have the best chance of success if their school attendance is between 95 to 100 per cent. Overall absence in Barnet is above national and London, but unauthorised absences are in line with national and below London.



7. Key Stage 4

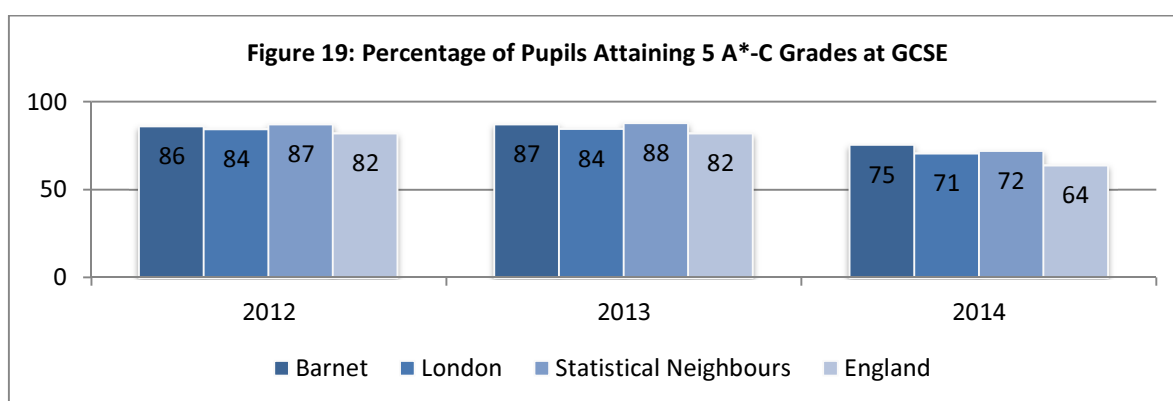
During key stage 4 most pupils work towards national qualifications - usually GCSEs - consisting of 'core' national curriculum subjects: English, Maths, Science; and Foundation subjects: Computing, Physical Education, Citizenship; and a selection of subjects from each of these areas: Arts, Design and Technology, Humanities, and Modern Foreign Languages (MFL). Schools must also provide Religious Education (RE) and Sex Education at Key Stage 4.

Barnet's attainment of 5 A*-C grades including English and Mathematics at key stage 4 is ranked 10th nationally. Attainment of Barnet's disadvantaged and non-disadvantaged pupils is above their attainment of their national counterparts, ranked 16th and 5th nationally.

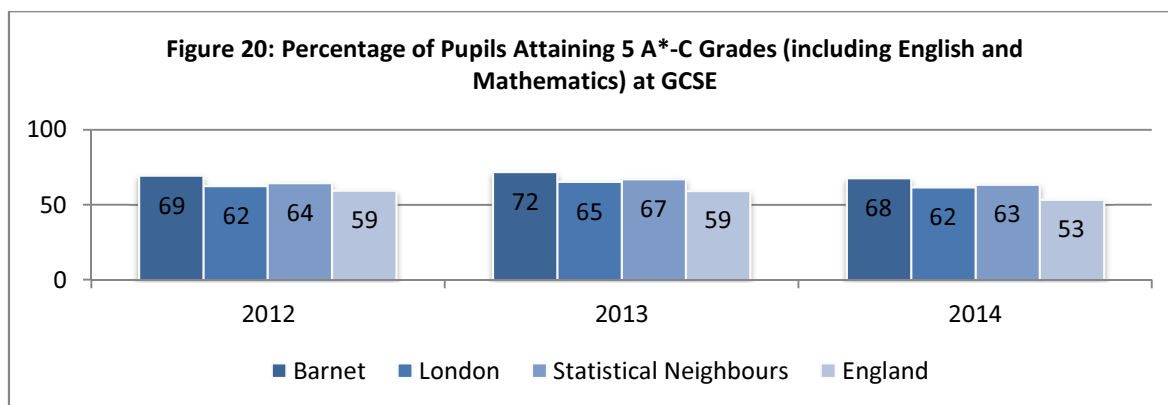


7.1. GCSE Attainment

Children and young people in Barnet secondary schools achieve well at GCSE. In 2014, 75% of pupils gained 5 or more GCSE passes at grade A*-C, placing Barnet 8th in the country out of 152 local authorities.

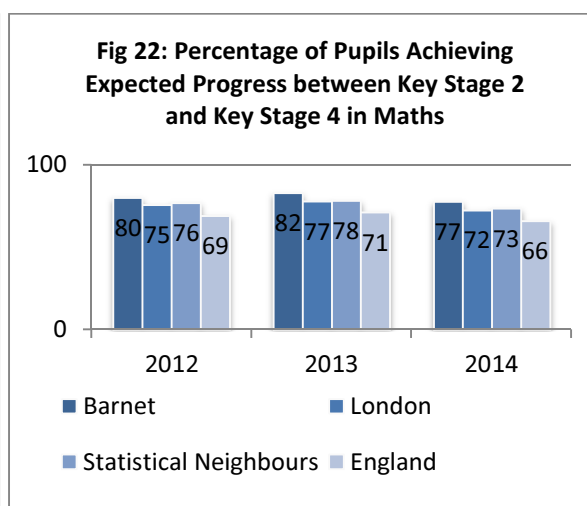
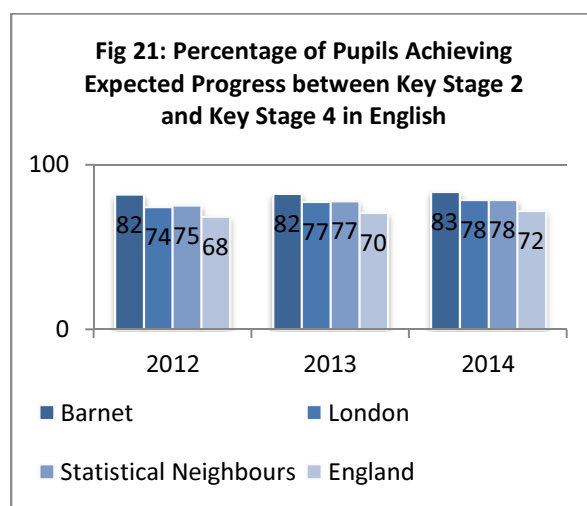


In 2014, 68% of pupils gained 5 or more GCSE passes at grade A*-C including English and Mathematics, placing Barnet 10th in the country out of 152 local authorities.



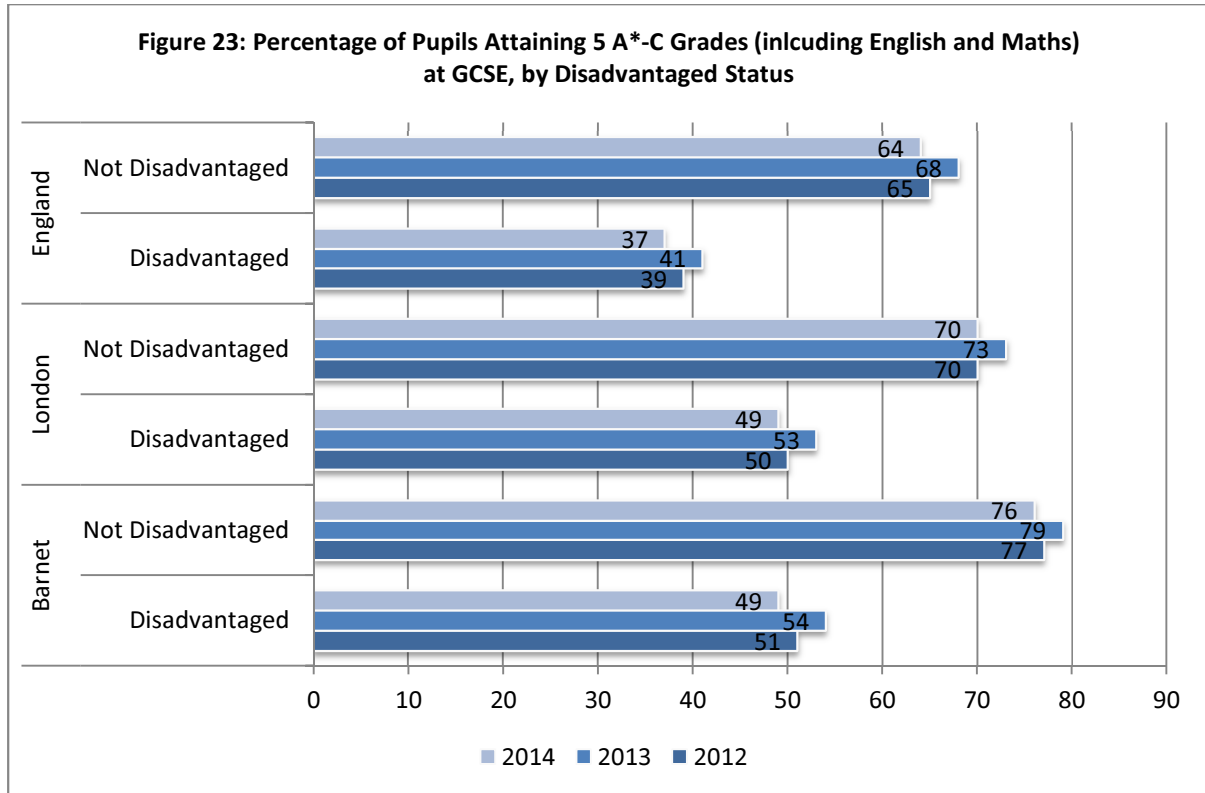
7.2. Progress between Key Stages

Pupil progress in English and Mathematics is significantly above national, with Barnet ranked 4th and 7th nationally.



7.3. Attainment by Disadvantaged Status

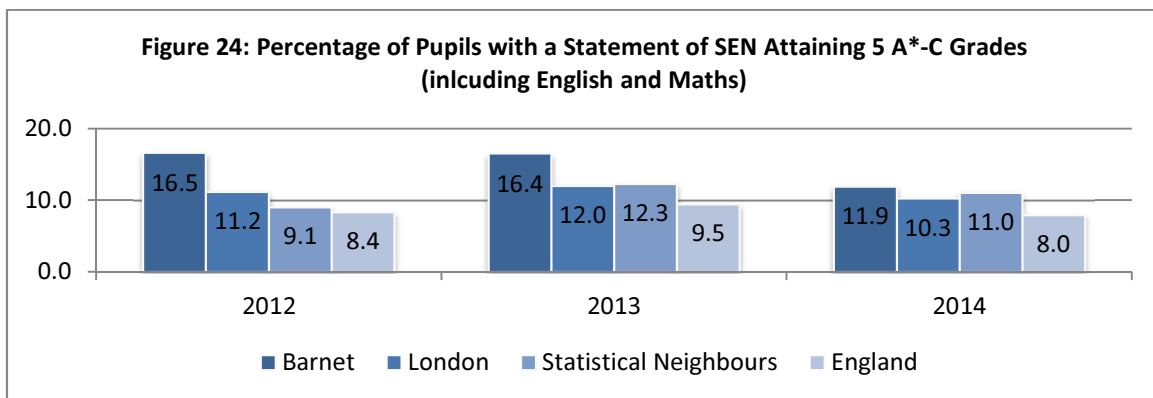
Key Stage 4 results for 2014 show that disadvantaged pupils in Barnet (those eligible for FSM in the past 6 years or looked after for more than 6 months) are achieving above the London and England disadvantaged pupil averages. We are continuing to support schools to identify and address the needs of disadvantaged pupils through the Pupil Premium and to disseminate good practice in this regard across schools. Parents can view how a school is using the Pupil Premium to improve outcomes for disadvantaged children by visiting the school's website.



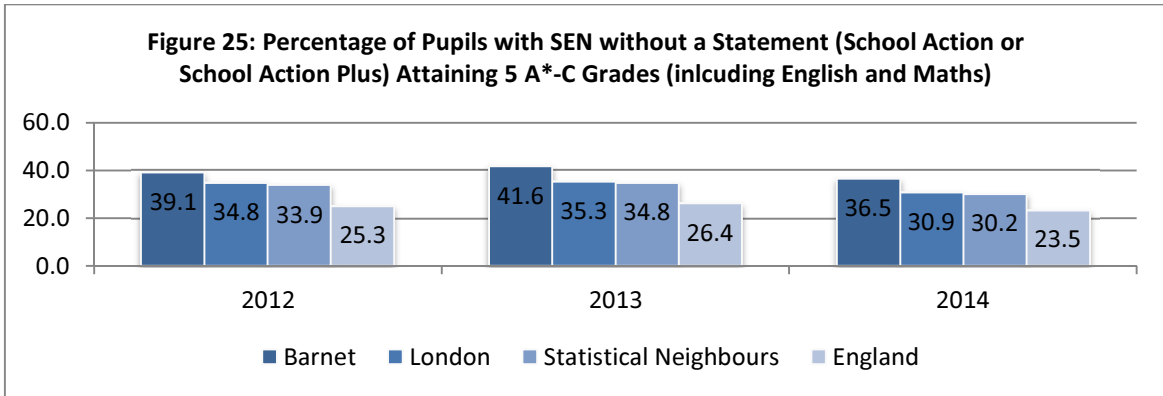
7.4. Attainment by Special Educational Need

The national curriculum has an overarching statutory inclusion statement. This sets out how teachers can change and adapt the curriculum so that they can provide all pupils with work which meets their learning needs. This kind of adaptation is often referred to as differentiation.

Attainment of Barnet children with a Statement of SEN at Key Stage 4 is ranked 20th out of 152 Local Authorities in 2014.

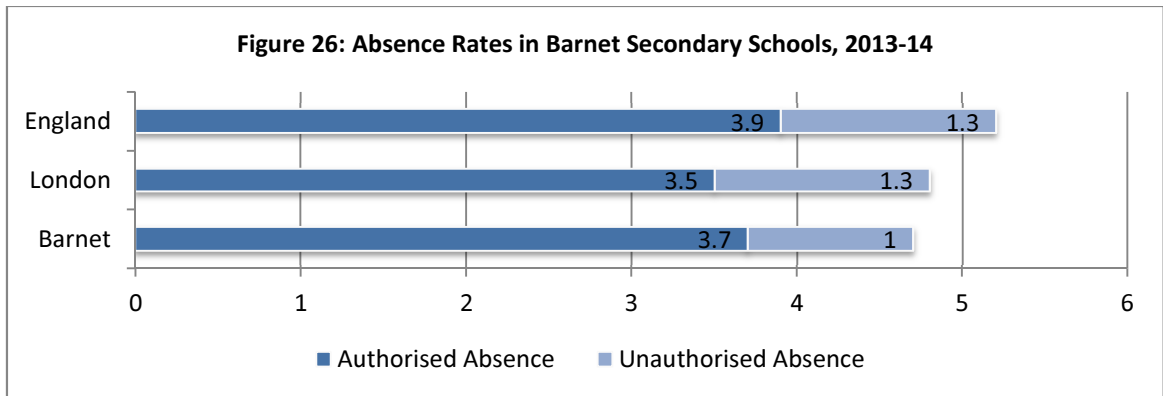


Attainment of Barnet children with Special Education Needs but without a Statement at Key Stage 4 is ranked 6th out of 152 Local Authorities in 2014.



7.5. Attendance in Secondary School

Children are less likely to have an unauthorised absence in a Barnet secondary school than in London or England as a whole, and overall absence is below national.



8. Are there enough school places for all children and young people in Barnet who apply for a school place?

Currently there are 96,366 children and young people in Barnet (ages 0 – 19 years), the second largest population of this age group in London. Over the next five years the number of children and young people is expected to grow to 97,753.

Creating new primary school places

Over the past five years, 806 additional reception places have been provided in Barnet primary schools. Work is now underway to expand Monkfrith Primary and St Joseph's RC Primary by one-form of entry each, build two new two-form entry primary schools to create all-through schools at London Academy and Wren Academy (opening in September 2015), and to build a new two form entry school, Watling Park Free School, in Burnt Oak (opening in September 2015). All children whose parents applied for a Reception place on time for September 2015 were offered a school place; 90% of pupils were offered one of their top three preferences.

Secondary school expansions

As the rising birth rate works its way through the school system, the demand for secondary school places will increase. Expansions at the Compton School, Copthall School and Christ College created 450 extra secondary places for September 2014. The Archer Academy and St Andrew the Apostle Greek Orthodox Free School have provided an additional 1,500 secondary school places between them, and 600 new school places have been created at St Mary's and St John's. All children whose parents applied for a Year 7 school place for September 2015 received an offer; 88% of pupils were offered one of their top three preferences.

Find out more about Barnet's school admissions on the [website](#).

9. How are schools using the pupil premium for disadvantaged pupils?

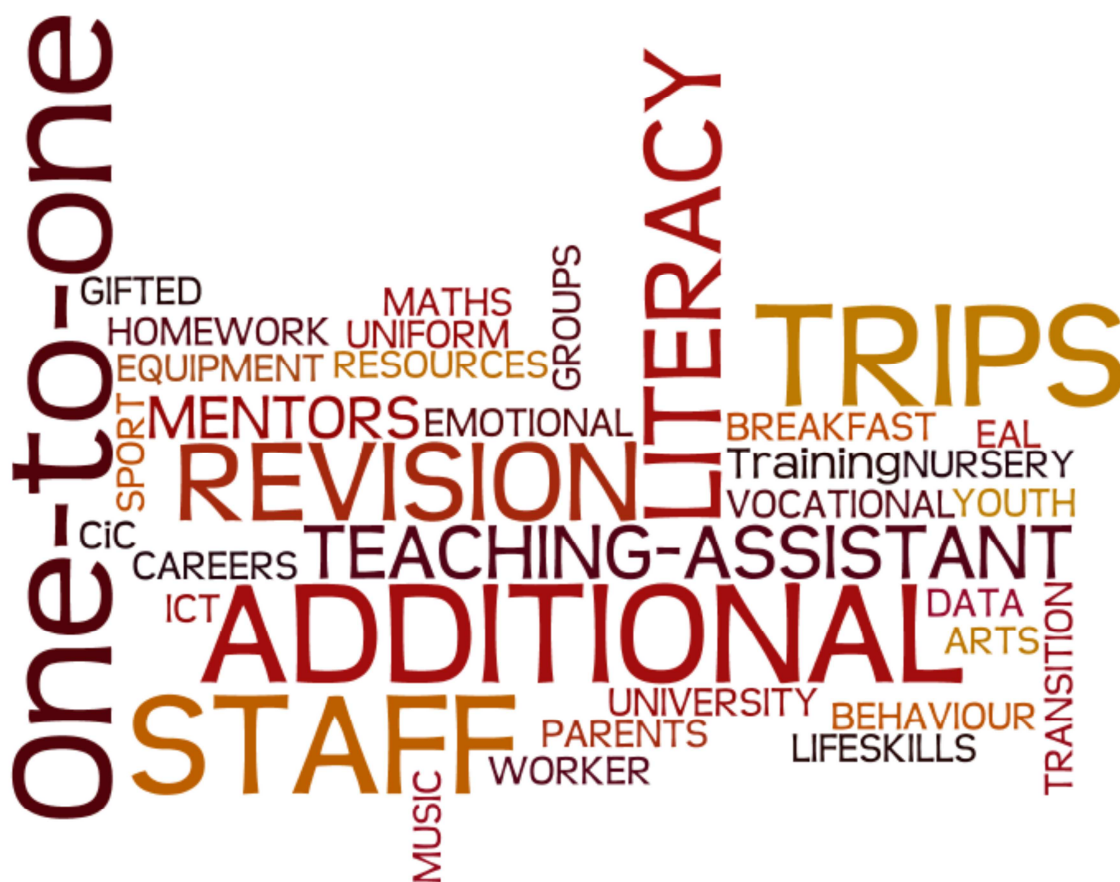
The Pupil Premium Grant (PPG) is additional government funding given to publicly funded schools to help raise the attainment of disadvantaged pupils and to close the gap between them and their peers. The PPG is paid in respect of disadvantaged pupils - children eligible for free school meals at any time in the past six years and children in the care of the Local Authority (CiC).

Currently, primary schools receive £1300 per eligible pupil; the grant for eligible pupils in secondary schools is £935. The pupil premium grant for CiC is £1900 per annum. This grant is managed by the head of the Virtual School who is responsible for CiC.

Schools are free to decide how they use the Pupil Premium Grant, but are publicly accountable for the effect of their spending on outcomes for disadvantaged pupils. They must publish annually on their website details of the level of grant received, how it has been used, and the impact on children's learning.

This word cloud shows some of the ways in which Barnet schools have used their Pupil Premium Grant. The size of the words emphasises how frequently particular support activities are mentioned by primary and secondary schools on their websites.

Parents can find out how effectively schools are using their Pupil Premium Grant through visiting their websites.



10. What happens to young people after GCSEs?

Raising of the Participation Age

New legislation requires that from 2014, young people must remain in education or training until they are at least 18 years old. We have been working in partnership with schools to provide specialist support for young people who might otherwise have left school at 16. We help schools provide independent careers advice and guidance. We have also developed mentoring schemes and additional services to help young people find the right education or training scheme, including apprenticeship options.

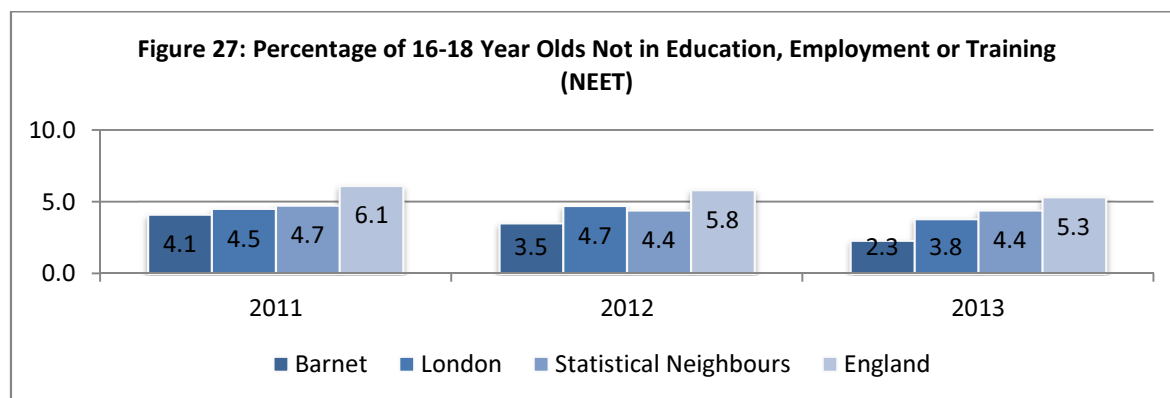
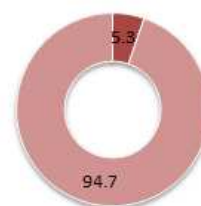
Barnet, % 16-18 Year Olds in Education, Employment or Training, 2013



Statistical Neighbours, % 16-18 Year Olds in Education, Employment or Training, 2013



England, 16-18 Year Olds in Education, Employment or Training, 2013



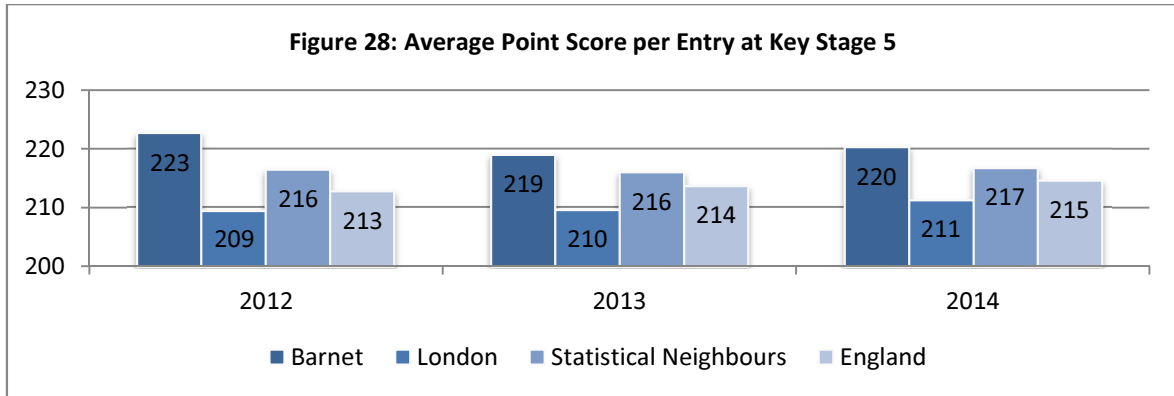
Choice of Provision

In 2013 97.7% of Barnet's 16 to 18 year olds chose to continue in education or training. At the end of Year 11 young people have a range of education or training options, including staying on at school sixth form, going to a sixth form college, or taking up a place in a College of Further Education. 65% of young people from Barnet schools chose Sixth Form provision – one of the highest rates in London.

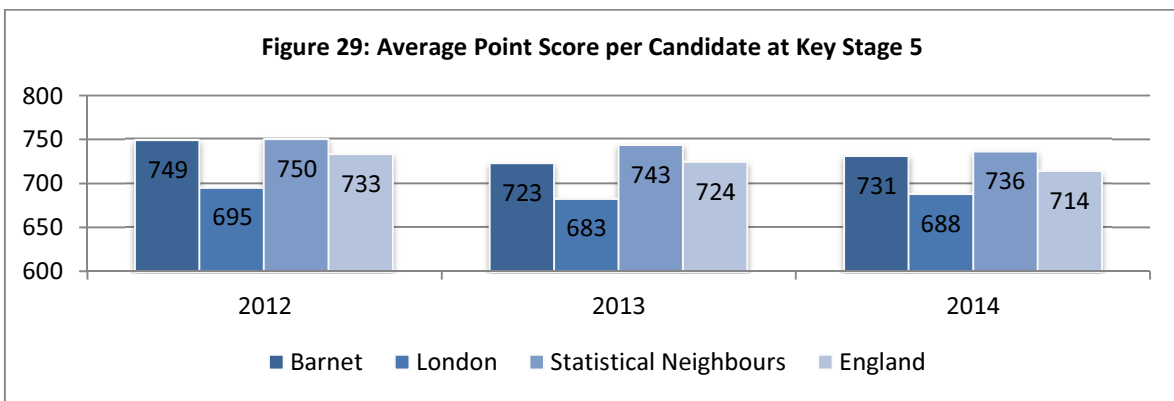
10.1. Attainment at Key Stage 5

Students' attainment at the end of Key Stage 5 (Years 12 and 13) is measured by the average number of points per pupil across a range of advanced level qualifications including A-level and some Level 3 vocational qualifications.

The average total point score for Barnet students is 220 points. Barnet performs better in comparison to London and England.



The average total point score for Barnet students is 731 points, the equivalent of 3 'B' grades at A Level. Barnet performs better in comparison to London and England.



11. Information for parents

The following section provides some links for you to find out more information about Barnet schools, and some background information on the education system in the United Kingdom.

11.1. Useful Links for parents

[Barnet School Directory](#)

Use the Barnet School Directory to find details about nursery, primary, secondary or special schools in the borough. It provides a link to individual school websites, latest Ofsted report, location map, contact details, school type and denomination.

[Department for Education School Performance Tables](#)

Find schools/colleges in Barnet by postcode or name, and view contact details and comprehensive information, including individual school performance, and link to their latest Ofsted report.

[Ofsted School Data Dashboard](#)

The School Data Dashboard provides easy to read charts about individual school performance at Key Stages 1, 2 and 4.

[Find your school's latest Ofsted report](#)

This provides all reports from Ofsted for Early Years settings, schools and colleges.

[Barnet's School Admission Service](#)

Information about school admissions in Barnet.

[Raising Participation Age \(RPA\) Guidance](#)

Information, advice and guidance for post-16 options for young people in Barnet.

11.2. The New National Curriculum

A new curriculum has been taught in all local authority schools in England from September 2014 to Years 1, 3, 4, 5, 7, 8 and 9. Years 2 and 6 in primary schools and Years 10 and 11 in secondary schools have continued to be taught the previous national curriculum, for this year only, before moving to the new national curriculum in September 2015.

The aim is to slim down the content of the curriculum in almost all subjects, though not in primary English, Maths or Science. The new curriculum covers primary school pupils, aged five to 11, and secondary schools pupils up to the age of 14. A new curriculum for 15- and 16-year-olds will come into force from September 2015.

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects. Academies and state-funded schools in England outside local authority control, have significant freedoms in what they teach and do not have to follow the national curriculum, as long as they provide a "broad and balanced" curriculum to pupils.

The new National Curriculum does not include any changes to the four key stages in England. These are:

Early Years Foundation Stage (EYFS): Ages 4-5 (Reception)

Key Stage 1: Ages 5-7 (Years 1-2)

Key Stage 2: Ages 7-11 (Years 3-6)

Key Stage 3: Ages 11-14 (Years 7-9)

Key Stage 4: Ages 14-16 (Years 10-11)

Key Stage 5: Ages 16-19 (Years 12-13)

The new curriculum consists of the core national subjects English, Mathematics, Science and Physical Education. Foundation subjects include: Art and Design, Citizenship, Design and Technology, History, Geography, Computing, Modern Foreign Languages, and Music. Subjects are compulsory at various stages of pupils' school career. All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Key Stage 4 Entitlement Areas

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

Assessment Reform

As part of the DfE reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress was removed from September 2014 and is not being replaced. Removing levels allows teachers greater flexibility in the way that they plan and assess pupils' learning. The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Changes to National Curriculum Tests and Assessments

The national curriculum tests and teacher assessment at the end of Key stages 1 and 2 will be reported in levels for the last time in summer 2015, as pupils in Year 2 and Year 6 that year will not have been taught the new national curriculum. The first new Key Stage 1 and Key Stage 2 tests in English and Mathematics, based on the new national curriculum, will be sat by pupils for the first time in the summer of 2016. At Key Stage 1 and 2 Science is only reported as a teacher assessment. The current Year 10s and Year 11s will continue to be taught the old curriculum in English and Maths, with the new curriculum due for first teaching from September 2015 to the current Year 9.

From the academic year 2015-16, the DfE and Ofsted have moved from an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) to a relative measure. At the same time, KS2 test outcomes will be reported as a scaled score, where the expected score is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score).

Qualification Reform

There are also changes to GCSEs (Key Stage 4) and A levels (Key Stage 5) taking place to match the best education systems in the world.

11.3. Assessments in 2014-15

By law, children attending state schools must be formally assessed when they reach the end of EYFS, Year 1 (for phonics) and Key Stages 1, 2 and 4. These assessments must be reported to parents.

Early Years Foundation Stage

Children in the Early Years Foundation Stage (EYFS) are assessed throughout their time using observational assessment. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. This is the most reliable way of building up an accurate picture of young children's development. It allows teachers to plan relevant and motivating learning experiences for each child. At the end of Reception the teacher uses these assessments to complete the EYFS profile. The EYFS profile consists of the attainment of the child in relation to 17 Early Learning Goals (ELGs) which describes whether a child is meeting:

- the expected level at the end of Reception (expected),
- exceeding this level (exceeding), or
- not yet reaching this level (emerging).

Additionally the profile must contain a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning. The statutory profile outcomes are reported to parents.

Phonics (Year 1)

At the end of year 1 children's progress in learning and decoding phonics is checked. This helps identify children who need extra help to improve their decoding skills. The outcome of the screening check is reported to parents in the Summer Term of Year 1.

Key Stage 1

Teachers monitor children's progress throughout Key Stage 1 and use this on-going assessment to inform their planning. They mark work, talk to children to check their understanding and observe them completing tasks in order to build a picture of what they are able to do.

The on-going assessment throughout the key stage, along with the results of some tests and tasks for reading, writing and mathematics which children complete towards the end of Year 2, are used by the teacher to reach a judgement about each child's level of attainment at the end of Key Stage 1. In Reading, Writing and Mathematics, Teacher Assessments must be reported at Levels 1, 2C, 2B, 2A, 3 or 4.

The expected attainment for a 7 year-old is a level 2B. In Speaking and Listening and Science, Teacher Assessments must be reported at Levels 1, 2, 3 or 4. The expected attainment for a 7 year-old is at least Level 2.

Key Stage 2

At Key Stage 2 two assessments are reported to parents. Teacher Assessment is completed at the end of Year 6 by the teacher drawing together all they know about what a child can do, from marking, talking to children and observation. Teacher assessments in Reading, Writing, Mathematics and Science are reported at the end of Y6. Teacher Assessments at KS2 must be reported at Levels 1, 2, 3, 4, 5 or 6. The 11 year-old is expected to attain at least Level 4. Children working below Level 1 will have their results reported from the 'P' Scales*, (P1-8), if appropriate. The P Scales are for children with special educational needs who are working below Level 1 of the National Curriculum.

Children working at Level 3 and above also complete statutory attainment tests (SATs) in Reading, Spelling, Punctuation and Grammar, and Mathematics; these are externally marked. A teacher assessment of Writing is included in the reporting of attainment in Reading, Writing and Mathematics combined.

SATs are designed for children working at Levels 3-6 of the national curriculum, although Level 2 can be awarded if a child just misses Level 3 by a few marks. Test results are reported at Levels 2-6. The average 11 year-old is expected to attain at least Level 4. Children working below the level of the tests do not have to sit them. Schools will base entry arrangements on their knowledge of each child.

Key Stage 4

During Key Stage 4 most pupils work towards national qualifications - usually GCSEs. State secondary school results are reported in the Secondary Performance tables published annually by the Department for Education. There are two important measures:

- The percentage of pupils who gain five or more GCSE passes at grades A*-C including English and mathematics
- The percentage of pupils who make expected progress between Key Stage 2 and Key Stage 4 in English and in Mathematics.

The English Baccalaureate was introduced by the Coalition Government in 2011. Although not a qualification in its own right, it gives recognition to pupils who gain at least GCSE C grade passes in English, Mathematics, Science, History or Geography and a Modern Foreign Language. English Baccalaureate participation and pass rates are published in the Secondary Performance tables.

Progress between Key Stages

Children and young people are assessed between Key Stages to establish the progress they are making. The government expects that most children will make at least two levels of progress between Key Stages 1 and 2, and at least three levels of progress between Key Stages 2 and 4, regardless of their starting points.

The range of skills, knowledge and understanding described by each National Curriculum level is quite wide. Children make progress at different rates and in different patterns – and not necessarily in straight lines - as they move from Early Years through to the end of statutory schooling.

More information can be found at the Standards and Testing Agency [website](#).

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	<p style="text-align: center;">Children, Education, Libraries and Safeguarding Committee</p> <p style="text-align: center;">10th June 2015</p>
<p style="text-align: right;">Title</p>	<p>Annual Report on school and early years budget issues</p>
<p style="text-align: right;">Report of</p>	<p>Commissioning Director, Children and Young People and Director of Children’s Services Education and Skills Director</p>
<p style="text-align: right;">Wards</p>	<p>All</p>
<p style="text-align: right;">Status</p>	<p>Public</p>
<p style="text-align: right;">Enclosures</p>	<p>Appendix A - Annual Report on school and early years budget issues</p>
<p style="text-align: right;">Officer Contact Details</p>	<p>Chris Munday Commissioning Director Children and Young People and Director of Children’s Services chris.munday@barnet.gov.uk 0208 359 7099</p> <p>Ian Harrison Education and Skill Director ian.j.harrison@barnet.gov.uk 0208 359 7943</p>

Summary
<p>This report contains an annual update on school and early years funding requirements and arrangements in Barnet (Appendix 1). The report sets out a range of matters for the Children, Education, Libraries and Safeguarding Committee to consider in relation to proposed funding arrangements for 2016/17. It proposes that school and early years settings are consulted in relation to arrangements for school funding in 2016/17.</p>

Recommendations

That the Children, Education, Libraries and Safeguarding Committee:

- 1. Note the annual report on school and early years budget issues and agree to consult schools and the Schools Forum on the approach set out in the report.**
- 2. Authorise officers to consult schools and the Schools Forum on the options for amending the Schools Funding Formula as set out in section 2.10 of the Appendix**
- 3. Delegate to the Commissioning Director, Children and Young People (Director of Children's Services) authority to add further options for consultation, which are proposed by the Schools Forum at its next meeting provided they do not require a significant increase in budget provision other than for increasing pupil numbers.**
- 4. Delegate to the Commissioning Director, Children and Young People (Director of Children's Services) authority to make any necessary amendments to the Schools Funding Formula to enable the changes to be included in the submission of the Authority Proforma Tool (APT) to the DfE on 31 October.**
- 5. Authorise officers to consult early years providers (schools and the PVI sector) and the Schools Forum on one or more options for amending the Early Years Single Funding Formula, as set out in section 4.36 of the Appendix.**
- 6. Agree to receive a report back on the outcome of the consultation on the Early Years Single Funding Formula in time for the committee to decide whether to make any changes to the formula before the agreed formula has to be submitted to the DfE in January 2016.**

1. WHY THIS REPORT IS NEEDED

- 1.1 At its meeting on 9th March 2015, the Children, Education, Libraries and Safeguarding Committee received a report on 'The structure of the Schools Forum and its decision-making and advisory powers'. It set out the roles and responsibilities of the Schools Forum and the local authority. The report can be found at:
<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=7927&Ver=4>
- 1.2 The report proposed that an annual report on the local funding formulae for schools and early years and other financial issues affecting early years and schools (as described in 1.3 below) should be submitted to the committee, so that members can take decisions that are within the committee's remit that relate to the major issues considered by the Schools Forum. This proposal was agreed by the committee.

- 1.3 This report therefore sets out proposed arrangements for various financial issues relating to schools and early years provision, as a basis for consultation with schools and the Schools Forum, including:
- The local funding formulae for schools and for early years.
 - Financial issues relating to:
 - arrangements for the education of pupils with special educational needs
 - arrangements for the use of pupil referral units and the education of children otherwise than at school
 - arrangements for early years provision
- 1.4 The proposed arrangements and proposals for consultation are set out in the Appendix to this report, as follows:
- Section 1 - Introduction, including outline explanations of the Dedicated Schools Grant, Section 251, school and sixth-form funding, the growth fund and the use of the overall Schools Budget.
 - Section 2 - The local funding formula for schools, including proposals to consult on possible changes to the formula.
 - Section 3 - SEN and PRU funding – an explanation of financial arrangements for the education of pupils with special educational needs and funding of pupil referral units.
 - Section 4 – Early Years funding, including central services, provision for 2 year olds, provision for 3 and 4 year olds, Nursery School funding and proposals to consult on possible changes to the Early Years Single Funding Formula (for 3 and 4 year olds).
- 1.5 Following consideration of this report by the Children, Education, Libraries and Safeguarding Committee, it is proposed to consult schools and the Schools Forum between July and late October 2015 on the local funding formula for schools and the financial issues indicated above. This is to enable the outcome of the consultation to inform the submission of the Authority Proforma Tool (APT), which shows details of the Schools Budget and must be submitted to the Department for Education (DfE) by 31 October each year. The Schools Forum is due to meet again on 2 July 2015 and will discuss school funding issues. It is proposed that, if the Schools Forum proposes any options for the school funding formula in addition to the options set out in the attached report, that these options are also included in the consultation, provided such options do not require a significant increase in budget provision other than for increasing pupil numbers.
- 1.6 As it will be necessary to continue consultation up to the end of the first half of the autumn term in late October, so that there is a whole half-term of consultation time, and as the Children, Education, Libraries and Safeguarding Committee is not due to meet at the end of October, it is proposed that the

Commissioning Director, Children and Young People (Director of Children's Services) be authorised to decide on any amendments to the Schools Funding Formula to enable the changes to be included in the submission to the DfE on 31 October. The changes will be reported to the next meeting of the CELS committee after 31 October, which will be able to agree amendments to the changes, if it wishes, provided such decisions are made before the formula has to be finalised in January,

- 1.7 It is proposed to consult on the early years single funding formula between September and November, as the details of the early years formula do not need to be agreed until January. The outcome of the consultation will be reported to the Children, Education, Libraries and Safeguarding Committee in December/January, so the committee can decide on any changes before the formula has to be submitted to the DfE on 31 January.

2 REASONS FOR RECOMMENDATIONS

- 2.1 The proposed recommendations enable a consultation process to be undertaken with schools and early years settings to inform the allocation of school and early years funding in 2016/17.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 The alternative option would be not to undertake a consultation programme and continue with the current arrangements. This is not recommended as it would not allow the issues raised in Appendix 1 to be explored with schools and early years settings.

4. POST DECISION IMPLEMENTATION

- 4.1 If the recommendations are approved, the consultation with schools and early years settings will commence as set out in Appendix 1.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

Ensuring that resources available to schools and early years settings are appropriately allocated and support the delivery of the council's Corporate Plan to ensure that 'Barnet's children and young people will receive a great start in life' and that 'Barnet schools will be amongst the best in the country, with enough places for all and with all children achieving the best that they can'.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

There are no financial implications arising directly from this report. It is only proposed to consult on options for changing the schools funding formula that do not require a significant increase in budget provision other than for

increasing pupil numbers. Any increase will be containable within the overall Schools Budget (with funding from the Dedicated Schools Grant).

Any financial impact to the council as a result of the proposed review of Barnet's early years funding formula (that may impact on the funding arrangements for nursery schools) will form part of the reporting of the results of the review to the Children, Education, Libraries and Safeguarding Committee.

5.3 **Legal and Constitutional References**

The composition, constitution and procedures of Schools Forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261). They set out the respective roles and responsibilities of the local authority and the Forum.

The Council Constitution's Responsibility for Functions, Annex A, delegates the Children, Education, Libraries and Safeguarding Committee the power to be responsible for those powers, duties and functions of the Council in relation to Children's Services. The Constitution further delegates the Committee the responsibility for adequate investment in educational infrastructure in order to meet the needs of the borough's learners.

5.4 **Risk Management**

The annual submission of school funding information to the Department for Education is governed by a strict timetable to ensure that schools are allocated budgets in good time for each new financial year. The deadlines required by the Department can vary. There is a risk that the Committee meeting dates do not align well with the Government timetable. The process will be reviewed after the first year to assess the level of this risk.

5.5 **Equalities and Diversity**

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;

- religion or belief;
- sex;
- sexual orientation.

In reviewing the arrangements for the education of pupils with special educational needs and for the use of pupil referral units and the education of children otherwise than at school, this report seeks to ensure that the particular needs of vulnerable children and young people are championed

5.6 Consultation and Engagement

The regulations set out the requirements to consult with schools for aspects of school funding. This consultation will be undertaken where required.

6 BACKGROUND PAPERS

Children, Education, Libraries and Safeguarding Committee 9th March 2015

<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MIId=7927&Ver=4>

Appendix A - Annual Report on school and early years budget issues

1. Introduction

- 1.1 This report sets out proposed arrangements for various financial issues relating to schools and early years provision, as a basis for consultation with schools and early years providers and the Schools Forum, and including:
- The local funding formula for schools (for mainstream schools for pupils from reception classes to Year 11)
 - The early years single funding formula (for 3 and 4 year olds)
 - Financial issues relating to:
 - arrangements for the education of pupils with special educational needs
 - arrangements for the use of pupil referral units and the education of children otherwise than at school
 - arrangements for early years provision

Dedicated Schools Grant and Section 251

- 1.2 The Dedicated Schools Grant (DSG) is a ring fenced grant provided annually by central government to local authorities to fund education. The DSG is calculated in three blocks – schools, early years and high needs. Whilst the total increases each year, this is only because the school population has risen and there has been no increase in the cash amount available per pupil for several years.
- 1.3 Each year the local authority must submit a budget in a standard format by 31 March and an outturn statement for the previous financial year by 31 August. This return is called Section 251 (S251). The S251 budget for 2015/16 is shown at Annex 1. Expenditure is grouped under a number of headings and broken down by type of educational provision. S251 has two parts – the Schools Budget (i.e. the use of the DSG) and the non-Schools Budget (which details other council expenditure on educational services.)
- 1.4 The majority of funding goes to primary and secondary mainstream schools, including Academies and Free Schools. The funding for all schools is shown on S251, but the allocations for academies are recouped from the local authority, and paid directly to the school by the Education Funding Agency (EFA).
- 1.5 Section 251 also covers payment to many other educational providers, including special schools and independent specialist providers, private,

independent & voluntary (PVI) early years establishments, childminders, children's centres, hospital education and pupil referral units.

- 1.6 The types of expenditure than can be charged to the Schools Budget are highly prescriptive and enshrined in law. All expenditure must be explicitly for the education of children aged 0 to 19 (to 25 for young people with special education needs and disabilities). Costs of statutory services, central administration, finance, information technology or management of children's services cannot be charged to the Schools Budget. There are detailed instructions on what can be charged to each individual line of S251.

Mainstream primary and secondary schools

- 1.7 Mainstream maintained schools and Academies receive delegated budgets and have their own bank accounts. They are responsible for balancing their budgets, choosing service suppliers and managing their accounting systems. The Scheme for Financing Schools regulates this. Maintained schools report monthly and reclaim VAT through the local authority. Academies have a similar arrangement with the EFA.
- 1.8 Schools have a number of funding streams, the largest being their 'Budget Share'. This is funding calculated according to the local funding formula for all schools and provides the money to run the school and educate their pupils, including those with additional needs.
- 1.9 Other funding streams include high needs place funding and top-up funding, Pupil Premium, other government grants (e.g. PE, Infant meals), sixth form funding and early years funding – as well as any income they may generate from lettings, donations, etc.

Sixth forms

- 1.10. Students following post-16 schemes of study in 6th forms or at FE colleges are funded by a national funding formula. The allocations are calculated by the EFA and paid to local authorities to pass on to maintained school 6th forms without alteration. This formula has been changing over the years and transitional funding has been in place to protect schools. However, the overall effect has been to reduce the average level of funding per student, and this has become especially noticeable in 2015/16 when the main transitional funding has ended and schools' funding is coming into line with funding of FE colleges. Post-16 students are not eligible for the pupil premium. EFA funding for 6th forms is not part of the DSG, but is included in the Schools Budget reported on S251.

Pupil growth

- 1.11 Barnet's school population is growing rapidly and this is particularly noticeable at Reception age where recently schools have been opening extra classes each year to meet demand for school places. Schools are funded on pupil numbers in the October census which took place before the financial year. So, if a school opens an extra class, it needs additional funding to pay for staff in the year the new class opens.
- 1.12 Barnet has also had a number of new schools opening recently and more are planned in the next few years. These require not only pupil funding, but start-up and 'diseconomies' funding to support the infrastructure and management until the school is full. All new schools are Academies or Free Schools and the government is in the process of passing more of the costs of these schools on to local authorities. Free Schools were initially excluded from the DSG, although 'recouped academies' (generally those which converted from LA maintained) were included. In future funding for all schools will be included in the DSG and funding for Academies and Free Schools will be recouped from the local authority, except for Free Schools in their first year of opening. Schools that open to meet LA need (Basic Need Academies) are funded by the LA from the beginning.
- 1.13 The Barnet 'growth fund' to meet the costs above is estimated at budget time, six months before the beginning of the financial year, but in practice can be under pressure subsequently as it is not possible to predict new demand precisely. Rising pupil numbers are thus a substantial pressure on the Schools Budgets and this pressure is growing each year because the EFA does not provide advance additional resources in the DSG to local authorities with growing school populations. LAs are dependent on the lagged funding generated by pupils appearing on the school census the following year.
- 1.14 Growth in pupil numbers has been mainly concentrated in the primary sector so far. The average amount paid to schools for primary pupils is generally below the funding rate received in the DSG. However, these larger year groups will soon be moving into the secondary sector where the cost per pupil is much higher than the LA receives, especially in schools which have historically had large numbers of pupils eligible for free school meals. This increasing pressure on the Schools Budget will be difficult to manage unless government funding increases.

Central education expenditure

- 1.15 While the majority of the Schools Budget is paid to schools and providers for the education of children, there is some central expenditure which can be

charged to the Schools Budget. The same general rules apply to these budgets as mentioned above – i.e. no ICT, management or administration costs, etc. In Barnet these are:-

- The cost of School Admissions
- The cost of operating the Schools Forum
- Contributions to combined budgets (but only for pre-2013 commitments without any increase or new commitments allowed - Barnet's commitments are to family support services).
- Central expenditure on Under 5s
- Central SEN services (but not statutory SEN services)
- SEN Transport (pre-2013 commitments only)
- Direct Payments to pupils with SEN

1.16 The Schools Forum has to be consulted about any proposed increase in central budgets.

2. The local funding formula for schools

- 2.1 Since the introduction of local management of schools in 1991, schools have received a budget share calculated according to a locally developed formula. In 2013 the government introduced additional controls that limited the factors that could be used by local authorities and requiring authorities to use only data provided by the Education Funding Agency (EFA). This change created winners and losers among schools. The protection from the 'minimum funding guarantee' has been crucial for the losers. There is still a wide variation between funding formulae across the country and the coalition government had indicated that its ultimate aim was a single school funding formula for all LAs.
- 2.2. The Local Authority's funding formula must be submitted for checking by the EFA each year on the 'Authority Proforma Tool' (APT). A provisional version is sent at the end of October and the final version in late January. No changes can be made after this date.
- 2.3 For many years schools have been protected by the Minimum Funding Guarantee (MFG), which stipulates that the change in a schools average funding per pupil, deriving from the funding formula, between one financial year and the next one must not fall lower than the percentage set by the government. Currently the funding per pupil cannot fall by more than 1.5%. At the same time, LAs can set a cap on gains in order to make the funding formula affordable within the Schools Budget. Barnet's cap has been 0.5% for the last two years.
- 2.4. The effect of the MFG and Cap system is that a school's per pupil funding cannot rise or fall outside a very narrow range and it will take many years before the formula losers' and gainers' funding has normalised to the 'correct' level. For example, the biggest formula losers are JCROSS, Totteridge Academy and Whitefield, which are each topped up by an MFG of more than £400,000 each year, whilst St. James, which should be a gainer, has its budget capped by nearly £400,000 each year.
- 2.5. The static nature of the DSG means that schools have received no contribution towards pay or supplies inflation in the formula for several years. However, the pupil premium has increased substantially year on year and it is likely that this has masked the cost pressures. In 2015/16 there is virtually no increase in the pupil premium. A number of schools are now beginning to have problems balancing their budgets.

- 2.6. The current funding formula is now in its third year, with no changes having been made apart from those required by the government. There has been no request through the Schools Forum or individual schools to make a change, and, as noted above, the MFG/Cap system would nullify the effect of most changes anyway – although, if there was an overriding need to make a change, it is possible to apply to the Secretary of State for disapplication of the MFG. Nonetheless, in view of the apparent financial difficulties facing a number of schools, officers have modelled some possible changes.
- 2.7. Barnet’s funding formula is shown in Annex 2.
- 2.8. The only changes that have been considered are changes that do not assume/require a significant increase in budget provision other than for increasing pupil numbers, as it is assumed that there will be no increase in funding, even for inflation, for the foreseeable future.
- 2.9. As indicated above, the main constraint on changes is the DfE Minimum Funding Guarantee (MFG), which is balanced by allowing local authorities to cap gains under the formula. One area of flexibility is the nature of the cap. By varying it, some gainers may increase their budgets at a faster rate; there will be a negative impact on some other schools but the level of cap can keep this to a manageable level.
- 2.10. In the light of that, three options are proposed:

Option 1 – no change – cap on gains remains at 0.5%.

Option 2 - allow schools to keep **20%** of all potential gain. This may be worth more or less than setting a threshold of 0.5% after which schools lose all gains (as Option 1). Schools capped by a large amount will gain. Schools protected by the MFG are not affected. There will be losers among schools whose gain was between 0 and 0.5% which were not previously capped.

Option 3 – increase the Age Weighted Pupil Unit (**AWPU**) by **£10** and increase the gains by giving schools that gain **15%** of the potential gain. This may be worth more or less than setting a threshold of 0.5% after which schools lose all gains (as Option 1). Schools capped by a large amount will gain. Schools heavily dependent on the MFG are not affected. There will be some losers among other schools.

Options 2 and 3 will only have a marginal effect on the total budget required to fund schools (less than £150,000).

- 2.11 A working group of headteachers was appointed by the Schools Forum at its last meeting to work with officers on possible options for change. The options in this paper will be considered by that group initially and then by the next Schools Forum on 2 July 2015. The effect of each option on each school's budget will be included in the papers for the working group and the Schools Forum and in the subsequent consultation with all schools.
- 2.12 If, as a result of the discussions at these meetings, any further options emerge that do not require a significant increase in budget provision other than for increasing pupil numbers, then it is proposed to add these options to the three options above and consult on all of the options. Consultation with all schools will begin in early July and continue until mid-October. The Schools Forum will then meet again to consider the views from schools and to indicate its own views on the options.
- 2.13 It will then be necessary for the council to decide on which option to adopt, in the light of the consultation with schools and the Schools Forum, before the deadline for submitting the provisional formula to the DfE on 31 October. In the absence of a meeting of the Children, Education and Libraries Committee at the end of October, it is proposed to authorise the Commissioning Director, Children and Young People (Director of Children's Services) to decide on which option to adopt to enable the changes to be included in the submission of the Authority Proforma Tool (APT) to the DfE on 31 October.

3. Financial issues relating to arrangements for the education of pupils with special educational needs, arrangements for the use of pupil referral units and the education of children otherwise than at school

Pupils with high needs

- 3.1 In 2013 there was a major change in the way high needs pupils were funded. High needs pupils are defined as those whose cost of education and additional support exceeds £10,000 a year, with the assumption that £4,000 is the notional cost of a place in a mainstream school and £6,000 is for additional support.
- 3.2 In practice, most high needs pupils are those with a statement of special educational needs (SEN) in mainstream or special schools (or with an Education, Health and Care Plan – these will gradually replace statements). However, this group also includes those in alternative provision such as Pupil Referral Units (PRUs) or hospital provision.
- 3.3 All high needs pupils are funded via a system called ‘Place Plus’, where the total cost of their education is split between the school they attend and the local authority where the child is resident. The school provides the first £10,000 (£8,000 in PRUs, rising to £10,000 in September 2015) and then collects the remainder (the ‘top-up’) from the relevant local authority.
- 3.4. In mainstream schools the £10,000 is found from the delegated budget share, unless the child attends an Additional Resourced Provision (ARP) at the school, in which case the school receives £10,000 per ARP place but does not receive budget share for pupils in the ARP.
- 3.5 In special schools and PRUs, there is no formula funding and all base funding comes from place funding of £10,000 (£8,000 for PRUs until August 2015) per agreed place.
- 3.6 For Barnet, the change to place-plus was not so difficult for mainstream schools, because there was already a similar system in operation for pupils with statements. Special schools, ARPs and PRUs have found the change more difficult as they had been used to place funding which was not affected by pupils coming and going from their roll, and they did not previously have to collect money from other local authorities.
- 3.7 The council funds only the top-up for Barnet high needs pupils attending maintained schools, including mainstream Academies, and Special Academies (special schools that are Academies).
- 3.8 The same system applies to Non Maintained Special Schools (i.e. some independent special schools) and post-16 specialist providers – which now receive place funding from the EFA, leaving LAs to pay the top-up. However, the cost of the place funding is recouped from LAs so there is no overall benefit to the LA.

- 3.9 Other independent special schools are still funded by fees paid by local authorities.

Additional place funding

- 3.10 As part of the programme to reduce reliance on out-of-Borough (OOB) and independent specialist provision, recent capital developments have increased capacity at Oakleigh and Mapledown Special schools. These additional places require an extra £623,000 of revenue funding in 2015/16. There are also 7 additional ARP places required for 2015/16, costing £231,000, and 8 additional hospital places to cover the additional number of beds in Barnet General Hospital following the closure of NHS services in Enfield (costing an additional £92,000). The extra funding for these places in Barnet schools has been found from reductions in expenditure on places in out-of-Borough non-maintained and independent schools.
- 3.11 The Education Funding Agency was approached for additional exceptional funding in cases where provision was expanding, but unfortunately they did not regard any of the cases put forward met the criteria for this exceptional support.

Place-plus top-ups

- 3.12 The high needs top-ups are paid directly to the school by the local authority where the child resides. The amount paid depends on the needs of the child and the period of time the child is on roll, so, if a pupil leaves, funding ceases. In its purest form the top-up rate is an individual arrangement between the commissioner (usually the local authority) placing the child, and the provider (school).
- 3.13 In practice most local authorities have bands of need to which children are assigned to determine funding. The council's approach is set out below.

3.14 Special Schools

- 3.14.1 Prior to April 2015, special schools were funded on the basis of individual top-up rates unique to their school, with two rates based on the old 'Standard' and 'Complex' need categories. In 2013-14, top-up levels for special school places ranged from £2,036 to £21,271. In addition, a substantial number of children were supported by additional packages of support from the SEN contingency budget. Schools had to bid for these funds on a case by case basis.

3.14.2 During 2014, special school top-up rates were reviewed to provide more consistency and fairness between schools and to provide for pupils whose need is greater than the current bands at each school, thereby incorporating those currently covered by the SEN contingency. Funding descriptors were developed so that there is a link between the allocation of the top-up funding and the nature of provision being made for individual pupils. The allocation of individual pupils to each band is subject to an external moderation process to ensure consistency between different settings.

3.14.3 The process of identifying revised pupil bandings and top-ups in special schools is now complete and has been implemented from April 2015.

3.14.4 The new 5 band system allocates funding consistently between schools as follows:

Band Values	Primary Value	Secondary Value
Exceptional 1	£5,682.91	£6,251.20
Exceptional 2	£7,956.07	£8,751.68
Exceptional 3	£13,638.98	£15,002.88
Exceptional 4	£22,731.64	£25,004.80
Exceptional 5	£34,097.45	£37,507.20

3.15 Additional Resourced Provisions (ARPs)

3.15.1 ARPs are currently funded on the basis of individual top-up rates unique to their school. These are based on historic levels of funding and range from £8,099 to £20,547 per place.

3.15.2 Work is now underway to develop a new funding methodology for ARPs. A draft specification for the service features and outcomes is being developed following discussion with ARP head teachers and lead teachers to inform the distribution of resources across ARPs from April 2016. As the ARPs are smaller than special schools and cater for a narrower range of needs, it is envisaged that there will be a single band for each type of ARP specialism (e.g. ASD, Hearing Impaired, Speech and Language), with that band being applied consistently across ARPs catering for the same category of need.

3.16 Pupil Referral Units

3.16.1 A slightly different approach is currently applied for PRUs. This is because of the nature of the provision they make, the short-term nature of some

placements and because only a minority of pupils have statements or Education, Health and Care Plans. Work is underway to develop a funding strategy for PRUs that acknowledges the role of schools, as well as the Local Authority, in commissioning places and the need for continuity in funding in small provisions. Current top-up levels vary between £2,197 and £10,624 per place.

3.17 Mainstream Schools and Academies

3.17.1 For pupils attending mainstream schools, children's needs, and therefore the top-up values, have been defined as teaching assistant hours. This no longer fits with the concepts being introduced more widely across the High Needs Funding scheme, as provision may have no reference to additional teaching assistant support. New descriptors of provision are being developed for discussion with headteachers, which will replace the current funding bands from April 2016.

3.17.2 The funding bands currently used are:

Band	Value per year	TA hour equivalent
A	£2,382	10.1 to 15 hours
B	£5,176	15.1 to 20 hours
C	£7,970	20.1 to 25 hours
D	£10,764	25.1 to 30 hours
E	£13,558	30.1 to 35 hours
F	£16,352	35.1 to 40 hours
G	£19,146	40.1 to 45 hours

3.18 Central expenditure on SEN services funded from the Dedicated Schools Grant

3.18.1 The following SEN services are funded from the DSG:

- **Specialist Inclusion Services** (various SEN services including teams of advisory teachers who provide specialist support to schools in relation to particular types of special educational need, such as autism,

hearing impairment, visual impairment and physical disability). The budget is about £1.4 million a year.

- **SEN support for early years** (this service is partly commissioned from Oakleigh Special School but also the central specialist autism service for children under 5). Budget: £840,000.
- **Therapy services** (jointly commissioned by the council and the health service). Budget: £794,000.

3.18.2 In addition, the following services receive a fixed contribution towards their costs from the DSG, with the amount being limited to the historic level agreed for 2012/13:

- Educational Psychology Service: £121,000
- SEN Transport Service: £400,000

4. Financial issues relating to arrangements for early years provision, including the early years single funding formula

4.1 The DSG includes funding for 3 types of early years service:

- Provision for 3 and 4 year-olds
- Provision for 2 year olds
- Central services

Central services

4.2 The following central early years services are funded from the DSG

- The Early Years Standards Team (£406,000)
- The Early Years Vulnerable Children Fund (£275,000)
- Teachers in Children's Centres (£298,000)

In addition there has been budget provision in 2013/14 and 2014/15 for the cost of developing additional places for 2 year olds. The Schools Forum agreed at its meeting on 14 May 2015, that £735,000 of the underspend on provision for 2 year olds in 2014/15 may be used to fund the development of additional 2-year old places in 2015/16.

Free Early Education for 2 year-olds (FEE2)

4.3. Two-year old children are eligible for free education if they meet the criteria set out below. There are potentially around 2000 eligible children (i.e. the most deprived) in Barnet. Take-up is growing slowly among both parents and providers. It is paid out at a flat rate of £6 per hour for a maximum of 15 hours per week, 38 weeks per year. This is higher than the £5.53 per hour funding rate provided to Barnet in the DSG.

4.4 The FEE2 scheme became a statutory duty for targeted groups of children to access a free early education place in quality childcare provision from 1 September 2013. This entitlement expanded to an additional group of children from 1 September 2014. The eligibility criteria to access FEE2 places are:

- Children from families in receipt of qualifying benefits for the Free School Meals (FSM) criteria or
- Children whose families receive Working Tax credits (income less than £16,190 per year)
- Children who are looked after by the local authority
- Children with a current statement of special educational needs (SEN) or an education, health and care plan
- Children who receive Disability Living Allowance;

- Children who have left care through special guardianship or through an adoption or residence order.
- 4.5 Not all children take up their entitlement or access their full 570 hours (15 hours per week for 38 weeks). Additionally there are still some families that are not aware of the scheme or unable to access a place in their preferred setting. There have been lower than anticipated take up rates and therefore the full quota of place funding has not been utilised. This has resulted in an underspend of £1,407,747 (from 2014/15 place funding and capacity building allocation).
- 4.6 A programme to rapidly increase 2 year old numbers has been put in place, a key plank of which will require engagement and participation in the programme by Barnet Schools. The LA has a statutory duty to deliver places to all eligible children that require one. Additionally, there is an expectation from the DfE that up to 2000 places are delivered for all eligible two year olds in the borough. Barnet is currently delivering places to 43% of eligible children.
- 4.7 From April 2015, two-year old place funding in the DSG is allocated to LAs based on participation rates rather than the estimated number of places. Based on the January Early Years Census returns, the current take-up levels will result in a significant reduction in DfE funding in this area and will negatively impact on the ability of Barnet to deliver the programme. As the take-up rates continue to increase, additional burdens will be placed on the DSG budgets to fund the additional cohort of children throughout the year.
- 4.8 In order to increase capacity for two year old places the following activities will be progressed:
- Capacity building with childcare providers, in particular schools and council managed childcare settings
 - Having sufficient (time limited) staff for a clear focus and support to providers to establish places
 - A bespoke package of assistance will be developed for schools in order to help them deliver the required places in the targeted areas of the borough.
 - Continued development of the IT infrastructure programme to ensure the journey for parents and providers is as simple as possible
 - Targeted marketing for 'hard to reach' families using intelligence from take-up data
 - Identification of eligible families who are then engaged using a focused outreach programme.

Provision for three- and four-year olds

- 4.9 All 3 and 4 year olds are entitled to 15 hours free education for 38 weeks per year (570 hours per year) from the term following their third birthday. They can take this in any accredited provider including school nursery classes,

nursery schools, special schools, private, independent and voluntary (PVI) providers, children's centres or childminders. Barnet currently has around 240 funded providers.

- 4.10 The 3 and 4 year old funding formula is based on take-up by individual children. It has been used since 2011 and was constructed in discussion and consultation with all providers and met the government's requirements. It was very difficult to achieve consensus about the relative costs of different groups of providers - for example, some providers (e.g. nursery schools) argued they had higher staffing costs whilst other providers (e.g. PVI settings) argued that they had other costs that were higher, such as premises costs in the form of rent or mortgage payments. At the end of the consultation process, the same formula was applied to all types of setting. Nursery School funding and the link with the funding formula are explored further below.
- 4.11 Like the main school formula the early years formula has not been inflation linked since it was introduced. The average funding rate is about £4.20, although this varies from about £3.80 to £4.50 depending on the average deprivation levels of children at the setting and the degree of flexibility offered to parents in taking up FEED. A number of providers have indicated that they are struggling to remain viable at these rates of funding and they expect this problem will increase when the entitlement rises to 30 hours for some children.
- 4.12 From April 2015, 3 and 4 year olds from disadvantaged backgrounds will become eligible for the new early years pupil premium of £300 per year (£0.53p per hour) and this will be a welcome boost for providers, especially those taking children from more deprived areas.
- 4.13 Barnet's Early Years Funding Formula is shown at Annex 3

Nursery School funding

- 4.14 All early years 'free entitlement for early education' places in Barnet, including those in nursery schools, are funded through the Early Years' Single Funding Formula (EYSFF) which comes out of the Dedicated Schools Grant (DSG).
- 4.15 In April 2011, the funding formula for early years in Barnet changed, bringing in the EYSFF, with a single hourly rate paid for 3 and 4 year olds calculated on the participation rates of the establishment (per child per hour) rather than by place. This resulted in an arrangement where all early years providers would be funded on the same basis per 'free entitlement to early education' place they provide.
- 4.16 Had the funding of nursery schools been adjusted to these new levels immediately, it would have created significant financial problems for them. It was therefore agreed, with the support of the Schools Forum, that nursery schools should receive additional funding from the Schools Block within the Dedicated Schools Grant. However, this was only possible for two years, as the DfE then made it clear that this was no longer allowed. As a result, in

2013/14 and 2014/15 the extra funding to support the four maintained nursery schools came from the underspend in the DSG provision for places for two-year-olds. The underspend arose because DSG funding for two-year olds was based on target numbers and actual numbers lagged behind the targets. With effect from 2015/16 funding will be based on actual numbers at the time of the January census and so there will not be any underspend in this area of the budget from this year.

- 4.17 In the last financial year, 2014/15, the total subsidy was £890,000. During 2014, the council carried out a review of Nursery School provision and put forward proposals for the amalgamation of the nursery schools in order to create a different organisational model that would be sustainable without a continuing subsidy. In order to support the transition to the new model, the council asked the Schools Forum to continue to provide a subsidy at a reduced rate, at 50 per cent of the previous year's level in 2015/16 and at 25% of the 2014/15 level in 2016/17.
- 4.18 Three of the nursery schools, Brookhill, Hampden Way and St. Margaret's expressed an interest in working together on a new organisational model, whilst Moss Hall Nursery School decided against such a course but developed its own business plan, which involves some additional income generation and cost savings in order to remain sustainable for the next five years.
- 4.19 A report on the proposed amalgamation was submitted to the Children, Education, Libraries and Safeguarding Committee in October 2014 and was referred to the full Council, where the recommendations were amended and the following was agreed:
- That the Children, Education, Libraries and Safeguarding Committee note the update on the recommendations of the Early Years Review Task and Finish Group
 - Council and the Children, Education, Libraries & Safeguarding Committee (CELS) actively supports the ongoing discussions with Brookhill, St Margaret's and Hampden Way Nursery Schools but recognises that they need more time to resolve budgetary issues and ensure a mutually agreed and sustainable future. Council and the CELS Committee therefore instructs officers to work with these three nursery schools to achieve this and report back to the CELS Committee for a final decision.
 - Council and the CELS Committee supports and agrees the Moss Hall Nursery School Business Plan proposal that will save the London Borough of Barnet £160,000 each year from 2016/17, and instructs officers to implement the proposal.
- 4.20 Subsequently, and following consultation with staff, parents and other stakeholders, Brookhill, Hampden Way and St. Margaret's Nursery School Governing Bodies have voted to federate with effect from 1 September 2015. A decision to federate can be made by Governing Bodies and does not require the council's agreement. The decision means that a single governing body will govern all three schools. Each school will continue to exist as an individual school in relation to admissions and inspection. The governing body

of the federation will receive individual budgets for each of the federated schools, but will be able to pool these budgets and establish a single management structure. That is what the three governing bodies have now agreed. Following consultation with staff, a new staffing structure has been agreed and is now being implemented.

- 4.21 The three schools have decided to refer to the federated provision as the Barnet Early Years Alliance. The financial model underpinning the new structure is based on the following:
- The new model will realise management and back office efficiencies
 - Increased income for 2-year-olds based on the same number of 2-year-olds at St.Margaret's from September 2015 as are currently supported at Brookhill.
 - The local authority will commission the federated nursery schools to provide a service aimed at raising standards across early years settings, including children's centres, and ensuring school readiness.
 - Training income will increase, some coming from conferences and other training events and a specific element coming from partnerships with universities to offer training for Early Years Teacher status.
 - Teaching School status, currently awarded to Brookhill and Hampden Way Nursery Schools will enable the new federated provision to access other funding and income, as it will be seen as a centre of excellence for early years education both locally and regionally.

The Nursery Schools subsidy

- 4.22 The financial model and business plan for the three nursery schools in the Barnet Early Years Alliance assumes that the subsidy will reduce in line with the decision of the Schools Forum, to 50% of the 2014/15 level this year and to 25% next year, with no subsidy beyond that.
- 4.23 The business plan from Moss Hall Nursery School assumes the same reductions in subsidy in 2015/16 and 2016/17 as for the other three nursery schools but a continuation of the subsidy at 25% of the 2014/15 level in subsequent years. Discussions with the headteacher and chair of governors of the school indicate that the school believes it will be able to break even with this level of subsidy for five years (i.e. until 2019/20) but that the position beyond that is less certain. It would appear that the school's financial position may not be sustainable long-term with a 25% subsidy and that long-term sustainability may require a higher level of subsidy (e.g. 50% of the 2014/15 level).
- 4.24 The resolution agreed by the council in October provided for the continuation of a subsidy at 25% of the 2014/15 level for Moss Hall Nursery School. There is currently no funding source identified for the subsidy beyond 16/17 and so

an annual budget of £56,850 from 17/18 needs to be identified. The Children, Education, Libraries and Safeguarding Committee received an update on the Nursery Schools review at its meeting in January 2015, where it was noted that, if the nursery schools are all to be treated equally, the equivalent subsidy for the Barnet Early Years Alliance (the three federated nursery schools) would be £164,290 a year. This gives a total budget to be identified from 2017/18 of £221,140 per year beyond what has been agreed by the Schools Forum.

- 4.25 The table below outlines the subsidy levels agreed by the Schools Forum to be funded from the DSG:

	2014/15		2015/16		2016/17	
Barnet Early Years Alliance	100%	£657,161	50%	£328,581	25%	£164,290
Moss Hall	100%	£227,440	50%	£113,700	25%	£56,850

- 4.26 The Children, Education, Libraries and Safeguarding Committee at its meeting in January requested that a paper be brought back to a future meeting of the Committee to present alternative savings options to fund any ongoing subsidy to each of the four nursery schools from 2017/18. It is assumed these savings and this funding will come from the council's General Fund.
- 4.27 In the meantime, further representations have been made by Moss Hall Nursery School, with a request for a review of the Early Years Single Funding Formula and an adjustment to the formula in order to allow for the additional costs involved in providing nursery schools compared to other types of early years provision.
- 4.28 The school argues that the process of setting the Funding Formula in 2010/11 was flawed and should have allowed for the higher cost of nursery schools compared with other types of early years provision. They point out that a significant number of local authorities that have retained nursery schools have retained a differential in funding between nursery schools and other providers.
- 4.29 It is certainly the case that the DfE guidance on the introduction of the Early Years Single Funding Formula allowed local authorities some discretion in relation to the option of having differentiated rates of funding or of paying supplements in certain circumstances. What is clear, however, is the discretion did rest with each local authority in consultation with its Schools Forum and early years providers. Many different approaches have been taken by other local authorities and it has been reported ('Early Education - the British Association for Early Childhood Education') that over 100 Nursery Schools have closed in the last ten years. Nonetheless, Moss Hall School is

correct in stating that, where nursery schools have remained open, many of the local authorities have retained a differential funding formula.

4.30 The guidance also allowed for transitional funding in cases where the funding formula would result in significant changes in funding levels for certain types of provider. The council adopted this approach over the last four years and has extended this with the transitional subsidy at the reducing level agreed by the Schools Forum for two years and the council resolution extends it beyond that.

4.31 The table below outlines the difference in funding per hour for 3 and 4 year olds receiving the free entitlement in the borough in 2014/15.

Barnet settings delivering the free entitlement to early education for 3 & 4 year olds in 2014/15	Number of settings	Average deprivation	Pupils (Part time equivalent)	Proportion of pupils at each type of setting	Average funding per hour
Nursery Schools	4	19%	462	8%	£7.56
Nursery Classes in Primary Schools (in maintained, academy & Free Schools)	56	29%	2,745	46%	£4.32
PVI Providers	123	19%	2,467	42%	£4.34
Children's Centres	6	31%	184	3%	£4.42
Childminders	55	20%	50	1%	£4.67
Total	244	22%	5,909	100%	£4.59

Notes

- I. Nursery school funding included the additional subsidy of £890,000
- II. Deprivation is based on IDACI (Income Deprivation Affecting Children Index) for each child's postcode. IDACI has a range of 0% - 100%, but is rarely seen higher than 60% in Barnet. The average in Barnet is about 24%.
- III. Although the basic rate per hour for all settings is £3.74, average funding per pupil varies as a result of the level of deprivation and the flexibility of provision to meet parental need.
- IV. Volumes are estimates for the 2014/15 financial year based on historical take-up and Summer 14 claims.
- V. The table above represents take-up and funding for the Free Entitlement to Early Education (FEEE) for 3 & 4 year olds. Settings may also provide childcare for under 3s funded either by the LA or parents/carers

- VI. FEEE is available for a maximum of 15 hours per week, 38 weeks per year (i.e. 570 hours per annum)
- VII. The number of part time equivalent (PTE) pupils is calculated as (total hours funded)/570. This is an average over the year. Actual headcount will differ because not all pupils take up the full entitlement. Take-up is lowest in the autumn and highest in the summer term.

4.32 The report to committee on the Nursery Review in October considered possible sources of funding from within the DSG for the Nursery Schools subsidy and concluded that the subsidy could only be funded from the DSG in the long-term through one of the following:

- Reducing the funding allocated to the other 240 early years providers in the borough (by 5% per provider if the subsidy were to be maintained at its 2014/15 level). This would have taken place over the course of four years, because government legislation stipulates that the hourly rate cannot be reduced by more than 1.5% per year. In order to achieve this, the amount paid per hour per child under the Early Years Single Funding Formula would need to be reduced (subject to public consultation).
- Drawing funding from the High Needs Block of the Dedicated Schools Grant and thus reducing expenditure on support for pupils with special educational needs.
- Reducing funding for central teams (e.g., admissions, troubled families, the virtual school for looked after children).

It was noted that any reduction in DSG funding for central services or use of non-DSG funding would simply increase the overall requirement for reductions in the council's centrally-funded children's services.

- 4.33 It is not proposed to fund the subsidy for nursery schools through cuts in special educational needs budgets. The options are therefore to fund the subsidy from the Early Years block by changing the Early Years Single Funding Formula or to fund the subsidy by reducing other budgets within the Children's Service.
- 4.34 The committee is asked to consider the request from Moss Hall Nursery School for a change to the Early Years Single Funding Formula, noting that, if it is not agreed, following consultation, to make such a change, then the resolution of the council in October 2014 means that consideration will need to be given to making central savings in the Children's Services budget and a report will be brought back to a future meeting of the Committee to present alternative savings options.
- 4.35 In order to determine the issue raised by Moss Hall Nursery School, the Committee is therefore recommended to review the current Early Years Single Funding Formula and to consult with schools and other early years providers on whether the formula should remain as it is now or if it should be amended with effect from 2016/17. Three options are set out below and it is recommended that the committee decides:
- a) whether to express a preference for one option over the others at this stage or to await the outcome of consultation
 - b) which options to consult on – one, two or all three.
- 4.36 The committee is asked to consider the following options:

Option one – no change to the EYSFF

Funding levels per pupil hour would remain as now. There would be no additional funding for nursery schools through the formula. All providers would receive the same average amount per hour.

Option two – amend the EYSFF by reducing the funding per hour for all providers other than nursery schools by 1.5% - from £3.74 to £3.68, in order to generate additional funding for nursery schools, so that their combined funding levels from the formula and subsidy remain at a similar level to that planned for 2016/17 (based on a subsidy at 25% of the 2014/15 level).

Option three – amend the EYSFF by reducing the funding per hour for all providers by 3% - from £3.74 to £3.63, in order to generate additional funding for nursery schools, so that their combined funding levels from the formula and subsidy remain at a similar level to that paid in 2015/16 (based on a subsidy at 50% of the 2014/15 level). Only a 1.5% reduction in the hourly rate could be made in one year, so if the balance were to be found in the first year, reductions would also be required in the flexibility or deprivation elements of

the formula, meaning nursery providers offering flexibility and/or in deprived areas would suffer disproportionately.

Notes:

1. Option 2 would mean a reduction in funding for primary schools (including and academies) with nursery classes of between £800 and £2,500 per year, depending on the size of the nursery. A PVI provider offering a nursery class of, say, 20 children, both mornings and afternoons, would lose around £1,200 a year.
2. Option 2 would cost an additional £25,000 in total. If that cannot be found within the overall DSG budget (depending on the amount allocated to the council for 2016/17) it may be necessary subsequently to make a further small adjustment to reduce the flexibility or deprivation elements of the formula.
3. Option 3 would mean a reduction in funding for primary schools with nursery classes of between £1,600 and £5,000 per year, depending on the size of the nursery. A PVI provider offering a nursery class of, say, 20 children, both mornings and afternoons, would lose around £2,400 a year.
4. The nursery school subsidy levels arising from options 2 and 3 would be as follows:

Nursery School subsidy levels

	St Margaret's	Moss Hall	Brookhill	Hampden Way	Total
Current plan for 16/17	56,468	56,860	55,483	52,475	221,285
Option 2	67,981	65,276	50,214	36,529	220,000
Option 3	135,963	130,551	100,428	73,058	440,000

Annex 1 – Section 251 budget 2015/16

S251 Budget 2015 -16

LA Table: Local Authority Information

LA Name

Description

Gross

1 SCHOOLS BUDGET

1.0.1 Individual Schools Budget (before Academy recoupment) 264,376,737.62

DEDELEGATED ITEMS

1.1.1 Contingencies	194,850.00
1.1.2 Behaviour support services	77,612.80
1.1.3 Support to UPEG and bilingual learners	85,563.71
1.1.4 Free school meals eligibility	0.00
1.1.5 Insurance	0.00
1.1.6 Museum and Library services	0.00
1.1.7 Licences/subscriptions	0.00
1.1.8 Staff costs – supply cover excluding cover for facility time	0.00
1.1.9 Staff costs – supply cover for facility time	47,512.48

HIGH NEEDS BUDGET

1.2.1 Top-up funding – maintained schools	16,142,716.33
1.2.2 Top-up funding – academies, free schools and colleges	6,854,903.38
1.2.3 Top-up and other funding – non-maintained and independent providers	9,835,971.25
1.2.4 Additional high needs targeted funding for mainstream schools and academies	0.00
1.2.5 SEN support services	3,198,187.71
1.2.6 Hospital education services	530,006.00
1.2.7 Other alternative provision services	0.00
1.2.8 Support for inclusion	0.00
1.2.9 Special schools and PRUs in financial difficulty	0.00
1.2.10 PFI/ BSF costs at special schools and AP/ PRUs	0.00
1.2.11 Direct payments (SEN and disability)	200,000.00
1.2.12 Carbon reduction commitment allowances (PRUs)	0.00

EARLY YEARS BUDGET

1.3.1 Central expenditure on children under 5 979,072.00

CENTRAL PROVISION WITHIN SCHOOLS BUDGET

1.4.1 Contribution to combined budgets	777,892.00
1.4.2 School admissions	361,200.00
1.4.3 Servicing of schools forums	34,680.00
1.4.4 Termination of employment costs	0.00
1.4.5 Falling Rolls Fund	0.00
1.4.6 Capital expenditure from revenue (CERA)	0.00
1.4.7 Prudential borrowing costs	0.00
1.4.8 Fees to independent schools without SEN	0.00
1.4.9 Equal pay - back pay	0.00
1.4.10 Pupil growth/ Infant class sizes	1,041,250.00
1.4.11 SEN transport	400,000.00
1.4.12 Exceptions agreed by Secretary of State	0.00
1.4.13 Other Items	106,500.00
1.5.1 Other Specific Grants	0.00
1.6.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)	305,244,655.29

Annex 2 – Barnet School Funding Formula -

LA Name:	Barnet		
LA Number:	302		
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	No	
	Description	Amount per pupil	
	Primary (Years R-6)	£3,315.75	
	Key Stage 3 (Years 7-9)	£4,762.86	
	Key Stage 4 (Years 10-11)	£4,762.86	
	Description	Primary amount per pupil	Secondary amount per pupil
2) Deprivation	FSM6 % Primary	£1,383.56	
	FSM6 % Secondary		£1,375.32
	IDACI Band 1	£0.00	£0.00
	IDACI Band 2	£0.00	£0.00
	IDACI Band 3	£0.00	£0.00
	IDACI Band 4	£215.00	£247.00
	IDACI Band 5	£717.00	£819.00
	IDACI Band 6	£4,205.00	£2,917.00
3) Looked After Children (LAC) – not used in Barnet	LAC X March 12	£0.00	
4) English as an Additional Language (EAL)	EAL 2 Primary	£530.00	
	EAL 2 Secondary		£1,378.00
5) Mobility	Pupils starting school outside of normal entry dates	£422.90	£618.53
	Description	Weighting	Amount per pupil
6) Prior attainment. Not used in Barnet formula	N/A	100.00%	
	N/A		
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£0.00
Factor			Lump Sum per School (£)
7) Lump Sum			£122,000.00
8) Sparsity factor (not applicable to Barnet)			£0.00
9) Fringe Payments (not applicable to Barnet)			£0.00
10) Split sites - £29,958 (primary) or £99,412 (secondary). Also, sliding scale for secondary schools for Staff Travel depending on the distance between sites.			
11) Business Rates			As invoiced

Annex 3 – Early Years funding formula

1. EYSFF (three and four year olds) Base Rate(s) per hour, per provider type		Description		Unit Value (£)		
				PVI	Nursery School	Primary Nursery Class
1		Base rate	£3.74	£3.74	£3.74	
2. Supplements (please provide in written format a short explanation of your supplement payments)	Deprivation (Mandatory)	Description		PVI	Nursery School	Primary Nursery Class
		1	Deprivation	£400.00	£400.00	£400.00
	Quality (if applicable)	Description		PVI	Nursery School	Primary Nursery Class
		1	N/A	£0.00	£0.00	£0.00
	Flexibility (if applicable)	Description		PVI	Nursery School	Primary Nursery Class
1		Flexibility level 1 or 2 Level 1 = £95/ Level 2 = 2* £95	£95.00	£95.00	£95.00	
Sustainability (if applicable)	Description		PVI	Nursery School	Primary Nursery Class	
	1	Transitional funding for Nursery schools	£0.00	£1.00	£0.00	
3. Other formula factors and lump sums (if applicable)		Description		PVI	Nursery School	Primary Nursery Class
		1	Basic Entitlement per child, capped at £3,000 per setting per annum	£100.00	£100.00	£100.00
		1	Insurance (new delegation)	£0.00	£1.00	£0.00
4. Additional funded free hours eg full time places (if applicable)		Description		PVI	Nursery School	Primary Nursery Class
		1	N/A	£0.00	£0.00	£0.00
TOTAL FUNDING FOR EARLY YEARS SINGLE FUNDING FORMULA (3s AND 4s) :						
5. Two year old Base Rate(s) per hour, per provider type		Description		PVI	Nursery School	Primary Nursery Class
		1	Base rate	£6.00	£6.00	£6.00
6. Two year old supplements (please provide a short explanation of your supplement payments)	Quality (if applicable)	Description		PVI	Nursery School	Primary Nursery Class
		1	N/A	£0.00	£0.00	£0.00
	Other supplements (if applicable)	Description		PVI	Nursery School	Primary Nursery Class
		1	N/A	£0.00	£0.00	£0.00

Links

Barnet Schools Funding and Finance website containing guidance and school funding allocations
www.barnet.gov.uk/school-funding

School and Early Years Finance Regulations

<https://www.gov.uk/government/consultations/school-and-early-years-finance-england-regulations-2014>

Information about the Dedicated Schools Grant for 2015-16

<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016>

School funding for 2015-16

<https://www.gov.uk/government/publications/fairer-schools-funding-arrangements-for-2015-to-2016>

High Needs funding for pupils 5 and over

<https://www.gov.uk/government/publications/high-needs-funding-2014-to-2015-academic-year>

High needs provision for students aged 16-25

<https://www.gov.uk/16-to-25-young-people-with-high-needs-funding-principles-for-2015-to-2016>

Guidance on Section 251 returns

<https://www.gov.uk/section-251-2015-to-2016>

Guidance on the Schools Forum

<https://www.gov.uk/schools-forum-a-guide-for-schools-and-academies>

Barnet Schools Forum

<https://www.barnet.gov.uk/wwc-home/information-for-schools/school-funding-and-finance/schools-forum.html>

Barnet guidance for early years providers

<https://www.barnet.gov.uk/wwc-home/early-years-practitioners/free-entitlement-to-early-education.html>

Early Education and Childcare for Under 5s

<https://www.gov.uk/government/publications/early-education-and-childcare--2>

Early Education for Two Year Olds

<https://www.gov.uk/2-year-old-early-education-entitlement-local-authority-guide>

Pupil Premium

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Early Years Pupil Premium

<https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-pupil-premium>

	<p>AGENDA ITEM 9</p> <p>Children, Education, Libraries and Safeguarding Committee</p> <p>10th June 2015</p>
<p>Title</p>	<p>Free Early Educational Entitlement for two year olds – procurement of capital works</p>
<p>Report of</p>	<p>Commissioning Director, Children and Young People and Director of Children’s Services</p> <p>Assistant Director, Early Intervention and Prevention, Family Services</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Enclosures</p>	<p>None</p>
<p>Officer Contact Details</p>	<p>Chris Munday, Commissioning Director, Children and Young People and Director of Children’s Services Chris.munday@barnet.gov.uk 0208 359 7099</p> <p>Duncan Tessier, Assistant Director, Early Intervention and Prevention, Family Services Duncan.tessier@barnet.gov.uk Tel: 020 8359 4504</p>

<p>Summary</p>
<p>This report provides an update to the report considered by the Children, Education, Libraries and Safeguarding Committee on the 20th April 2015 in relation to the development of the free early educational offer for disadvantaged two year olds in the Borough.</p>
<p>The report also seeks permission to enable procurement for capital works that will allow schools and other providers to deliver free educational entitlement for two year olds.</p>

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee authorise the procurement of capital works to enable the delivery of places for two year olds to receive free early years education. The procurement process will be conducted in line with the Council Constitution's Contract Procedure Rules.**

1. WHY THIS REPORT IS NEEDED

1.1 The requirement to provide free early years education for two year olds

1.1.1 As set out in the Children, Education, Libraries and Safeguarding Committee report on 20 April 2015, since 1 September 2013 local authorities have been required to fund free early years education for disadvantaged two year olds (FEE2). The offer, funded by central government grant, is to provide 15 hours of quality childcare provision per week for the 40 percent most deprived two year olds in each local authority area. The intention is to improve disadvantaged children's social and cognitive outcomes so that by the age of 5 they are as ready as their more advantaged peers to start and fully benefit from school.

1.1.2 Barnet's strategy to increase two year old places addresses two key issues:

- a) How to increase the demand amongst parents to take up places as many parents choose not to: and
- b) How to increase the supply of two year old places across the Borough.

1.1.3 As also set out in the Children, Education, Libraries and Safeguarding Committee report on 20 April 2015, around 40% of Barnet families eligible to take up the offer have done so. The average take up across London of the 2 year old offer was 50% (Autumn 2014) compared to 62% nationally. However, Barnet's statistical neighbours have managed to secure 57%.

1.2 An area for further activity identified in the report on the 20 April 2015 related specifically to encouraging Barnet schools and other settings to develop more provision for two year olds. To progress this, a range of activity has been undertaken including:

- Identifying the equipment and capital works required in schools, Children Centres and other settings in the private, voluntary and independent sector to create new/more places
- Working closely with the Education and Skills delivery unit and head teachers to shortlist suitable schools in the target wards
- Visiting schools to put forward the case and encourage schools to create places for free education entitlement for two year olds. Taking into consideration our insight data and the information provided by the Education and Skills delivery unit, 37 schools were targeted in May to early June. The schools fall into the following Wards: Hendon, West Hendon, Burnt Oak, Underhill, Hale, Colindale, Mill Hill, Edgware,

Brunswick Park, West Finchley, Garden Suburb, Child's Hill, Totteridge, Golders Green, Woodhouse, Coppetts and East Barnet

Next steps

- During June/early July, feasibility studies will be undertaken at those schools and other settings that have expressed an interest to identify a programme of capital works. The feasibility studies will inform a business case for investment that will be considered by an officer board. This report seeks authority for the procurement of capital works to deliver the programme of investment.

2. REASONS FOR RECOMMENDATIONS

- 2.1 The main purpose of this report is to seek the authority of the Children, Education, Libraries and Safeguarding Committee to procure capital works to enable the delivery of places for two year olds.
- 2.2 This authority will enable the project to keep momentum and the good will of providers in a timely manner. The aim is that the capital investment can proceed to enable deliver of free education places for two years olds in September 2015 and January 2016.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Not investing in capital works will significantly impede the ability to deliver the required number of two year old places. This was rejected due to the benefits for vulnerable two year olds that arise from the offer of free early education.

4. POST DECISION IMPLEMENTATION

- 4.1 The feasibility studies, business case development and the delivery of the programme of capital works will proceed. As the capital programme is developed, the programme will be reported to the Performance and Contract Monitoring Committee.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 This programme supports the delivery of the council's Corporate Plan to ensure that 'Barnet's children and young people will receive a great start in life'. The programme will improve school readiness and life chances for the most disadvantaged children as well as a reduction in child poverty. The two year old offer is a key strand of the council's early intervention and prevention approach, through supporting the early identification of emerging needs and appropriate interventions, to change the trajectory of a young child's journey and improve their outcomes.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 The capital budget consists of a capital grant of 785K allocated by central Government to Barnet in 2013/14 for the two year old offer. The council has identified £3 million borrowing to increase early years provision as part of the medium term financial strategy.

5.3 Legal and Constitutional References

5.3.1 Each Local Authority has a statutory duty to ensure there are sufficient places for 2, 3 and 4 year olds under Section 11 of the Childcare Act 2006.

5.3.2 Section 6 An English local authority must secure, so far as is reasonably practicable, that the provision of childcare (whether or not by them) is sufficient to meet the requirements of parents in their area who require childcare in order to enable them—

(a) to take up, or remain in, work, or

(b) to undertake education or training which could reasonably be expected to assist them to obtain work

5.3.3 Section 7 An English local authority must secure that early years provision of such description as may be prescribed is available free of charge, in accordance with any regulations under this subsection, for each young child in their area who—

(a) is under compulsory school age, and

(b) is of such description as may be prescribed.

5.3.4 From 1 September 2013, all local authorities have a statutory duty to provide sufficient early education places for 20% of the most deprived two year olds with 15 hours of quality childcare provision per week. The eligibility criteria to access the offer are:

- Children from families in receipt of qualifying benefits for the Free
- School Meals (FSM) criteria or Children who are looked after by the local authority

5.3.5. From 1 September 2014 a second phase of expansion took place and statutory duty was extend to 40% of the most deprived two year olds. In addition to the above qualifying criteria additional groups of children have an entitlement:

- Children whose families receive Working Tax credits (income less than £16,190 per year)
- Children with a current statement of special educational needs (SEN) or an education, health and care plan
- Children who receive Disability Living Allowance;
- Children who have left care through special guardianship or through an adoption of residence order.

The London Borough of Barnet has adopted these criteria to identify and fund two year olds.

5.3.6 The Constitution, Responsibility for Functions – Annex A, states that the Children, Education, Libraries and Safeguarding Committee has responsibility for the following:

- Providing effective support for young people in care and enhancing the Council's corporate parenting role.
- To ensure that the Council's safeguarding responsibilities are taken into account.

5.3.7. The Contract Procedure Rules – as outlined in the Council's Constitution – states that in order to commence a procurement of value greater than £172,514 the relevant Thematic Committee must give authorisation.

5.4 Risk Management

5.4.1 The recommendation outlined in the report will support an increase in free educational places for two year olds in Barnet. Without approval it is likely to impact the timeframes in which new places can be created. This is partially due to the limited window in which works at schools and other settings can take place – usually over holiday periods.

5.5 Equalities and Diversity

5.5.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services. The protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

5.5.2. Detailed profiling has been undertaken in order to identify eligible children in Barnet, this includes a wide range of characteristics. Data shows that parents from a Black And Minority Ethnic, Muslim and older background are less likely to take up Free Educational Entitlement for two years olds. The project should increase provision and therefore have a positive effect on the protected characteristics religion, age and ethnicity.


5.6 Consultation and Engagement

5.6.1 As part of Barnet's implement of Free Early Educational Entitlement for two year olds, there has been a wide range of consultation and engagement, particularly with schools and Children Centre's.

6. BACKGROUND PAPERS

Children, Education, Libraries and Safeguarding Committee on the 20th April 2015

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	AGENDA ITEM 10
	<p>Children, Education, Libraries and Safeguarding Committee</p> <p>10th June 2015</p>
Title	Children, Education, Libraries and Safeguarding Committee Work Programme
Report of	Chris Munday – Commissioning Director, Children and Young People
Wards	All
Status	Public
Enclosures	Appendix A - Committee Work Programme - June 2015- May 2016
Officer Contact Details	Edward Gilbert, Governance Officer Email: edward.gilbert@barnet.gov.uk Tel: 020 8359 3469

Summary

The Committee is requested to consider and comment on the items included in the 2015/16 work programme

Recommendations

1. That the Committee consider and comment on the items included in the 2015/16 work programme

1. WHY THIS REPORT IS NEEDED

- 1.1 The Children, Education, Libraries and Safeguarding Committee Work Programme 2015/16 indicates forthcoming items of business.
- 1.2 The work programme of this Committee is intended to be a responsive tool, which will be updated on a rolling basis following each meeting, for the inclusion of areas which may arise through the course of the year.
- 1.3 The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

2. REASONS FOR RECOMMENDATIONS

- 2.1 There are no specific recommendations in the report. The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 N/A

4. POST DECISION IMPLEMENTATION

- 4.1 Any alterations made by the Committee to its Work Programme will be published on the Council's website.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 The Committee Work Programme is in accordance with the Council's strategic objectives and priorities as stated in the Corporate Plan 2013-16.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 None in the context of this report.

5.3 Legal and Constitutional References

- 5.3.1 The Terms of Reference of the Children, Education, Libraries and Safeguarding Committee is included in the Constitution, Responsibility for Functions, Annex A.

5.4 Risk Management

5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 None in the context of this report.

5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 None.

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**London Borough of Barnet
Children, Education, Libraries &
Safeguarding Committee -
Committee Work Programme
June 2015 - May 2016**

Contact: Edward Gilbert 020 8359 3469 edward.gilbert@barnet.gov.uk

Subject	Decision requested	Report Of	Contributing Officer(s)
Items to be allocated			
Noam Conversion to Voluntary Aided Sector	To approve the granting of voluntary aided status to Noam Primary School.	Commissioning Director Children and Young People	Education and Skills Director
10th June 2015			
Annual Report on school and early years budget issues	The report sets out a range of matters for the Children, Education, Libraries and Safeguarding Committee to consider in relation to proposed funding arrangements for 2016/17	Commissioning Director Children and Young People and Director of Children's Services	Education and Skill Director
Educational outcomes in Barnet schools: Annual report to parents and future reporting arrangements	Annual report to parents that sets out the educational outcomes of pupils attending Barnet schools for the academic year 2013/2014	Commissioning Director Children and Young People and Director of Children's Services	Education and Skill Director

Subject	Decision requested	Report Of	Contributing Officer(s)
Free Early Educational Entitlement for two year olds - procurement of capital works	<p>This report provides an update to the report considered by the Children, Education, Libraries and Safeguarding Committee on the 20th April 2015 in relation to the development of the free early educational offer for disadvantaged two year olds in the Borough.</p> <p>The report also seeks permission to enable procurement for capital works that will allow schools and other providers to deliver free educational entitlement for two year olds.</p>	Commissioning Director, Children and Young People and Director of Children's Services	Assistant Director, Early Intervention and Prevention, Family Services
16th July 2015			
Annual report of Barnet Safeguarding Children's Board	To receive and annual report on progress in delivering the priorities of the Barnet Safeguarding Children's Board	Chair of the Barnet Safeguarding Children's Board	Commissioning Director Children and Young People Family Services Director
Future provision for children and young people with Special Educational Needs and Disabilities	To receive a report on the initial consultation on a school regarding the future provision for children and young people with Special Educational Needs and Disabilities	Commissioning Director Children and Young People	Education and Skills Director
21st September 2015			

Subject	Decision requested	Report Of	Contributing Officer(s)
Library review	To approve the future shape of library provision in Barnet	Commissioning Director Children and Young People	Family Services Director
Annual performance report	To receive an annual performance report on progress in delivering the commissioning priorities of the Committee	Commissioning Director Children and Young People	Family Services Director Education and Skills Director
18th November 2015			
Early years alternative delivery model	To consider options for the future delivery of early years services in Barnet.	Commissioning Director Children and Young People	Family Services Director
Education and Skills Alternative Delivery Model	Selection of partner for the creation of a joint venture to deliver education services in Barnet	Commissioning Director Children and Young People	Education and Skills Director
Child and Adolescent Mental Health Services	To approve a revised commission for CAMHS services.	Commissioning Director Children and Young People	Head of Children's Joint Commissioning Unit (LBB and CCG)
6th January 2016			
3rd March 2016			
18th May 2016			