



Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Date: Tuesday 5 December 2017
Time: 10.30 am
Venue: Mezzanine Room 1, County Hall, Aylesbury

AGENDA

9.30 am Pre-meeting Discussion

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

10.30 am Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE	10:30	
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES To agree the minutes of the meeting held on 17 th October 2017.		5 - 10
4 PUBLIC QUESTIONS	10:35	11 - 12



The Committee have received one public question which is included in the reports pack.

Public Questions is an opportunity for people who live, work or study in the county to put a question to a Scrutiny Committee about any issue that has an impact on their local community or the county as a whole.

Members of the public, who have given prior notice, will be invited to put their question in person.

The Cabinet Member and responsible officers will then be invited to respond.

Further information and details on how to register can be found through the following link and by then clicking on 'Public Questions'.

<http://democracy.buckscc.gov.uk/mgCommitteeDetails.aspx?ID=788>

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| 5 | CHAIRMAN'S REPORT
For the chairman of the Committee to provide an update on recent scrutiny related activity. | 10:45 | |
| 6 | COMMITTEE MEMBER UPDATES
For members of the Committee to provide an update on any issue they are investigating on behalf of the Committee. | | |
| 7 | CABINET MEMBER QUESTION TIME
For Committee Members to ask Mr Mike Appleyard, Cabinet Member for Education and Skills, questions on current key issues for the portfolio. | 10:55 | |
| 8 | BUCKINGHAMSHIRE SAFEGUARDING CHILDREN BOARD
For the Committee to consider the effectiveness of partnership working in keeping children safe in Buckinghamshire and the Board's performance in improving outcomes for Children and Young People. | 11:10 | 13 - 36 |
| | Contributors: | | |
| | <ul style="list-style-type: none">• Ms F Gosling-Thomas, Chairman of the Buckinghamshire Safeguarding Children Board.• Mrs J Davies, Head of Quality Standards and Performance. | | |
| 9 | NEW FUNDING FORMULA FOR SCHOOLS AND HIGH NEEDS
For the Committee to look at the implications of the new funding formula on Buckinghamshire's schools. | 11:35 | 37 - 78 |

Contributors:

- Mr M Appleyard, Cabinet Member for Education and Skills
- Miss S Callaghan, Service Director-Education
- Mr J Huskinson, Finance Director

- 10 PREVENTING BULLYING IN SCHOOLS** **12:00** **79 - 96**
For the Committee to look at work being undertaken to prevent bullying in schools in Buckinghamshire.

Contributors:

- Mr M Appleyard, Cabinet Member for Education and Skills
- Miss S Callaghan, Service Director-Education
- Ms Y Thomas, Head of Equalities

- 11 PERMANENT EXCLUSIONS INQUIRY - DRAFT SCOPE** **12:20** **To Follow**
For the Committee to discuss and agree the draft scoping document for the inquiry into permanent exclusions from school.

- 12 COMMITTEE WORK PROGRAMME** **12:30** **97 - 100**
To note the current work programme and contribute ideas for potential items to be looked at in future meetings.

- 13 DATE OF NEXT MEETING**
To note the next meeting of the Children's Social Care and Learning Select Committee on 6th February 2018, 10.30am, Mezzanine Room 1, New County Offices, Aylesbury.

Purpose of the committee

The role of the Children's Social Care and Learning Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Social Care and Learning Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Social Care and Learning Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:

- Nurseries and early years education
- Schools and further education
- The Bucks Learning Trust
- Quality standards and performance in education
- Special Educational Needs (SEN)
- Learning and skills
- Adult learning
- Children and family services
- Early intervention
- Child protection, safeguarding and prevention

- Children in care (looked after children)
- Children's psychology
- Children's partnerships
- Youth provision
- The Youth Offending Service

** In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.*

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If you would like to attend a meeting, but need extra help to do so, for example because of a disability, please contact us as early as possible, so that we can try to put the right support in place.

For further information please contact: Kevin Wright on 01296 387832, email: kwright@buckscc.gov.uk

Members

Mr A Collingwood	Mrs L Sullivan
Mrs I Darby	Vacancy
Mr D Dhillon (C)	Ms J Ward (VC)
Mr M Hussain	Mr G Williams
Mrs W Mallen	Ms K Wood
Mr B Roberts	

Co-opted Members

Mrs M Aston
Mr D Babb, Church of England Representative
Mr K Hamblin, Maintained Primary School Parent Governor Representative
Mr M Moore, Roman Catholic Church





Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Minutes

CHILDREN'S SOCIAL CARE AND LEARNING SELECT COMMITTEE

Minutes from the meeting held on Tuesday 17 October 2017, in Mezzanine Room 1, County Hall, Aylesbury, commencing at 10.34 am and concluding at 12.43 pm.

This meeting was webcast. To review the detailed discussions that took place, please see the webcast which can be found at <http://www.buckscc.public-i.tv/>
The webcasts are retained on this website for 6 months. Recordings of any previous meetings beyond this can be requested (contact: democracy@buckscc.gov.uk)

MEMBERS PRESENT

Mrs I Darby, Mr M Hussain, Mrs W Mallen, Mrs L Sullivan, Ms J Ward (Vice-Chairman) and Mr G Williams

CO-OPTED MEMBERS PRESENT

Mrs M Aston and Mr M Moore

GUESTS PRESENT

Mr W Whyte

OFFICERS PRESENT

Miss S Callaghan, Ms J Davies, Ms G Rhodes White, Ms J Shakespeare and Mr C Tribe

1 APOLOGIES FOR ABSENCE

Apologies were received from Mr A Collingwood, Mr D Babb, Mr D Dhillon, Mr K Hamblin, Mr B Roberts and Ms K Wood.

2 DECLARATIONS OF INTEREST

The following declarations of interest were noted:



Mrs M Aston - Director of Carers Bucks
Mr G Williams – On the board of fundraising for Challoner’s School.

Mr Williams also declared he was no longer the Chairman of the Bucks Learning Trust Commissioning Committee.

3 MINUTES

The minutes of the meeting held on 5th September 2017 were confirmed as an accurate record and signed by the Chairman.

4 PUBLIC QUESTIONS

The Vice-Chairman welcomed Ms M Jackson to the meeting and invited her to present her question to the Committee. The Vice-Chairman then welcomed Mr Warren Whyte, the Cabinet Member for Children’s Services to the meeting and invited him to respond.

Mr Whyte confirmed that young carers had now been taken out of the Early Help Review and that any future changes to young carer services would be consulted upon at the time.

RESOLVED: The Committee AGREED that they were satisfied with the response that had been given to the question

5 CHAIRMAN'S REPORT

In the absence of the Chairman, this item was deferred until the next meeting.

6 COMMITTEE MEMBER UPDATES

Mrs Darby updated the Committee on her visit to a social work team. Mrs Darby acknowledged the excellent work of the team and sought assurance from Mr Whyte that there was sufficient emotional support available to front line staff dealing with difficult cases.

Mr Gareth Williams updated the Committee on his visit to a social work team in Aylesbury, a visit to a children’s residential home and the Seniors We Do Care Council Focus Group.

Mr Williams re-iterated Mrs Darby’s request to Mr Whyte for good emotional support for staff and also stressed to the Cabinet Member the importance of the role of care home managers in the good running of care homes, particularly in view of the Council’s decision to build additional homes in Buckinghamshire.

Mr Williams had also arranged a meeting with the virtual school and with a Headteacher to discuss the low numbers of Looked After Children in grammar schools.

7 CABINET MEMBER QUESTION TIME

Mr Whyte updated the Committee on progress on care home provision in the County.

Ms Gladys Rhodes White, Interim Improvement Consultant (representing the Executive Director of Children's Services), was also welcomed to the meeting.

Responding to Members' earlier questions, Mr Whyte and Ms Rhodes White explained the arrangements in place to support social workers and the improvements that had been made over recent months.

8 EARLY HELP

This item was presented by Mr Whyte and Ms Rhodes White. The Vice-Chairman also welcomed Mrs Joy Shakespeare, Head of Early Help.

The Vice-Chairman asked the Cabinet Member to take account of a petition that the Council had received against the closure of Children's Centres as part of the consultation and proposals for Cabinet.

Mr Whyte confirmed that the petition would be taken into account. He then summarised the Early Help Review proposals.

Members of the Committee asked questions and sought assurance about:

- Venues for early help services and the geographic approach to the location of hubs.
- How learning would be taken into account from other Local Authorities.
- Timescales for roll-out and success criteria for the new model.
- How current successful services would be maintained.
- The reach and quality of information and questions in the consultation.
- Consultation with service providers.
- Funding of the new service and contracting arrangements.
- The public's perception of Children's Centres currently against how they are actually being used.
- Savings versus achieving outcomes for children and young people.

The following points were made in response to the Committee's questioning:

- It would be important to deliver services across a wide range of venues that families felt comfortable attending.
- The Service had spoken directly to 20 other local authorities to understand their experiences and learning from the Families First programme had also been used to inform proposals.
- Six key success criteria were being developed into key performance indicators.

- The Service was keen for residents to be able to see the impact on their children's centres as soon as possible, with the new model being implemented from April 2018.
- Focus groups had been held to engage families who might not respond to an online consultation, as well as seeking professional responses from those dealing with hard to reach groups.
- Assumptions made in the model about location of the hubs would be carefully judged against feedback from the consultation.
- Funding would be £7m per year with some services currently outsourced being brought back in house.
- The Service had to look carefully at outcomes being achieved by the current children's centre provision.
- Outcomes for children and young people were paramount and if savings could be made through better provision, residents would expect that too.

RESOLVED: That a report on the performance of the new Early Help Service be brought to the Committee at an appropriate time after implementation.

Action: Committee and Governance Advisor

9 THE EDUCATIONAL PSYCHOLOGY SERVICE ACTION PLAN

The Vice-Chairman welcomed Miss Sarah Callaghan, Service Director – Education and Mr Craig Tribe, Principal Educational Psychologist to the meeting.

Miss Callaghan and Mr Tribe summarised the key issues facing the Educational Psychology Service and the actions in place to address these issues.

Members of the Committee asked questions about:

- The urgency of recruiting and retaining Educational Psychologists.
- The length of time it was taking to improve performance.
- Monitoring of the action plan and how improvement was being driven.
- The details of the pilot schemes being set up.
- The impact on children and young people currently with no plan or intervention.
- Budgeting for the service.
- How confident the Service was that it could improve.

In response the following points were made:

- There was currently a recruitment programme underway, as well as refocussing the service towards early help and prevention to reduce reliance on statutory interventions later.
- It was important to be child focused and for children and young people to get the right support earlier rather than an isolated focus on the 20 week process of producing a plan.

- Responding to the national Special Educational Needs and Disabilities (SEND) reforms had put pressure on the service to reform. It was hoped these current pressures would reduce by April 2018 as the new processes became embedded.
- Other local authorities had fewer SEND plans to convert to Education and Health Care Plans (EHCP) and so had not experienced the same pressures as Buckinghamshire.
- The focus of the Educational Psychology Service was moving to early help and prevention and the service should start to see some easing of pressure from April 2018 once the conversion to EHCPs had been completed.
- The Service was investing money now to allow savings to be made later which would require some re-configuring of the Educational Psychology and SEND services.

RESOLVED: That a brief report on progress against the action plan be brought to the December meeting.

Action: Committee and Governance Advisor and Miss Callaghan

10 PERFORMANCE REPORT - Q1 2017-18

Mr Whyte and Ms Rhodes White presented the item.

Mr Whyte summarised performance against the key performance indicators.

Members asked for a breakdown of the percentage of cases that were placed out of county because it was in a child's best interest compared to the percentage of those cases that were placed out of county because there was no option to place locally.

Action: Ms Rhodes White

Members also asked questions on the following:

- The reasons for high levels of repeat referrals.
- The lack of data on improving educational standards for disadvantaged children.
- Caseload numbers and resourcing issues impacting on some areas of performance.

The following points were made in response:

- The Multi Agency Safeguarding Hub (MASH) referral process was working well.
- Research and case audits had shown domestic abuse to be a key factor in children being re-referred into the service.
- A refresh of the domestic abuse strategy was being undertaken as well as a strategic group being set up to look at how best to work with families dealing with domestic abuse.
- Work was being undertaken with partners to help understand the referral thresholds and work with families that might be close to, but not quite reaching, the threshold for child protection intervention.
- The new Education and Skills Strategy, currently out for consultation, would focus on improving the persistent underperformance of particular vulnerable groups.

- The Service was pro-active in monitoring caseloads on a weekly basis with average caseloads more manageable now that they had been historically. Caseloads compared well to national figures.
- Caseloads had reduced significantly in the looked after children service.
- Caseload and staffing levels were still a challenge in the child protection and court service because of peaks and troughs in demand but the service was getting better at trying to anticipate these.

11 INDEPENDENT REVIEWING OFFICER

The Vice-Chairman welcomed Mrs Julie Davies, Head of Children's Quality Standards and Performance to the meeting. The item was also presented by Mr Whyte.

In the discussion the following points were made:

- There was now a stable workforce in place in the Independent Reviewing Officer (IRO) Service which meant that children and young people had fewer changes in IRO and could develop relationships with one person.
- All children looked after had access to an IRO.

12 COMMITTEE WORK PROGRAMME

The Committee noted the work programme and made suggestions for inclusion and amendment.

Action: Committee and Governance Advisor

13 DATE OF NEXT MEETING

The next meeting of the Children's Social Care and Learning Select Committee to take place on 5th December 2017 at 10.30am in Mezzanine Room 1, New County Offices, Aylesbury.

There will be a private pre-meeting for Members from 9.30am

CHAIRMAN

The future of school run Children's Centres.

I have been on the governing body of Bowerdean Nursery School, High Wycombe since 2000 and in the role of chair since 2006. In July 2013, as an Outstanding Nursery, we were approached by Bucks County Council about opening a new nursery site and taking on the running of a children's centre. Following substantial refurbishment by the county council costing nearly £1 million, in April 2015, Mapledean Nursery School and Mapledean Children's Centre were born.

The previous children's centre had been under-performing. With a new and experienced co-ordinator, this has completely changed. We now have a team of four whose knowledge, experience and commitment has transformed the centre and the services it offers to the community. They work out in the community delivering targeted 1:1 support and yet are able to keep the centre open every day running vital group activities. We already facilitate numerous other services, such as Health, Speech and Language, midwives, Family Resilience, Freedom Programme, working from our premises, sharing information about families and making sure that help is delivered in a timely and appropriate manner. We have excellent facilities: good parking and accessibility, a training room, interview rooms, flexible spaces, kitchen, wifi etc. Our work has been focussed on the under-fives and their families, because that was the original brief, not because we choose to limit our contribution to the community. We are well on the way to delivering many of the features listed in the Early Help review document. We already operate on joined up thinking. We have the capacity to grow into an Early Help base.

However, my question to the committee isn't just about Mapledean Children's Centre but it serves as an example which is applicable to other centres.

We have to face the fact that you may choose to close the centre. Whilst I clearly think that this would be a huge loss to the community and a mistake in the long run, I should point out just how physically integrated the nursery and children's centre are.

We share the building. We each have an entrance, but internally there is a connecting door. The boiler for the whole building is situated in the children's centre. Security, communications, heating, electricity and maintenance are shared. Closure of one part will have a financial impact on the other part.

So my question is this:

What plans are there for protecting us, and others like us, who are schools that manage Children's Centres?

Karen Bates

Mapledean Children's Centre, Chair of Governors.



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Buckinghamshire Safeguarding Children Board
Committee date:	Tuesday 5 December 2017
Author:	Tolis Vouyioukas, Executive Director
Contact officer:	Julie Davies, juliedavies@buckscc.gov.uk
Cabinet Member sign-off:	Warren Whyte

Purpose of Agenda Item

The purpose of this report is to provide Select Committee with an up to date position with regards to the performance and progress of Buckinghamshire Safeguarding Children Board.

Background

The Children Act 2004 currently requires all local authority areas to establish a Local Safeguarding Children Board (LSCB). LSCBs are multi-agency partnerships which are responsible for coordinating local arrangements to safeguard and promote the welfare of children and ensuring that these arrangements are effective.

The statutory guidance, Working Together 2015, makes it clear that LSCBs are independent from any of the agencies that are represented on the Board, and this is reinforced through the requirement to appoint a Chair who is not connected to the local authority or any other organisation.

The Buckinghamshire Safeguarding Children Board has membership from across both the statutory and voluntary sector. The main Board is supported by 9 sub-groups which also draw their membership from across agencies in Buckinghamshire that work with children and families.

The Board meets every two months and focuses its attention on areas of safeguarding challenge or concern and the implementation of the LSCB Improvement and Development Plan. It considers how agencies work both individually and together to safeguard and promote the welfare of children.



Context

This year the LSCB has continued to focus on driving improvement following the 2014 Ofsted inspection. 2016/17 has been an opportunity to look forward and start to think about the future shape of the LSCB following the Wood Review of Local Safeguarding Boards and the subsequent changes to the statutory framework for LSCBs which are now underway. The new framework will remove the requirement for LSCBs in their current format and give local areas greater freedom to agree their own local arrangements. However, given the significant improvements the Board has put in place over the last two years and the sustained effort from partners to put the Board on a more secure footing, it is not proposed to implement any radical changes to the current LSCB structure for the time being.

Summary of progress over 2016/17

The LSCB's priorities for 2016/17, as set out in their Improvement Development Plan, were:

- Early help, thresholds and neglect
- Child exploitation
- Child's voice and journey
- Workforce
- Impact and effectiveness of the LSCB

Early help, thresholds and neglect

Over the last year, clearer multi agency governance arrangements have been designed and put in place for early help. This led to the creation of two new multi-agency groups to drive early help at both a strategic and operational level. Other key achievements include the provision of early help awareness raising training, roll out of Family Outcomes Star training and work with the NSPCC to roll out of the new Graded Care Profile tool for neglect as part of the local neglect strategy.

There has been good external validation of the understanding of thresholds and that partnership knowledge has been improving. A peer review of the local authority noted there was good evidence of the thresholds document being prominently displayed in partnership settings, and following one of their monitoring visits Ofsted noted *that "The partnership has been working effectively to strengthen a common understanding of thresholds"*.

At an operational level, work has focused on the continued embedding of the Early Help Panel. The aim of the panel is to improve positive outcomes for children and families with complex issues, who require a coordinated, multi-agency response. This is achieved by creating tailored plans that strengthen protective factors in the family and mitigate against risk factors. Early help best practice guidance has also been produced and published on the LSCB website to

help support and further embed good practice across all professionals working with children and families

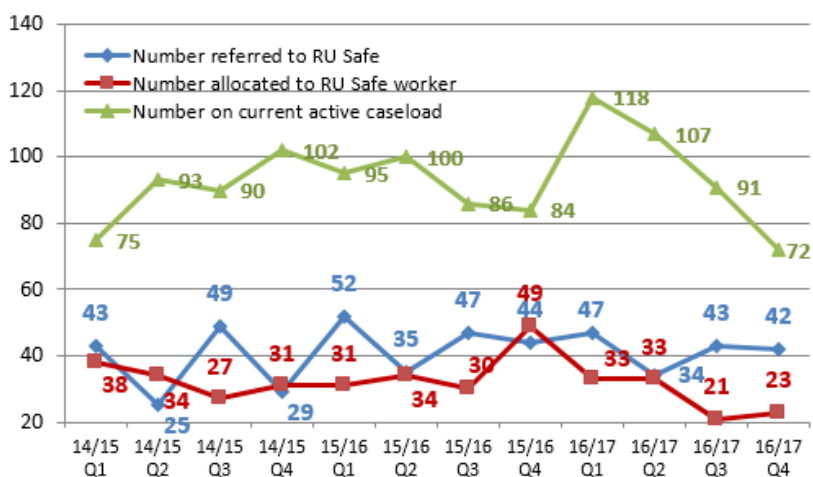
Child exploitation

A serious case review has been completed exploring the response to Child Sexual Exploitation (CSE) in Buckinghamshire from 1998 until 2016. This found good practice and strong partnership working in place to tackle sexual exploitation, as well as identifying some areas where working could be strengthened further. There has been joint working with the national charity PACE (Parents against Child Sexual Exploitation) to start a dialogue with parents of local children who have been sexually exploited. The feedback from this is informing the further development of work around CSE and one of the parents is now a member of the Child Exploitation Sub Group.

There have been discussions with the Safeguarding Adults Board and Safer Stronger Bucks Partnership Board to explore the response to children who are exploited as they become adults, and the response to adults who disclose that they were exploited in their childhood.

At an operational level a coordinated partnership response is supported through Barnardo’s R U Safe service which is commissioned by Buckinghamshire County Council to work with children aged 11-18 years old (or age 21 for those with learning difficulties) who are at risk of or victims of CSE; and the multi-agency Swan Unit, which was set up in 2015, to provide specialist input to the assessment of new referrals where there is CSE or a risk of CSE, managing strategy meetings and supporting other professionals who are working with young people experiencing or at risk of CSE.

Barnardo’s R U Safe? Number of children referred, number of children on active caseload and number allocated to an R U Safe? worker



Evidence of the impact of the multi-agency response to exploitation is detailed below:

“My RU Safe Worker understood everything about me and helped so much”

“I now know many dangers/risks I wasn’t aware of before”

“I have changed the way I look at life and what I want to do in life”

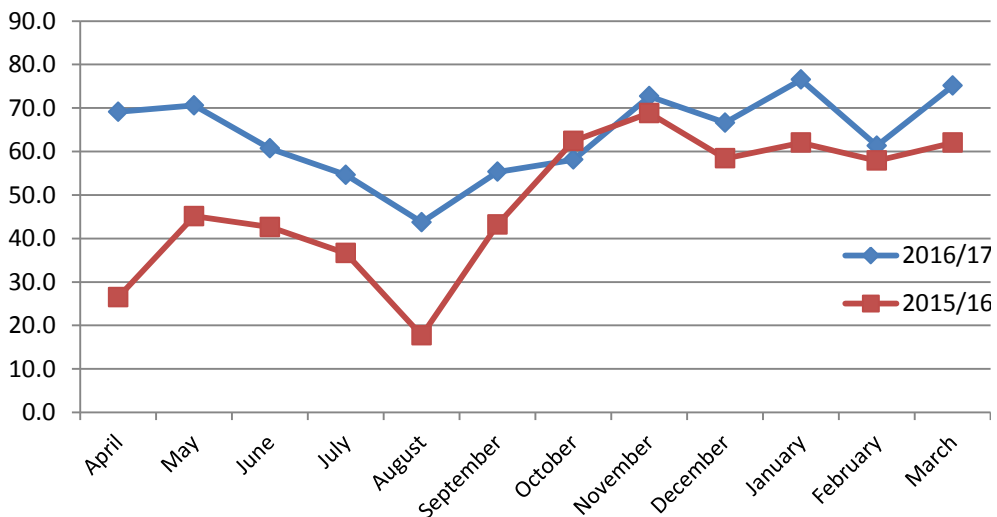
“I chose not to listen to my work and think I was clever but I wasn’t but she’s still changed me and helped me”

Child’s voice and journey

Understanding the voice and journey of the child continues to be a priority that is reflected across the activity of the LSCB. The LSCB’s annual report explores the journey of the child through Children’s Social Care by drawing on some key data. There have been improvements both within Children’s Services and across multi-agency working, as well areas of challenge that partners will need to continue to work together to address.

Compared to last year, the number of referrals has increased but with traditional seasonal fluctuations continuing - for example dips in referrals over the school summer holidays when schools are making less referrals.

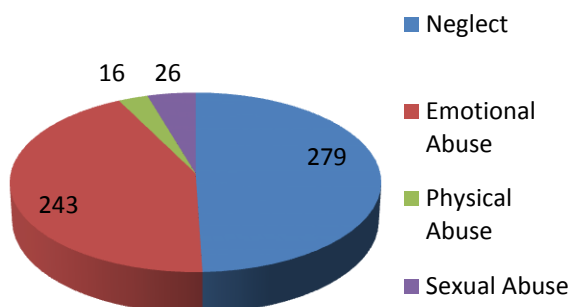
Buckinghamshire rate of referral to Children’s Social Care (per 10,000 children under 18)



As last year, the highest number of contacts and referrals came from the Police (30% or 4,812 contacts and 28% or 2,539 referrals). Schools accounted for the second highest number of contacts and referrals (19% or 2,998 contacts and 15% or 1,400 referrals). Contracts and referrals from across health were the third highest (17% or 2,728 contacts and 13% or 1,202 referrals).

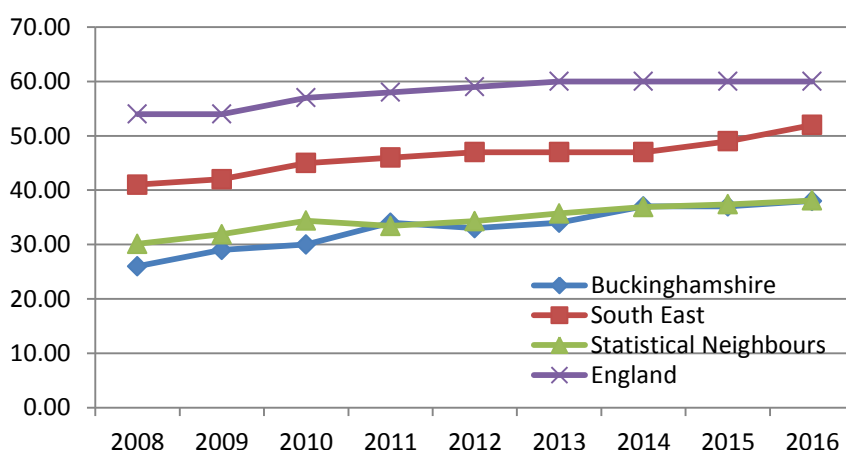
The rate of children with a child protection plan in Buckinghamshire has now aligned with statistical neighbours. This is a positive reflection of the work around thresholds and scrutiny across the child's journey. Neglect was the most frequent category of child protection plan, followed by emotional abuses.

Category of Child Protection Plans 2016/17



The rates of children looked after have become more comparable to statistical neighbours over the last few years, but remain lower than rates for the South East or national. Given the relative prosperity of Buckinghamshire compared to other areas, this is to be expected.

Children Looked After (rate per 10,000 children under 18)



There were 458 children looked after by Buckinghamshire County Council on 31 March 2017. The number of looked after children has increased consistently since 2008 and the current total is the highest recorded in the last 20 years.

Whilst reviewing data around the child's journey helps the LSCB to understand how effectively the system is working to support the needs of children, a number of mechanisms are used to directly hear the voice and story of individual children. This year the LSCB has continued to engage with the Youth Voice Steering Group – a group of children and young people from a variety of backgrounds who come together to share their views on things that are important to



them. The young people have said they would prefer to engage with the LSCB through individual activities (such as Youth Voice) as this was more relevant to their priorities.

This year the LSCB delivered some learning sessions focusing on pre-birth safeguarding and non-accidental injury. This followed a number of Serious Case Reviews in recent years relating to babies, and a multi-agency audit which identified opportunities to strengthen practice. The sessions used an innovative, interactive format which sought to bring the child directly into the room. This included playing a soundtrack of a baby's heartbeat and building the child's journey step by step as the session continued. Evaluation forms indicated that those who attended valued the opportunity to focus on the child's perspective.

Workforce

The LSCB recognises the ongoing pressures and challenges across partner organisations in relation to workforce capacity. These include challenges around recruiting to key positions such as social workers, retaining professionals within the local workforce, as well as funding pressures. These issues are not specific to Buckinghamshire, but factors such as geographic proximity to London and the high cost of local housing can exacerbate some of the challenges relating to the recruitment and retention of staff.

For these reasons, during 2016/17 the LSCB undertook regular monitoring of capacity issues across the children's workforce. Two examples of the impact of the LSCB are the reinstatement of the sharing of domestic abuse notifications with schools and the continued oversight of the improvements to the LADO service to ensure these are sustained.

The LSCB has carried on running a well-attended multi-agency training programme, which includes training focused around the LSCB priority areas. Courses are regularly updated to ensure they are in line with local procedures, learning from serious case reviews, changing local priorities and national legislation. During 2016/17, 66 full training days were attended by a total of 934 delegates. This is an increase of 32% from 2015/16, mainly due to the introduction of Graded Care Profile and Family Outcome Star training sessions.

"[XX] has been able to use this knowledge to the benefit of families she has worked with. She has been able to discuss concerns with parents who then were able to put safety boundaries in place around their children" (Manager 3 month

"I found the actors scenarios very powerful and moving and demonstrates the feelings of disabled children brilliantly. Case studies are always useful and help with reflection. I feel this should be mandatory training for all professionals working in BCC with children with disabilities." (Delegate feedback, Protecting Disabled Children)



Impact and effectiveness of the LSCB

The LSCB led multi-agency case file audits on the following themes: pre-birth safeguarding, child exploitation and transitions to adult services, and domestic abuse. Learning logs from all of the audits are available on the LSCB website. In addition, the Performance and Quality Assurance Sub Group had feedback from a range of single and multi-agency audits conducted across the partnership.

The LSCB has a Serious Case Review Sub Group which ensures its statutory duties in relation to Serious Case Reviews are met. In 2016/17 the LSCB published two Serious Case Reviews - Baby M (this involved a four month old baby who suffered serious harm); and Child Sexual Exploitation in Buckinghamshire from 1998 – 2016 (referred to earlier in this report).

The LSCB agreed to move over to an online procedures manual in order to improve access and navigation between documents and ensure easy access via mobile devices. This has also required a significant amount of work, both from the LSCB and the website provider. By the end of the financial year a format for the online manual had been agreed ready for the updated procedures to be entered.

In early 2015, a joint protocol was agreed which set out arrangements for partnership working between the four strategic boards operating in Buckinghamshire (the LSCB, the Safeguarding Adults Board, the Health and Wellbeing Board and the Safer Stronger Partnership). Over the last 12 months these relationships have continued to develop. An example of joint working is agreement that the Health and Wellbeing Board should act as the strategic lead for Female Genital Mutilation (FGM) with support from across the other Boards. The LSCB led on the development of a Buckinghamshire wide strategy for tackling FGM which has been signed off across all four Boards.

Priorities going forward

The LSCB will continue in its drive to seek service improvements that make a visible and positive difference to the lives of the most vulnerable children in Buckinghamshire.

The key challenge in relation to early help is the increasing pressure that is being put on Children's Services at the same time as shrinking public sector budgets. Partners need to think about how they can work differently together to ensure that joined up services reach those that need them the most, and which try to stop small problems becoming bigger and more difficult to manage. Against this context, the Local Authority is currently reviewing its own Early Help services and this will be an area of increasing focus for 2017/18.

The partnership has needs a clear strategy for tackling neglect and this should be progressed as a matter of urgency. Whilst early progress has been made in starting to train staff to use the



Graded Care Profile for use in cases of neglect, there is more work to do to look at evidence around the impact of using this and other tools.

Linked to the high number of contacts and referrals to Children's Social Care, the LSCB is working with the Safer Stronger Partnership Board to review the current domestic abuse strategy, and with the Health and Wellbeing Board to ensure the right services and interventions are being commissioned for children and their families, including the perpetrators of abuse.

Going forward the LSCB aims to strengthen the approach to wider forms of exploitation, including reviewing and broadening out the current CSE performance indicators so the Board has assurance around the wider exploitation agenda and expanding the CSE Strategy and Practice Guidance to embrace the wider agenda

In response to requests from partners, the LSCB will have an increased focus on supporting organisations in the effective management of allegations. This will include a series of workshops looking at allegations management and transfer of risk as well as updating our Procedures for managing allegations

The Serious Case Reviews and auditing activity identified that further improvements need to be made in relation to pre-birth practice and procedures. Over the coming months, the LSCB will:

- launch the revised pre-birth procedures and seek evidence of impact
- seek assurance around improved pre-birth practice

The key theme of recent Serious Case Reviews in Buckinghamshire continues to be non-accidental injury in babies. This will remain an area of focus for LSCB partners over the coming 12 months. Alongside this, the LSCB will need to respond to any changes to the Serious Case Review statutory guidance as set out in recent draft revised guidance published by the Department for Education.

Resource implications

There are no specific resource implications relating to Buckinghamshire. The LSCB is funded through contributions from each of the partner agencies, a detailed breakdown is provided below:



Contributing Organisation	Contributions
BCC	105,683
Thames Valley Police	24,290
Aylesbury Vale Clinical Commissioning Group	70,180
Chiltern Clinical Commissioning Group	
Bucks Healthcare Trust	
Probation (Community Rehabilitation Company)	1,735
National Probation Service	1,227
Wycombe District Council	10,633
Aylesbury Vale District Council	10,633
South Bucks District Council	5,317
Chiltern District Council	5,317
Cafcass	550
Oxford Health (CAMHS)	8,000
TOTAL	243,564

Next steps

The Board's 2016/17 annual report highlighting detailed progress in improving outcomes for children is being presented to the LSCB Board on 28 November 2017.





Report to Children's Social Care + Learning Select Committee

5 December 2017

Fran Gosling-Thomas: Independent Chair

Introduction

- Role + responsibilities of the LSCB
- Membership + sub-groups
- Health + Social Care Act
- Summarise the key priorities + achievements during 2016/17 (in BSCB Annual Report)
- What we are now doing well
- Areas for improvement

Role + Responsibilities of the LSCB

- Since 2004 and until recently, all LA areas required to establish a LSCB. Which is:
- a multi-agency partnership responsible for co-ordinating local arrangements to safeguard and promote the welfare of children; and
- Ensuring that these arrangements are effective (via data, audits, surveys, reports)
- Particular focus on the effectiveness of Early Help services across the partnership

Role + Responsibilities of the LSCB ctd...

- Developing shared policies + procedures for safeguarding
- Raising awareness within communities of their responsibilities to safeguard children
- Monitoring + evaluating the effectiveness of the Board + the partners to safeguard children
- Undertaking reviews of serious cases and child deaths and advising the LA + partners on the lessons to be learnt

Health + Social Care Act (HSCA)

- Greater freedom + flexibility about local arrangements
- Key partners (LA, Police and Health) will need to consult and agree
- Learning from other areas/models
- Board has reviewed annually its own impact and performance
- Agreed to focus on sustaining + extending improvement in services + local arrangements, at least until after Ofsted
- Working Together Guidance out for consultation
- Opportunities to rationalise + sharpen partnership working

Top Priorities 2017/18:

- Early Help, Thresholds particularly Neglect
- Child Exploitation
- Child's Voice and Journey
- Workforce
- Impact + effectiveness of the BSCB Board

But also work on....

- Escalation
- Pre-birth assessment
- Fabricated + induced illness
- FGM
- E-safety
- Disguised compliance
- Prevent
- Child Protection Core Groups
- Domestic Abuse
- Children placed out of county
- Involving parents
- Escalation of concerns
- Health of Looked After Children
- Launched new BSCB website, CYP's zone
- Updating policies + procedures

Achievements: Early Help, Thresholds + Neglect

- ✓ Good external validation of threshold awareness
- ✓ Partnership contribution to Early Help Panels
- ✓ 934 staff attended multi-agency training
- ✓ Early help assessment tool for working with families
- ✓ Positive user feedback about impact for them
- ✓ Briefing sessions to raise awareness on neglect
- ✓ Neglect strategy + action plan

Workforce:

- ✓ Improving agency understanding of LADO
- ✓ Monitoring capacity at front line across services
- ✓ Ensuring domestic abuse notifications are shared with schools
- ✓ Improvements to LADO + IRO services
- ✓ Safer recruitment training + toolkit
- ✓ Multi-agency training well regarded, impact evaluation in place

Child's Voice + Journey

- ✓ Referrals to Early help appropriate
- ✓ Reduction in repeat Child protection Plans
- ✓ Improved attendance of partners at CP Conferences
- ✓ Strengthening Families framework
- ✓ Involvement of Youth voice
- ✓ Young People's zone in re-vamped BSCB website
- ✓ E-safety conferences with schools
- ✓ Audit reports include voice of child as standard
- ✓ Work with victims/survivors

Child Exploitation:

- ✓ 7,000 pupils seen 'Chelsea's Choice' performance
- ✓ Serious Case Review of CSE
- ✓ Work with parents (PACE)
- ✓ CSE awareness raising at school Parents Evenings
- ✓ Awareness campaigns
- ✓ Exploitation and transition to Adults Services
- ✓ Training for taxi + school transport drivers
- ✓ R U Safe + Swan Unit services
- ✓ Reduction in missing episodes

What is Working Well:

- ✓ Multi-agency training
- ✓ Increase in challenge + transparency
- ✓ Partnership engagement + accountability
- ✓ Vision + priorities
- ✓ Governance + sub-groups driving the work
- ✓ Distance travelled, need to maintain momentum for sustainable change
- ✓ Collective ownership of risks/issues
- ✓ Strong collaborative action
- ✓ Performance data + quality multi-agency audits
- ✓ Board infrastructure

Areas of improvement:

- Re-referrals to children's social care
- Parents getting to view CP reports
- Ensuring all schools receive DV notifications
- Capacity + resilience of MASH
- Need stronger focus on Neglect
- Updated Domestic Violence Strategy

Next steps

- Need to retain scrutiny + oversight of multi-agency working in any new arrangements
- Importance of independent element/lay input
- Maintaining focus on core safeguarding work
- Shrinking resources
- Differing Government Dept agendas
- Changing health landscape
- Not losing local footprint/focus



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	New Funding Formula for Schools and High Needs
Committee date:	Tuesday 5 December 2017
Author:	Sarah Callaghan
Contact officer:	John Huskinson, jhuskinson@buckscc.gov.uk 01296 382384
Cabinet Member sign-off:	Mike Appleyard

Purpose of Agenda Item

The purpose of this report is to provide an update on the new funding formula for schools and high needs

Background

The Department for Education (DfE) is proposing to implement a National Funding Formula from 2020/21. As part of this the Council has worked closely with the Schools Forum to agree proposals for the next two years.

This report sets out the main changes in education funding and the consultation held with schools. A copy of the recent consultation and as summary of the consultation results is appended.

Summary

- Government moving to a National Funding Formula for all 4 blocks of the Dedicated Schools Grant. (schools, early years, high needs and central)

Key issues

- Changes required in local schools funding formula. Recommendation to move towards the National Funding Formula. A consultation closed 19th November 2017 and subject to Schools Forum support on 28th November, the proposals have been supported.



Schools block (C. £300m)

- School funding will increase c. £10m in 2018/19 and further £10m in 2019/20 (about 3% then further 3%). Buckinghamshire receives the 3rd lowest funding per pupil from the DfE and the gains are the 6th highest in the country.
- Most schools will benefit although small schools will gain least from the proposals.

High needs DSG (C. £80m)

- High needs block is under significant pressure due to growth in children with education and health care plans. The Special Educational Needs & Disability strategy will support managing this demand within the budget available from the DfE. Subject to schools Forum approval £650k of funding will be transferred from the schools block to high needs. £1m Dedicated Schools Grant reserves will also be fully utilised.

Early Years DSG (C. £30m)

- Revenue funding from the DfE for early years provision is unlikely to increase for many years. Early year's providers are under significant pressure due to the free 30 hours offer eroding a cross subsidy from private payers.

Central Schools Services (C. £7m)

- DfE have reduced "ongoing commitments" funding (£3.5m in 2017/18) by £0.7m from 2018/19 and applied efficiencies on this lower baseline on a tapered basis down to proposed National Funding Formula levels equating to £2.5m overall (c. £30 per pupil).
- "Historic commitments" funding is c. £4.5m. Expect DfE to reduce this significantly by 2020/21, possibly remove this funding entirely. Of this £2.3m funds services currently provided by the Buckinghamshire Learning Trust.

Resource implications

The Dedicated Schools Grant to the County Council is over £400m per annum. Of this over £300m goes to schools through a funding formula.

Next steps

A key meeting with the Schools Forum on November 28th 2017 will consider the final recommendations arising from the consultation and will inform the Cabinet Member Decision report. A verbal update on this will be provided at the Committee meeting on the 5th December.

Appendices

Consultation Paper November 6th-19th 2017 and resulting analysis



Consultation on Buckinghamshire's school funding proposals for 2018/19 onwards

(The consultation will run until the end of Sunday 19th November 2017)

Introduction

In Buckinghamshire we are committed to all children and young people reaching their full potential and we know that we have some fantastic performance within the County but persistently over time we also know that we have had some underperformance for certain groups.

Significant gaps in attainment exist between vulnerable groups and all other pupils at all educational stages. Within Buckinghamshire there are a significant and increasing number of vulnerable children and young people including:

- Pupils with Special Educational Needs and Disability and who have an Education, Health and Care Plan
- Children with English as an additional language (EAL)
- Looked after children and children with a Child Protection Plan
- Children who have been permanently excluded from school
- Children missing education
- Electively home educated
- Pupils in Buckinghamshire who are eligible for free school meals
- Certain black and ethnic minority Groups
- Some White British Groups

The Education and Skills Strategy sets out our ambition for children and young people in Buckinghamshire and our priorities within it reflect the persistent areas of underperformance.

Draft Education and Skills Strategy (2017 - 2021) - Priorities

- Infrastructure - Developing sufficient high quality places, in the right locations, to meet the growing needs
- Early Year and Childcare - Providing the best start to enable all our young learners to flourish and develop a love of learning
- School Improvement and Engagement - Working collaboratively to deliver high standards and excellent results for all our pupils
- Inclusion & Supporting the Vulnerable - Delivering a positive and inclusive education for all children and young people
- Enabling excellent outcomes for all children and young people with Special Educational Needs and Disability
- Post 16 Provision and Skills - Equipping young people with the knowledge, skills and experience to thrive in a modern economy

It is critically important that we have a financial strategy that underpins our ambition for education and this consultation focuses on how we will shape our National Funding Formula allocation to meet our local priorities.

To realise our ambition for all children to achieve their full potential in Bucks, we need to consider the differential of experience across the County for our children and young people. The objectives of the Education and Skills Strategy is to create the right learning environment across the County for all children and young people to thrive, regardless of their starting point.

Success is not dependent on funding, it is dependent on many things including the quality of teaching and parental support, however we cannot consider the implications of the National Funding Formula without being mindful of the context we operate within.

The Local Authority seeks to ensure appropriate financial support for both vulnerable and mainstream students in their particular educational settings, phases and institutions.

We urge you to engage in the consultation to enable us to realise our ambitions for children and young people in Buckinghamshire

Mike Appleyard
Cabinet Member for Education & Skills

Sarah Callaghan
Service Director for Education

Overview

The Government is implementing a National Funding Formula (NFF) for schools from 2020/21

The Department for Education (DfE) has provided Local Authorities (LAs) such as Buckinghamshire County Council (BCC) with indicative funding allocations for school funding, as part of the Dedicated Schools Grant (DSG). This is called the “Schools Block”.

The Department for Education has also provided indicative allocations for the other “Blocks” of the DSG, namely the High Needs Block (HNB), Early Years Block (EYB) and the Central Schools Services Block (CSSB).

The full National Funding Formula proposals by the Department for Education are not fully affordable in 2018/19 or 2019/20 because the indicative funding allocation to Buckinghamshire have been capped at 3% per school in 2018/19 rising to 6% per school by 2019/20 as part of the transition to full funding in 2020/21.

Consultation Scope

Local Authorities are expected to consult on local funding arrangements with the Schools Forum and with all schools. This is required for changes to the funding formula and any transfer from Schools Block.

This consultation considers whether the National Funding Formula principles should be adopted by Buckinghamshire County Council and if so, how the transition to 2020/21 is managed and afforded.

The High Needs Block (HNB) has significant pressures due to increased demand for support for children with Special Educational Needs and Disability (SEND). The Consultation includes a request for budget support from the Schools Block.

A decision to “ring-fence” Early Years Block (EYB) was made in 2016/17 and there are no significant changes in Early Years arrangements to consult on for 2018/19.

The Central Schools Services Block (CSSB) managed by Buckinghamshire County Council is reducing year on year. This will be ring-fenced and any pressures on this managed by Buckinghamshire County Council. There are currently no significant issues requiring consultation.

Consultation Timescales

The consultation will run until the end of Sunday 19th November 2017.

To support this consultation a number of consultation “roadshow” events are being held at the start of November. These are bookable online.

- Monday 6th November, 7:30pm -9.00pm – St Mary’s & All Saints School, Beaconsfield
<https://www.eventbrite.co.uk/e/education-consultation-roadshow-tickets-39116800403>
- Tuesday 7th November, 3:30pm -5.00pm, Green Park, Aston Clinton (Darke Hall)
<https://www.eventbrite.co.uk/e/education-consultation-roadshow-tickets-39116913742>
- Tuesday 7th November, 7.00pm-8:30pm Wycombe High School.
<https://www.eventbrite.co.uk/e/education-consultation-roadshow-tickets-39117000000>
- Wednesday 8th November, 7.00pm-8:30pm, Royal Latin School, Buckingham
<https://www.eventbrite.co.uk/e/education-consultation-roadshow-tickets-39117075225>
- Thursday 9th November, 9:30-11.00am – Booker Park School, Aylesbury
<https://www.eventbrite.co.uk/e/education-consultation-roadshow-tickets-39117311933>

If you wish to attend any of these events, please book online where further details of the venues will be provided.

The results of this consultation will be presented to the Schools Forum meeting on Tuesday 28th November. A recommendation to the Cabinet Member for Education will be provided at this meeting and a decision made by early January 2018.

Consultation Questions

The questions in the consultation are as follows:

- Q1. Do you support the proposal for Buckinghamshire to adopt National Funding Formula principles from 2018/19?**
- Q2. Do you support the proposal to phase in local funding formula rates over the next 2 years?**
- Q3. Do you support the proposal that the cost of protecting schools from decreases in per pupil funding is met by capping gains per pupil in other schools?**
- Q4. Do you believe the proposals will support the strategic aims of the Authority?**
- Q5. Which of the following amounts do you think should be transferred from ‘Schools Block’ funding to ‘High Needs Block’ funding for each of the next two years?**

Further details behind each of these questions are set out later in this document.

Schools Block Allocations

The Schools Block includes the school funding allocation through the formula based on pupil data, plus funding for growth, premises and mobility based on historic levels.

Buckinghamshire gains more in percentage terms than most authorities but it started as one of the lowest funded in the country and the amount allocated to schools through the local formula was on average the third lowest in the country in part due to supporting the high needs block in past years.

The indicative allocation for the Schools Block for each of the next three years compared to the 2017/18 level is shown in the table below.

Table 1 – Indicative Schools Block funding allocations for Buckinghamshire¹

Year	Allocation for the funding formula	Allocation for growth, premises and mobility	Provisional total allocation	Notes
2017-18	£290.011m	£5.495m	£295.505m	Average funding is 3rd lowest in the country.
2018-19	£300.743m	£5.495m	£306.238m	£10.7m (3.6%) increase =6th highest in the Country.
2019-20	£309.458m	£5.495m	£314.953m	£19.4m (£8.7m in year) (6.6%) increase = 6th highest in the Country.
2020-21	£311.249m	£5.495m	£316.744m	£21.2m (£1.8m in year) (7.2%) increase =10th highest in the Country.

The final allocation will be based on the pupil data from the October 2017 schools census available in December, so for the purposes of consultation the indicative allocations will be used and any modelling will use the current dataset. This comes with some caveats but is adequate for consultation.

¹ <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs>

National Funding Formula proposals –Impact on Buckinghamshire

With the exception of the lump sum reduction, the National Funding Formula proposals increase the funding for schools compared to the formula used currently. The National Funding Formula is financially positive for most schools and it is proposed to adopt the principles, factors and rates within the National Funding Formula from 2018/19 and beyond. These need to be scaled to a level to match the Schools Block allocation available for the formula in 2018/19 and 2019/20.

The Department for Education has not funded the cost of Minimum Funding Guarantee (MFG) Protection, which protects schools from significant decreases in per pupil funding. It is proposed to continue to use a minus 1.5% Minimum Funding Guarantee level (no change from the current model) and cap schools gaining at a level which broadly pays for the cost of Minimum Funding Guarantee Protection.

Appendix 1 summarise the National Funding Formula proposals in more detail.

Appendix 2 summarises the indicative formula rates used in modelling and the financial impact. This shows that the cost of implementing the full National Funding Formula including area cost adjustment is higher than the funding allocation available in 2018/19 and 2019/20 but moderate scaling of rates balances this prior to the full National Funding Formula implementation in 2020/21 which the Government would fully fund.

A significant benefit in adopting the National Funding Formula proposals (with scaling) is the greater certainty of the funding rates for schools for the next three years. This will help schools more effectively budget over the uncertain longer term.

Five groupings of schools have been chosen to illustrate the impact on school budgets over three years, in **Appendix 3**. This includes:

- Small primary schools (Under 100 pupils);
- Average primary schools;
- Large primary schools (over 400 pupils)
- Secondary schools with low proportions of prior attainment funding;
- Secondary schools with higher proportions of prior attainment funding.

Consultation Questions on Funding Formula Proposals

Q1 – Do you support the proposal for Buckinghamshire to adopt National Funding Formula principles from 2018/19?

The responses available are: Yes; No –please specify reasons. A free text box will capture any comments to support answers.

Q2 – Do you support the proposal to phase in local funding formula rates over the next two years?

The responses available are: Yes; No –please specify reasons. A free text box will capture any comments to support answers.

Q3 – Do you support the proposal that the cost of protecting schools from decreases in per pupil funding above 1.5% is met by capping gains per pupil in other schools?

The responses available are: Yes; No –please specify reasons. A free text box will capture any comments to support answers.

Q4. Do you believe the proposals will support the strategic aims of the Authority?

The responses available are: Yes; partly – please specify reasons; No –please specify reasons. A free text box will capture any comments to support answers.

Transfer to High Needs Block (HNB)

The schools block will be ring-fenced from 2018/19, but local authorities will retain limited flexibility to transfer up to 0.5% of their schools block funding into another block, with the approval of their Schools Forum.

To make such a transfer, local authorities must consult with local schools. The Schools Forum should take into account the views of the schools responding before giving their approval.

The indicative funding allocation for High Needs Block (£79.9m) is insufficient to fully fund the expected budget required for high needs activity in 2018/19. This is due to ongoing demand for Education, Health and Care Plans (EHCP) and pressure on costs of delivery.

The Buckinghamshire County Council Special Educational Needs and Disability (SEND) strategy² agreed in February 2017 set out the issues and the strategies to address these issues. This included managing the financial challenge.

On average, it takes 10 years for pupils supported under the High Needs Block to move through the education system. Buckinghamshire County Council's Special Educational Needs and Disability (SEND) strategy will make significant savings in the medium term. The changes require a different way of working and "investment" to support these aims.

A full analysis of the high needs budgets for 2017-2022 and a description of the activities requiring funding were presented to the Schools Forum in October 2017³.

The greatest budget pressure is funding of special schools, who are meeting the needs of the most complex pupils with Special Educational Needs and Disability (SEND). A significant budget investment is also required to fund mainstream schools supporting pupils with SEND, whether they have an Education, Health and Care Plan (EHCP) or not.

There is a degree of uncertainty in the budget forecasts due to the uncertainty in how many children need support in future years and how their needs will be met. When the impact of the Strategy is fully delivered the cost of meeting the demand of pupils with Special Educational Needs and Disability will be contained within the high needs block provided by the Department for Education.

There is expected to be a gap in funding (£2- £3m per year) which the Authority can partly manage through the use of reserves held for high needs pressures (approximately £1m available on a one off basis).

The support of schools is also sought through a request to transfer some funding from the schools block to the high needs block in 2018/19 and 2019/20. The most that can be transferred is 0.5% of the schools block (£1.5m per year). Any residual gap in funding will have to be managed by Buckinghamshire County Council through its medium term financial planning process.

The Schools Forum will make a final recommendation to Buckinghamshire County Council taking into account the consultation responses received and other evidence. This will be discussed at the

² <https://democracy.buckscc.gov.uk/ieListDocuments.aspx?CId=124&MId=9225&Ver=4> Item 12

³ <https://democracy.buckscc.gov.uk/ieListDocuments.aspx?CId=461&MId=9362&Ver=4> Item 9

Schools Forum meeting on 28th November 2017⁴. The Schools Forum can only agree a one off transfer for 2018/19. A separate decision will be required in 2018 for any request for the 2019/20 financial year.

The consultation question below is to gauge the extent to which schools more generally support the proposal to transfer funding from the schools block to the high needs block. This will support the Schools Forum in making their decision in 2017 and 2018. (If a very clear response from this consultation is given a separate consultation with schools in 2018 on this matter may not be required).

Consultation Question on Transfer to High Needs Block

Q5. Which of the following amounts do you think should be transferred from ‘Schools Block’ funding to ‘High Needs Block’ funding for each of the next two years?

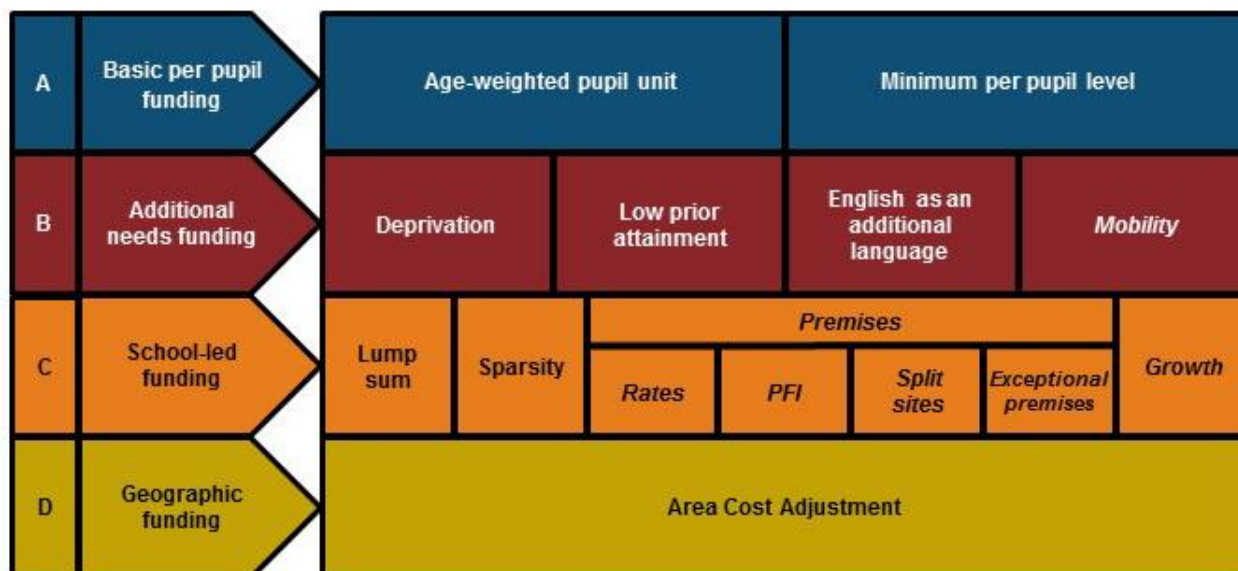
The responses available are £0; £0.5m (0.17%); £1.0m (0.33%) or £1.5m (0.5%).

A free text box for other comments will also be provided.

⁴ <https://democracy.buckscc.gov.uk/ieListDocuments.aspx?CId=461&MId=9363&Ver=4>

Appendix 1 - Department for Education National Funding Formula funding proposals summarised

The proposal in this consultation is to adopt the National Funding Formula principles with scaling of the rates for affordability. The National Funding Formula proposals are set out below.



Five Models have been developed to illustrate the local formula under different scenarios.

Model 1 - The current formula used by Buckinghamshire County Council in 2017/18. The “headroom” shown in **Appendix 2b** is due to Minimum Funding Guarantee reductions being applied for a further year to the current dataset.

Model 2 – This uses the published National Funding Formula rates before adding area cost adjustment for Buckinghamshire. It also assumes the Minimum Funding Levels are scaled down. This leaves £1.8m funding available, above the amount needed if £1.5m high needs block transfer is agreed. I.e. Model 2 is the minimum expected.

Model 3 – Model 2 scaled up so that the funding available is fully allocated. This is the indicative model for 2018/19 funding if no high needs block funding transfer is agreed. If high needs block transfer is agreed this would be scaled down accordingly (by up to 0.5%) which would still be above Model 2.

Model 4 – Scaled down version of Model 5 so that the cost of implementing is within the allocation expected in 2019/20. This is the model for 2019/20 if no high needs block transfer is agreed. If high needs block transfer is agreed this would be scaled down accordingly (by up to 0.5%)

Model 5 – Fully implemented National Funding Formula with minimum funding levels of £3,500 and £4,800 and full area cost adjustment on all published factors. This is the model for 2020/21.

The results of these models are set out in Appendix 2a, which shows the rates used and Appendix 2b which shows the total cost of the proposals.

More details of the Factors in the national funding formula are set out below.

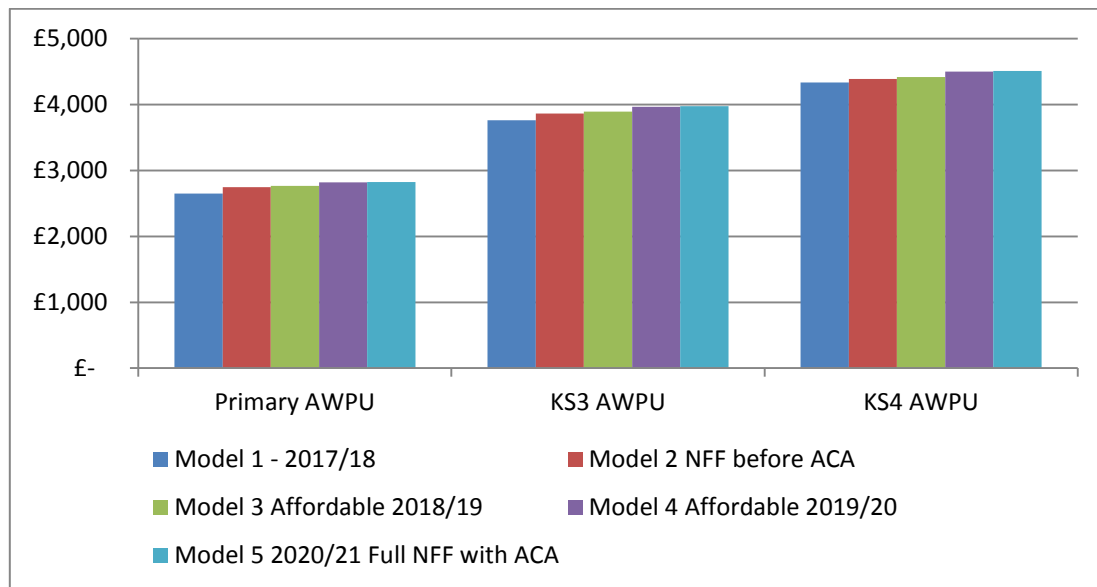
Age Weighted Pupil Units (AWPU)

The Age Weighted Pupil Units (AWPU) is the amount that every pupil is allocated based on the October census data. Higher amounts are set for secondary phases relating to smaller average class sizes and higher curriculum costs.

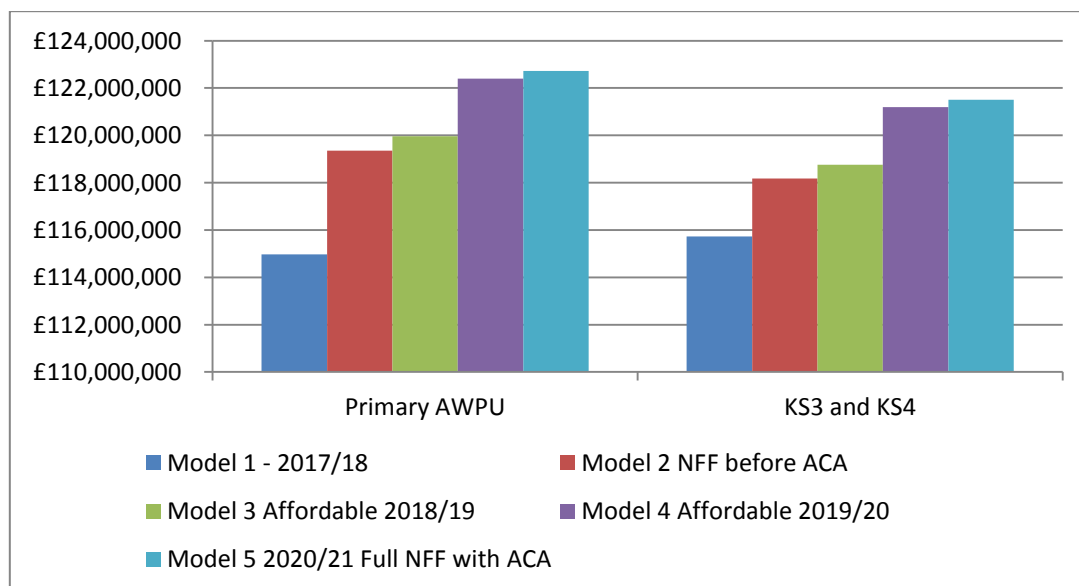
The headline National Funding Formula increases the Age Weighted Pupil Units (AWPU) by £101 to £2,747 for primary; by £105 to £3,863 for Key Stage 3; and by £51 to £4,386 for key stage 4. These are before area cost adjustment is added.

The increase is relatively higher in Primary (3.8%) than Secondary (2.1%). Under all of the models the AWPU rates are higher than the current levels.

Indicate rates if proposals adopted



Indicate cost if proposals adopted (KS3 and KS4 aggregated)



The impact on schools = All Positive

Minimum Funding Levels (MFL)

The National Funding Formula proposes a Minimum Funding Level per pupil (MFL) of £3,500 for primary and £4,800 for secondary. As a transition towards the full National Funding Formula proposals, a rate of £3,300 and £4,600 respectively is included in 2018/19.

Minimum Funding Level is set after capping and Minimum Funding Guarantee (MFG) Protection has been calculated.

This is a brand new factor. The schools that will benefit most are those with the lowest average funding level. The lump sum is included in this calculation, so larger schools (large primary and secondary) are more likely to be recipients as the lump sum funding is spread over more pupils, thus reducing their average funding per pupil compared to smaller schools.

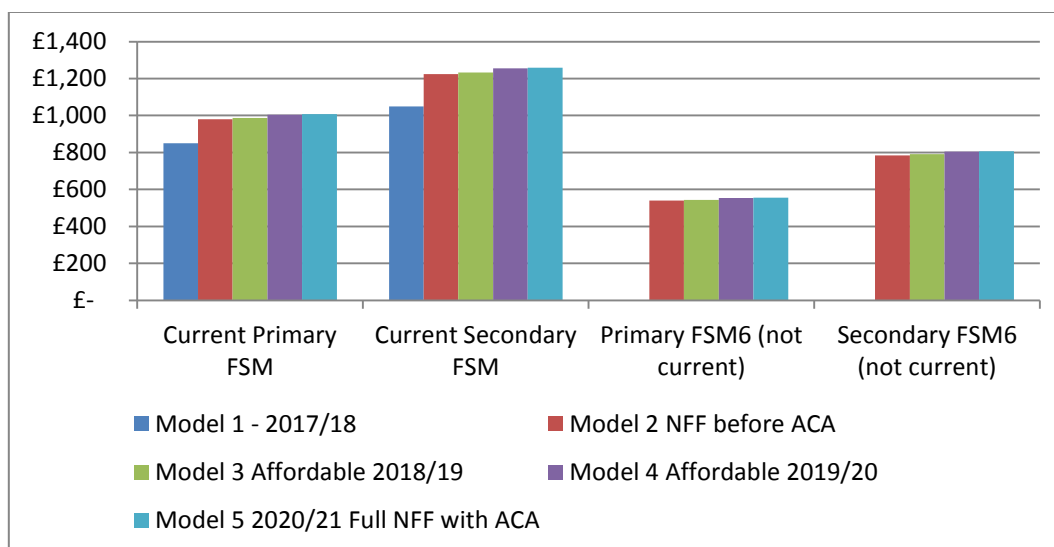
The impact on schools = All Positive

Free School Meals

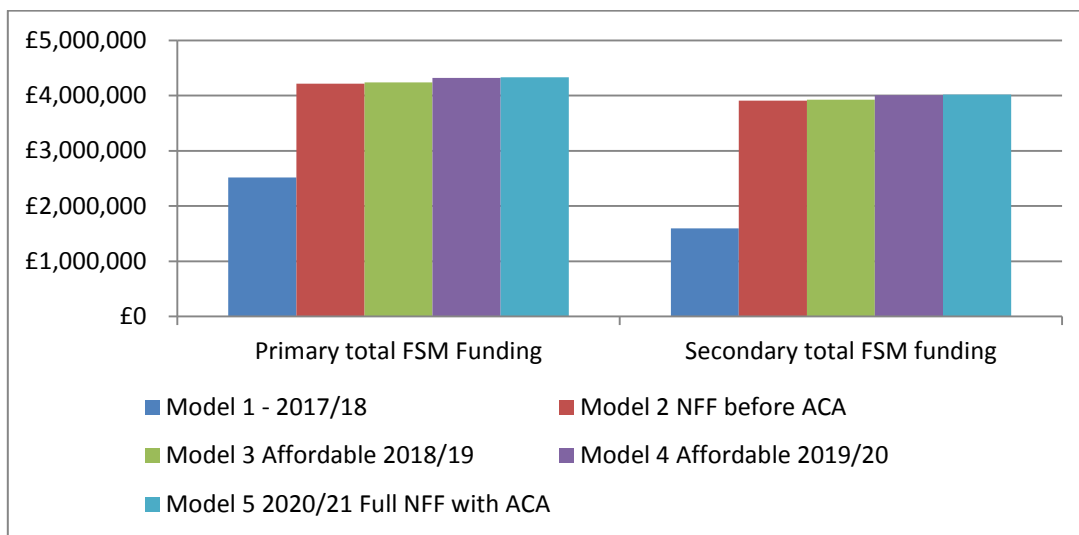
The National Funding Formula proposes a new Free School Meals (FSM6) Factor on top of the current Free School Meals (FSM) factor. The new one is to fund deprivation and the old one to fund meal costs. The FSM6 factor is applicable to any child who has been eligible for Free School Meals in the last 6 years, not just currently.

The indicative rates for pupils who are currently eligible or have been eligible before but are not currently eligible are more generous under the National Funding Formula proposals.

Indicate rates if proposals adopted



Indicate cost if proposals adopted

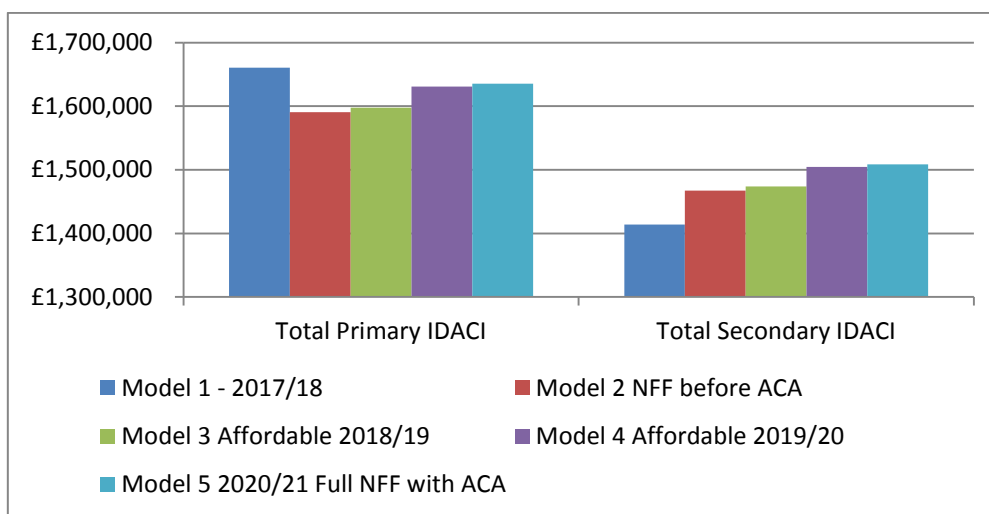


The impact on schools = All Positive

Income Deprivation Affecting Children Index (IDACI)

IDACI is based on pupil’s postcodes as a proxy for deprivation. Buckinghamshire moved its formula towards the National Funding Formula proposals in 2017/18 so apart from some changes there is very little difference in rates or total allocations.

Indicate cost if proposals adopted

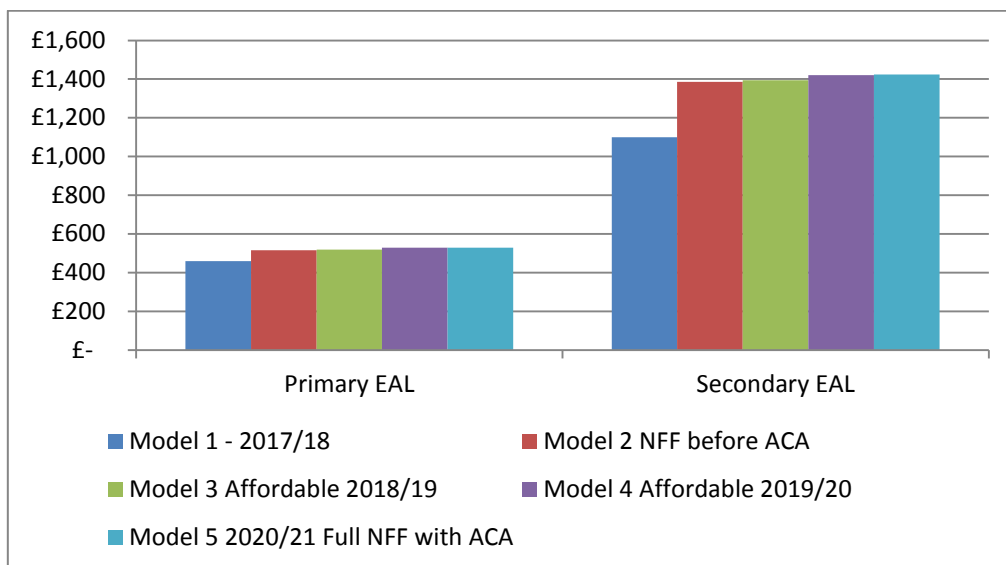


The impact on schools = Broadly Neutral

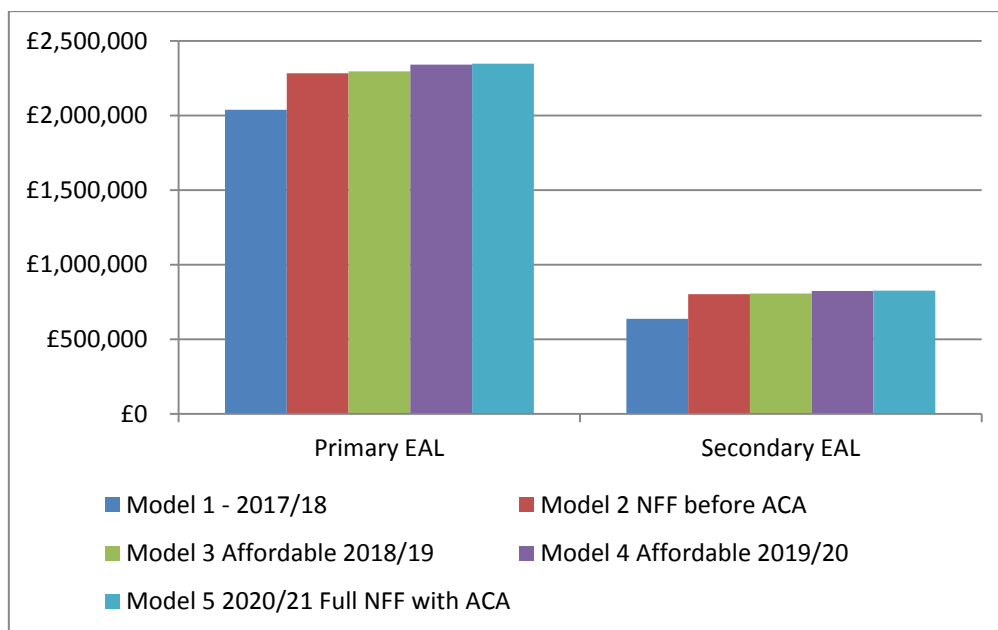
English as an Additional language (EAL)

A primary school pupil will attract an additional £515 and a secondary school pupil will attract an additional £1,385 if English is an Additional Language for them. The funding lasts for 3 years. These are increases on the current rates of £460 and £1,100 respectively.

Indicate rates if proposals adopted



Indicate cost if proposals adopted



The impact on schools = All Positive

Low (Prior) Attainment

A pupil who does not achieve the expected level in the Early Years Foundation Stage Profile on entry to primary school will attract additional funding throughout their time in primary school. A pupil who does not achieve the expected level at key stage 2 will attract additional throughout secondary education to age 16.

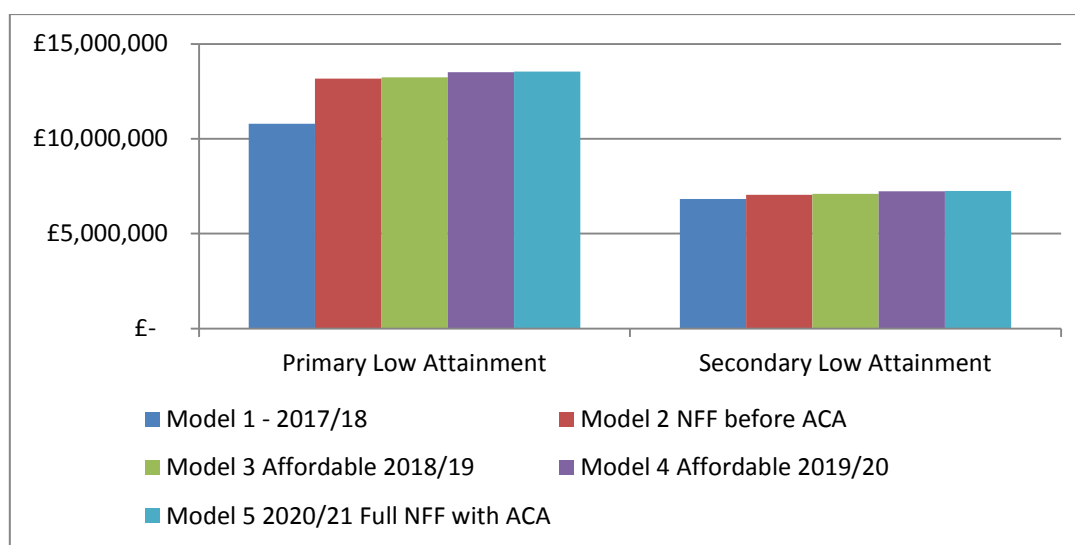
Low attainment is also the largest proxy for “notional” Special Educational Needs and Disability (SEND) support which provides schools with the first £6,000 for pupils with SEND support.

The current formula uses £1,500 as the additional funding for both primary and secondary pupils. The number of primary pupils triggering funding is “weighted down” in the local formula due to changes in the assessments in 2013 which resulted in significantly more pupils triggering this factor than the older assessment. The National Funding Formula has left the funding unweighted, i.e. every pupil triggering this will receive additional funding. Secondary pupils weighting is set by the Department for Education. This is due to changes in assessments in key stage 2 in recent years. The proposals do not alter this weighting for secondary.

The Department for Education impact assessment ⁵ made specific reference to wanting to invest more in low attainment, which this model achieves. This also supports the local strategic aims set out in the introduction.

Overall low attainment changes cost £2.8m more than the £17.5m current allocation.

Indicate cost if proposals adopted



The impact on schools = All Positive

⁵

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf

“The formula will rightly result in a significant boost directed towards the least well-funded schools, rural schools, and those schools with high numbers of pupils starting with low attainment”. (DfE)

Looked After Children (LAC)

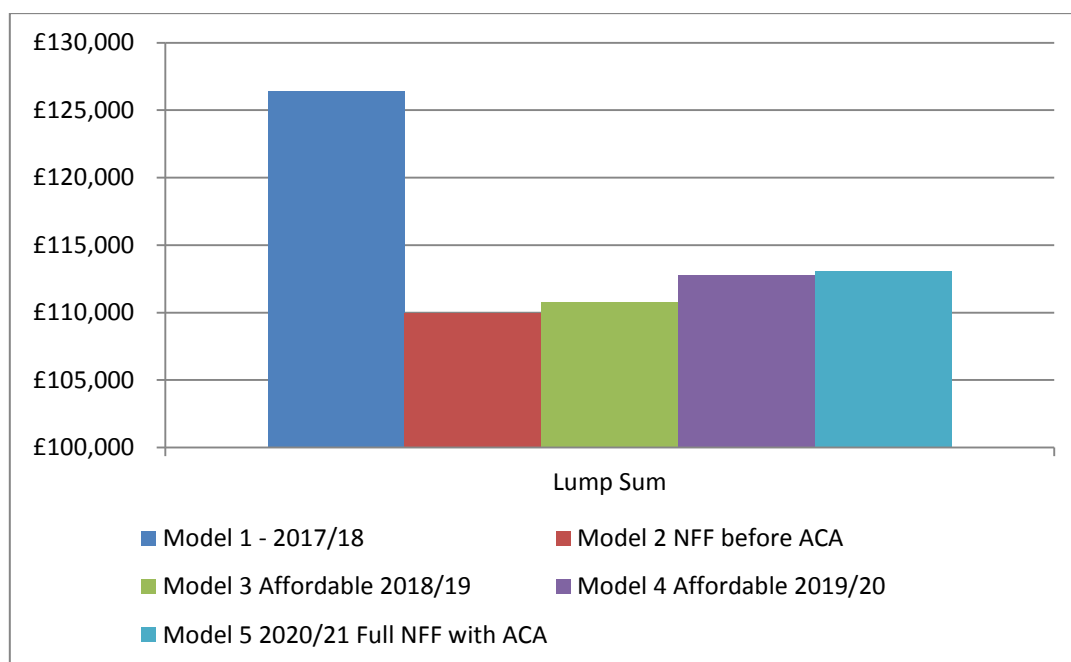
The National Funding Formula proposes deleting the current £1,000 LAC funding, compensating this with additional funding for LAC pupils through pupil premium plus (PP+) funding (increase of £400 to £2,300). The current formula only funds current Looked After Children but pupil premium plus includes any previously Looked After Children as well as current Looked After Children.

The impact on schools = Broadly Neutral. Schools will gain additional Pupil Premium for more pupils to compensate for reduction in the formula for current Looked After Children pupils.

Lump Sums

The National Funding Formula proposes lump sums of £110,000 per school, which is £16,400 less than the local formula. The impact of this is an overall reduction of £3.6m from £27.8m.

The lump sum is a much greater proportion of funding for small schools than large ones therefore the reduction is more easily compensated by AWPU increases in larger schools.



The impact on schools = Negative, especially for smaller schools where other increases may not make up the difference.

Sparsity

Sparsity is not currently used in our local formula. Only four primary schools and one secondary school are eligible. It helps schools who may have lower average school class sizes where the school is geographically distant from other schools. The total cost of sparsity is c. £50k.

The impact on schools = All Positive

Area Cost Adjustment (ACA)

The National Funding Formula proposals include an “area cost adjustment” for Buckinghamshire of 2.812%. Fringe schools (Chiltern & South Bucks) attract an addition 1.75% (total 4.607%) on their funding factors compared to other schools in Buckinghamshire to cover the additional cost of staff paid fringe allowances.

The ACA **applies to all formula factors** apart from the Minimum Funding Level per Pupil and premises factors. In the local formula “fringe” is shown as a separate allocation to schools.

The impact on schools = All Positive. The adjustment for Buckinghamshire is more generous than historical levels.

Minimum Funding Guarantee (MFG) protection

Minimum Funding Guarantee protects schools from sudden drops in budget if the funding formula for the coming year is much lower than the old funding formula. The reduction in funding per pupil is limited to 1.5%. Any drop below this is funded through Minimum Funding Guarantee protection.

The National Funding Formula allows protection to be set at a 0% drop in funding per pupil. Protecting the additional 1.5% would significantly add to the Minimum Funding Guarantee protection cost.

The impact on schools = Increases in funding result in fewer schools requiring Minimum Funding Guarantee protection. A 1.5% reduction is adverse for schools currently receiving more funding than the formula suggests, than a 0% reduction. The cost of protecting these schools at a higher level would have to be met within the formula or through capping.

Capping of gains

Increases in funding per pupil for each school can be capped. The Department for Education based funding to Buckinghamshire using capping of gains of 3% in 2018/19. The cap rises to 6% in 2019/20 proposals.

Capping a gain means not allowing schools to get to a higher National Funding Formula based formula level as quickly as they could. In 2017/18 school gains had to be capped at 0.5% to afford the funding formula.

Capping helps reduce the net cost of the formula. Capping can only be set at a level which offsets the Minimum Funding Guarantee Protection cost, not higher.

The impact on schools = Reduced Minimum Funding Guarantee protection costs allows higher capping levels so “underfunded” schools reach their formula levels sooner.

Appendix 2a – Indicative formula rates

Funding Factor	Model 1 - 2017/18	Model 2 NFF before ACA	Model 3 Affordable 2018/19	Model 4 Affordable 2019/20	Model 5 2020/21 Full NFF with ACA
Scaling factor	n/a	100.000%	100.700%	102.550%	102.812%
Primary AWPU	£ 2,646.00	£ 2,747.00	£ 2,766.23	£ 2,817.05	£ 2,824.25
KS3 AWPU	£ 3,758.00	£ 3,863.00	£ 3,890.04	£ 3,961.51	£ 3,971.63
KS4 AWPU	£ 4,335.00	£ 4,386.00	£ 4,416.70	£ 4,497.84	£ 4,509.33
Primary MFL	n/a	£ 3,209.74	£ 3,232.21	£ 3,491.08	£ 3,500.00
Secondary MFL	n/a	£ 4,474.19	£ 4,505.51	£ 4,787.77	£ 4,800.00
Primary FSM	£ 850.00	£ 440.00	£ 443.08	£ 451.22	£ 452.37
Secondary FSM	£ 1,050.00	£ 440.00	£ 443.08	£ 451.22	£ 452.37
Primary FSM6	n/a	£ 540.00	£ 543.78	£ 553.77	£ 555.18
Secondary FSM6	n/a	£ 785.00	£ 790.50	£ 805.02	£ 807.07
Primary IDACI band F	£ 210.00	£ 200.00	£ 201.40	£ 205.10	£ 205.62
Secondary IDACI band F	£ 290.00	£ 290.00	£ 292.03	£ 297.40	£ 298.15
Primary IDACI band E	£ 260.00	£ 240.00	£ 241.68	£ 246.12	£ 246.75
Secondary IDACI band E	£ 380.00	£ 390.00	£ 392.73	£ 399.95	£ 400.97
Primary IDACI band D	£ 350.00	£ 360.00	£ 362.52	£ 369.18	£ 370.12
Secondary IDACI band D	£ 470.00	£ 515.00	£ 518.61	£ 528.13	£ 529.48
Primary IDACI band C	£ 350.00	£ 390.00	£ 392.73	£ 399.95	£ 400.97
Secondary IDACI band C	£ 470.00	£ 560.00	£ 563.92	£ 574.28	£ 575.75
Primary IDACI band B	£ 425.00	£ 420.00	£ 422.94	£ 430.71	£ 431.81
Secondary IDACI band B	£ 560.00	£ 600.00	£ 604.20	£ 615.30	£ 616.87
Primary IDACI band A	£ 480.00	£ 575.00	£ 579.03	£ 589.66	£ 591.17
Secondary IDACI band A	£ 620.00	£ 810.00	£ 815.67	£ 830.66	£ 832.78
Primary Low Attainment*	£ 1,500.00	£ 1,050.00	£ 1,057.35	£ 1,076.78	£ 1,079.53
Secondary Low Attainment**	£ 1,500.00	£ 1,550.00	£ 1,560.85	£ 1,589.53	£ 1,593.59
Primary EAL	£ 460.00	£ 515.00	£ 518.61	£ 528.13	£ 529.48
Secondary EAL	£ 1,100.00	£ 1,385.00	£ 1,394.70	£ 1,420.32	£ 1,423.95
LAC	£ 1,000.00	£ -	£ -	£ -	£ -
Mobility	£ 500.00	£ 500.00	£ 503.50	£ 512.75	£ 512.75
Lump Sum	£ 126,400.00	£ 110,000.00	£ 110,770.00	£ 112,805.00	£ 113,093.20
Sparsity Primary (up to)	n/a	£ 25,000.00	£ 25,175.00	£ 25,637.50	£ 25,703.00
Sparsity secondary (up to)	n/a	£ 65,000.00	£ 65,455.00	£ 66,657.50	£ 66,827.80
MFG***	-1.50%	-1.50%	-1.50%	-1.50%	-1.50%
Capping****	0.50%	4.05%	5.03%	7.50%	n/a
Fringe uplift where applicable	1.56%	1.75%	1.75%	1.75%	1.75%

Technical notes:

Scaling factor – this is scaled from Model 2. (the headline published NFF rates without Area Cost Adjustment)

*£1,500 weighted by 47.41% in current formula for some year groups. In Models 2 to 5 100% weighting applied in line with funding proposals from Department for Education. The proposals increase the funding to schools.

** £1,500 weighted by 48.02% for year 7 pupils. Weighting set by Department for Education each year. The proposals increase the funding to schools.

*** Minimum Funding Guarantee assumes minus 1.5% (same as previous years) in all models.

**** Capping is set to offset the cost of Minimum Funding Guarantee Protection. In 2020/21 no cap has been assumed. The indicative models show capping is at a more generous level than the Department for Education proposals (3% then 6%)

Appendix 2b – Indicative formula allocations (total cost)

Funding Factor	Model 1 - 2017/18	Model 2 NFF before ACA	Model 3 Affordable 2018/19	Model 4 Affordable 2019/20	Model 5 2020/21 Full NFF with ACA
Scaling factor	n/a	100.000%	100.700%	102.55%	102.812%
Primary AWPU	£114,971,346	£119,359,897	£119,968,211	£122,403,574	£122,716,297
KS3 AWPU	£67,110,364	£68,985,454	£69,324,756	£70,744,583	£70,925,325
KS4 AWPU	£48,621,360	£49,193,376	£49,440,128	£50,447,807	£50,576,694
Primary MFL	£0	£0	£0	£570,081	£549,225
Secondary MFL	£0	£1,455,359	£1,470,295	£3,797,507	£3,808,030
Primary FSM	£2,515,901	£1,302,349	£1,308,269	£1,335,559	£1,338,971
Secondary FSM	£1,594,950	£668,360	£671,398	£685,403	£687,154
Primary FSM6	£0	£2,911,307	£2,927,481	£2,985,546	£2,993,173
Secondary FSM6	£0	£3,238,155	£3,254,655	£3,320,727	£3,329,211
Primary IDACI band F	£587,034	£559,080	£561,876	£573,337	£574,802
Secondary IDACI band F	£555,727	£555,727	£557,644	£569,898	£571,354
Primary IDACI band E	£818,495	£755,534	£758,682	£774,800	£776,780
Secondary IDACI band E	£607,770	£623,764	£626,962	£639,670	£641,304
Primary IDACI band D	£55,816	£57,411	£57,729	£58,874	£59,025
Secondary IDACI band D	£86,493	£94,774	£95,326	£97,191	£97,439
Primary IDACI band C	£170,527	£190,016	£190,990	£194,861	£195,359
Secondary IDACI band C	£138,190	£164,652	£165,534	£168,851	£169,282
Primary IDACI band B	£28,137	£27,806	£27,938	£28,515	£28,588
Secondary IDACI band B	£24,091	£25,812	£25,941	£26,470	£26,538
Primary IDACI band A	£483	£579	£582	£593	£595
Secondary IDACI band A	£1,861	£2,432	£2,444	£2,494	£2,500
Primary Low Attainment	£10,796,943	£13,169,555	£13,232,267	£13,505,379	£13,539,883
Secondary Low Attainment	£6,826,681	£7,054,237	£7,090,646	£7,234,120	£7,252,602
Primary EAL	£2,038,379	£2,282,098	£2,295,392	£2,340,292	£2,346,271
Secondary EAL	£637,070	£802,129	£806,183	£822,583	£824,685
LAC	£149,485	£0	£0	£0	£0
Mobility	£214,712	£214,712	£209,989	£220,188	£220,188
Lump Sum	£27,755,333	£24,154,167	£24,274,718	£24,770,098	£24,833,382
Sparsity Primary (up to)	£0	£24,566	£24,689	£25,193	£25,257
Sparsity secondary (up to)	£0	£25,242	£25,367	£25,885	£25,951
MFG	£2,403,820	£805,438	£705,403	£466,479	£445,107
Capping	-£315,474	-£803,321	-£702,737	-£462,736	£0
Rates & other factors	£3,168,272	£3,168,272	£3,168,272	£3,168,272	£3,168,272
Fringe uplift where applicable	£1,566,963	£1,617,464	£1,625,560	£1,658,709	£1,662,945
Total funding formula	£293,130,730	£302,686,401	£304,192,590	£313,200,803	£314,412,188
Growth Fund	£1,700,000	£1,700,000	£1,700,000	£1,700,000	£1,700,000
Total cost to schools block	£294,830,730	£304,386,401	£306,192,590	£314,900,803	£316,112,188
Funding Formula Available	£295,505,000	£306,238,230	£306,238,230	£314,952,748	£316,744,163
difference ("headroom")	-£674,270	-£1,851,829	-£45,640	-£51,945	-£631,975

Appendix 3 – Illustrations of impact of proposals over 3 years

1. Small primary schools (Under 100 pupils);
2. Average primary schools;
3. Large primary schools (over 400 pupils)
4. Secondary schools with low proportions of prior attainment funding;
5. Secondary schools with higher proportions of prior attainment funding.

These illustrations do not include rates, or mobility, sparsity and exceptional factors.

For the examples it is assumed that no MFG or capping is applied to each school, or was applied in previous years. In reality some schools will be protected by MFG and rather more schools may be capped over the next two or three years.

As schools do vary widely in their size and characteristics, there will inevitably be variation in how the funding proposals apply within the five example groups. They are excluding the impact of Minimum Funding Guarantee and capping.

1. Small primary schools (Under 100 pupils);

The reduction in lump sum in small primary schools is on average mostly compensated through increases in other factors with a small increase in future years.

Small Primary School	Numbers	2017-18	2018-19 affordable	2019-20 affordable	2020/21 NFF
Primary AWPU	59	£156,114	£163,208	£166,206	£166,630
Primary MFL	-	£0	£0	£0	£0
Primary FSM	2	£1,700	£886	£902	£905
Primary FSM6	5	£0	£2,719	£2,769	£2,776
Primary IDACI band F	1	£210	£201	£205	£206
Primary IDACI band E	1	£260	£242	£246	£247
Primary IDACI band D	-	£0	£0	£0	£0
Primary IDACI band C	-	£0	£0	£0	£0
Primary IDACI band B	-	£0	£0	£0	£0
Primary IDACI band A	-	£0	£0	£0	£0
Primary Low Attainment	16	£11,378	£16,918	£17,228	£17,272
Primary EAL	4	£1,840	£2,074	£2,113	£2,118
Lump Sum	1	£126,400	£110,770	£112,805	£113,093
Total funding formula		£297,902	£297,018	£302,474	£303,247
change			100%	102%	102%

2. Average primary schools

Average sized primary schools see increases in other factors surpass any loss of lump sums. Some of the largest ones might trigger Minimum Funding Levels if AWPU is their main funding factor.

Average Primary School	Numbers	2017-18	2018-19 affordable	2019-20 affordable	2020/21 NFF
Primary AWPU	223	£590,058	£616,869	£628,202	£629,807
Primary MFL	-	£0	£0	£0	£0
Primary FSM	15	£12,750	£6,646	£6,768	£6,786
Primary FSM6	27	£0	£14,682	£14,952	£14,990
Primary IDACI band F	13	£2,730	£2,618	£2,666	£2,673
Primary IDACI band E	14	£3,640	£3,384	£3,446	£3,454
Primary IDACI band D	1	£350	£363	£369	£370
Primary IDACI band C	2	£700	£785	£800	£802
Primary IDACI band B	-	£0	£0	£0	£0
Primary IDACI band A	-	£0	£0	£0	£0
Primary Low Attainment	62	£44,091	£65,556	£66,760	£66,931
Primary EAL	18	£8,280	£9,335	£9,506	£9,531
Lump Sum	1	£126,400	£110,770	£112,805	£113,093
Total funding formula		£788,999	£831,008	£846,274	£848,436
change			105%	107%	108%

3. Large primary schools (over 400 pupils)

Large primary schools see increases in other factors surpass any loss of lump sums. Some will trigger Minimum Funding Levels.

Large Primary School	Numbers	2017-18	2018-19 affordable	2019-20 affordable	2020/21 NFF
Primary AWPU	474	£1,254,204	£1,311,193	£1,335,281	£1,338,692
Primary MFL	-	£0	£0	£0	£0
Primary FSM	37	£31,450	£16,394	£16,695	£16,738
Primary FSM6	66	£0	£35,889	£36,549	£36,642
Primary IDACI band F	41	£8,610	£8,257	£8,409	£8,431
Primary IDACI band E	39	£10,140	£9,426	£9,599	£9,623
Primary IDACI band D	1	£350	£363	£369	£370
Primary IDACI band C	6	£2,100	£2,356	£2,400	£2,406
Primary IDACI band B	-	£0	£0	£0	£0
Primary IDACI band A	-	£0	£0	£0	£0
Primary Low Attainment	137	£97,428	£144,857	£147,518	£147,895
Primary EAL	66	£30,360	£34,228	£34,857	£34,946
Lump Sum	1	£126,400	£110,770	£112,805	£113,093
Total funding formula		£1,561,042	£1,673,733	£1,704,481	£1,708,836
change			107%	109%	109%

4. Secondary schools with low proportions of prior attainment funding

Secondary schools with low proportions of prior attainment funding see increases in other factors surpass any loss of lump sums. Many will trigger Minimum Funding Levels.

Secondary schools with low proportions of prior attainment funding	Numbers	2017-18	2018-19 affordable	2019-20 affordable	2020/21 NFF
KS3 AWPU	520	£1,954,160	£2,022,821	£2,059,983	£2,065,246
KS4 AWPU	339	£1,469,565	£1,497,262	£1,524,769	£1,528,664
Secondary MFL	-	£0	£168,402	£342,858	£343,734
Secondary FSM	12	£12,600	£5,317	£5,415	£5,428
Secondary FSM6	34	£0	£26,877	£27,371	£27,441
Secondary IDACI band F	37	£10,730	£10,805	£11,004	£11,032
Secondary IDACI band E	21	£7,980	£8,247	£8,399	£8,420
Secondary IDACI band D	7	£3,290	£3,630	£3,697	£3,706
Secondary IDACI band C	2	£940	£1,128	£1,149	£1,151
Secondary IDACI band B	4	£2,240	£2,417	£2,461	£2,467
Secondary IDACI band A	-	£0	£0	£0	£0
Secondary Low Attainment	-	£0	£0	£0	£0
Secondary EAL	9	£9,900	£12,552	£12,783	£12,816
Lump Sum	1	£126,400	£110,770	£112,805	£113,093
Total funding formula		£3,597,805	£3,870,229	£4,112,693	£4,123,200
change			108%	114%	115%

5. Secondary schools with higher proportions of prior attainment funding

Secondary schools with higher proportions of prior attainment funding see increases in other factors surpass any loss of lump sums. None will trigger Minimum Funding Levels.

Secondary schools with higher proportions of prior attainment funding	Numbers	2017-18	2018-19 affordable	2019-20 affordable	2020/21 NFF
KS3 AWPU	497	£1,867,726	£1,933,350	£1,968,869	£1,973,899
KS4 AWPU	299	£1,296,165	£1,320,594	£1,344,855	£1,348,291
Secondary MFL	-	£0	£0	£0	£0
Secondary FSM	57	£26,220	£25,256	£25,720	£25,785
Secondary FSM6	159	£0	£125,847	£128,159	£128,486
Secondary IDACI band F	59	£17,110	£17,230	£17,546	£17,591
Secondary IDACI band E	46	£17,480	£18,066	£18,397	£18,444
Secondary IDACI band D	4	£1,880	£2,074	£2,113	£2,118
Secondary IDACI band C	1	£470	£564	£574	£576
Secondary IDACI band B	9	£5,040	£5,438	£5,538	£5,552
Secondary IDACI band A	-	£0	£0	£0	£0
Secondary Low Attainment	199	£298,500	£310,609	£316,315	£317,124
Secondary EAL	16	£17,600	£22,315	£22,725	£22,783
Lump Sum	1	£126,400	£110,770	£112,805	£113,093
Total funding formula		£3,674,591	£3,892,112	£3,963,616	£3,973,742
change			106%	108%	108%

School Funding Consultation

Analysis of the results of the consultation with
Schools Nov 6th –Nov 19th 2017

Background

- In response to the DfE proposals for implementing the National Funding Formula a consultation was held with Buckinghamshire Schools
- 119 responses were received including formal responses from 78 schools (one per school)

- 57 primary
- 20 secondary
- 1 special school

The greatest proportion of formal responses came from Heads

A separate response from FOSS was also received.

- In Buckinghamshire there (2017/18 data) were 43,451 (60%) primary pupils and 29,074 (40%) secondary pupils

Primary	57
Governor / Trustee	19
Head / Senior Leader	35
School Finance Professional	3
secondary	20
Governor / Trustee	1
Head / Senior Leader	15
School Finance Professional	4
special	1
Head / Senior Leader	1
Grand Total	78



Primary schools responses

- Aston Clinton School
- Bearbrook Combined School
- Bedgrove Junior School
- Beechview Primary
- Brookmead School
- Burford School
- Cadmore End CofE School
- Castlefield School
- Chalfont St Giles Village School
- Chartridge Combined
- Cheddington Combined School
- Claytons Primary School
- Curzon Combined C of E Primary School
- Danesfield School
- Dropmore Infants School
- Elangeni School
- Elmhurst Primary School
- Great Horwood School
- Great Kingshill CE Combined school
- Grendon Underwood School
- Halton Community Combined School
- Hamilton Academy
- Holmer Green First School
- Holmer Green Junior School
- Hughenden Primary
- Iver Heath Infant School and Nursery
- Iver Heath Junior School
- Jordans School
- Juniper Hill School
- King's Wood School and Nursery



Primary schools responses

- Little Kingshill Combined School
- Little Missenden CE Infant School
- Long Crendon School
- Longwick CE Combined
- Loudwater Combined School
- Maids Moreton CE School
- Marlow CofE Infant School
- Naphill and Walters Ash School
- Padbury CE School
- Princes Risborough Primary
- Radnage Church of England VA Primary School
- St Joseph's Catholic Primary
- St Mary's CE Primary School, Amersham
- St Peter's Catholic Primary School
- St Peters CE Primary, Burnham
- Stone CE Combined
- The Disraeli School
- The John Hampden School Wendover
- The Mary Towerton School at Studley Green
- Thornborough Infant School
- Twyford C of E School
- Tylers Green Middle School
- Waterside Community Combined School
- Wendover CE Junior School
- Weston Turville CE School
- William Harding school
- Wingrave CE Combined School



Secondary schools responses

- Aylesbury Grammar School
- Aylesbury High School
- Beaconsfield High School
- Bourne End Academy
- Burnham Grammar School
- CHESHAM GRAMMAR
- Cressex Community School
- Dr Challoner's Grammar School
- Dr CHalloner's High School
- HOLMER GREEN SENIOR SCHOOL
- Princes Risborough School
- Royal Grammar School High Wycombe
- Royal Latin
- The Chiltern Hills Academy
- The Grange
- The Highcrest Academy
- The Mandeville School
- The Misbourne
- Wycombe High School
- Sir William Borlase's Grammar



Do you support the proposal for Buckinghamshire to adopt National Funding Formula principles from 2018/19?

Formal responses	No - please specify your reasons	Yes	Grand Total	% support
Primary	9	48	57	84%
secondary		20	20	100%
special		1	1	100%
Grand Total	9	69	78	88%

Support for adopting the NFF proposals overall is very high. FOSS response and individual response concerns regarding the reduction in lump sums for smaller schools.



Concerns

- Small schools, loss of lump sum v increase in other factors.

Mitigations?

- Minimum funding guarantee protects partly the loss of lump sum.
Like for like, after MFG, funding changes would be:
 - 3 schools would receive £5k - £7k less
 - 4 schools would receive £2k - £4k less
 - 5 schools would receive £1k - £2k less
 - 2 schools would receive £0k - £1k less
- Disapplication request to DfE for new exceptional premises factors to support schools with under 50 pupils
- High Needs Block where appropriate
- One small school benefits from sparsity factor



Do you support the proposal to phase in local funding formula rates over the next 2 years?

Formal Responses	No - please specify your reasons	Yes	(blank)	Grand Total	% support
Primary	9	47	1	57	82%
secondary	5	14	1	20	70%
special		1		1	100%
Grand Total	14	62	2	78	79%

Support for phasing in overall is very high.



Concerns

- Some confusion over the proposals
- Some comments on Minimum Funding Level per pupil scaling and capping
- Link back to small schools funding issue

Mitigations?

- Capping does not apply to schools receiving Minimum Funding Level
- Minimum Funding levels will almost be at DfE levels in full in 2019/20 for those schools that benefit
- Other than agreed high needs block transfer every £ given to us by DfE is going through the formula



Do you support the proposal that the cost of protecting schools from decreases in per pupil funding is met by capping gains per pupil in other schools?

74

Formal Responses	No - please specify your reasons	Yes	Grand Total	% support
Primary	10	47	57	82%
secondary	10	10	20	50%
special		1	1	100%
Grand Total	20	58	78	74%

Support for MFG and capping overall is very high.



Concerns

- Some confusion over the proposals (some negative responses had affirmative comments)
- Some confusion with MFL

Mitigations?

- Capping is at levels more generous than funding to the Authority
- MFG would have applied at 1.5% if NFF had not been introduced
- MFL is after capping and MFG



Do you believe the proposals will support the strategic aims of the Authority?

Formal Responses	No - please specify your reasons	Partly - please specify your reasons	Yes	(blank)	Grand Total	% support or in part support
Primary	6	19	31	1	57	88%
secondary	4	11	4	1	20	75%
special			1		1	100%
Grand Total	10	30	36	2	78	85%

General support or partial support for this statement.



Concerns

- Strategy unclear
- High needs and disadvantaged pupils
- Small schools strategy
- Selective system
- School infrastructure (capital)
- Academies agenda
- Social and family support

Mitigations?

- Increase in funding from DfE is better than no funding increase
- Strategies in early days, so better understanding and link to funding as these progress



Which of the following amounts do you think should be transferred from ‘Schools Block’ funding to ‘High Needs Block’ funding for each of the next two years?

Analysis of consultation responses regarding high needs budget transfer
(excluding 1 formal response from a special school as they are not funding this transfer)

Response	£ -	£ 500,000	£ 1,000,000	£ 1,500,000	Total
Primary	16	7	15	19	57
secondary	9	6	4	1	20
weighted average primary	£ -	£ 61,404	£ 263,158	£ 500,000	£ 824,561
weighted average secondary	£ -	£ 150,000	£ 200,000	£ 75,000	£ 425,000

split of pupils

primary	43,451	60%	£ 494,009
secondary ks3	17,858	25%	£ 104,649
secondary ks4	11,216	15%	£ 65,726
total	72,525	100%	£ 664,384

estimated budget
estimated % of budget

£ 300,000,000
0.22%

Weighted average of responses indicates support for £0.65m per year for two years

(0.22% of schools block)



Concerns

- Challenge over strategy
- Uncertainty over funding proposals
- Uncertainty over how money supports schools
- Need for efficiency
- Link between past underfunding of schools and high levels of SEND

Mitigations?

- Funding proposals going back to Forum 28th November
- Inclusion strategy and budget proposals are aligned.
- Growth in special school places still included in proposals.
Spectrum of need and appropriate support part of the strategy
- Support from consultation less than half of maximum.





Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Preventing Bullying in Schools
Committee date:	Tuesday 5 th December 2017
Author:	Sarah Callaghan
Contact officer:	Yvette Thomas, Head of Equalities ythomas@buckscc.gov.uk 01296 382461
Cabinet Member sign-off:	Mike Appleyard

Purpose of Agenda Item

*This item is for: **information** to update the Committee with regards the latest work being done across Bucks schools and to inform Members of the Committee of any emerging issues*

Background

There has never been a statutory obligation on schools to report bullying incidents to the Local Authority and therefore there has never been a duty for Local Authorities to report on the number of bullying incidents in each County. There was a statutory duty to report racist incidents but this duty was removed after 2010. However there is a moral and statutory imperative to keep children and young people safe therefore as a Local Authority (LA) we have continued to support schools to report discriminatory incidents to the LA up to the present time. Schools have been able to report discriminatory incidents including bullying (based on a protected characteristic) as set out in the Equalities Act 2010. Over the past seven years we have seen a steady decline in schools reporting any incidents to the LA due to the statutory duty being withdrawn. Schools are expected to hold this information on their own recording systems and if required to present them to Ofsted during an inspection. We therefore as a Local Authority rely on schools and relevant partners to share their concerns and work with us to reduce the number of bullying incidents across Buckinghamshire. We have reminded schools via the Schools bulletin that despite no statutory obligation to report to the LA, it is still good practice to do so for the purpose of transparency and to enable support to be offered if required.



The work of the Local Authority on anti-bullying across schools in Buckinghamshire has been longstanding and has in partnership with relevant agencies continued to evolve. We have developed strong ties with the Bucks Safeguarding Children's Board (BSCB), the Stronger and Safer Partnership Board (SSPB) and the Emotional Well Being Board as well as Thames Valley Police and work in collaboration with our partners to address support for schools in Buckinghamshire as detailed later in the report.

Summary

Is Bullying an Issue in Buckinghamshire?

- In 2016 we conducted a survey with pupils in Yrs 5-13 in schools across Bucks including Special Schools. (See 2016 Anti bullying Survey Headline Data power point in Appendix).
- We are not able to draw comparisons with the 2014 Anti-bullying survey due to: more year groups participating in the 2016 survey compared to the 2014 survey and the use of revised questions for the 2016 survey which means they do not necessarily correspond with questions on the 2014 survey.
- We are pleased however to report that we saw an increase in the numbers participating in the survey from 1500 plus students to just over 5000 participants
- This is a positive indication that schools take this matter seriously and want to support the work of the LA by engaging with such a survey.
- Over the last three years Thames Valley Police has seen a 43% increase in reported hate crimes. The vast majority of incidents have been racially motivated but people are also being persecuted because of their religion, sexual orientation or disabilities.
- Between July and September last year 14,000 hate crime incidents were documented nationally, the highest level recorded since reporting began in 2012. (Huffington Post 2017)
- Amnesty launched an urgent campaign on racism in the UK amid a rise in reported hate crime in June 2016.
- In 2016/17 based on Thames Valley Police records, the Anti-bullying survey and soft intelligence from a cross range of officers and professionals working in schools across the County we can see there are parallels to be drawn with national data linked to key local regional or international events e.g. Terrorist attacks, after the EU referendum and after the US elections.

- It is important to note that we are not complacent and have continued to support schools to tackle all forms of discrimination and bullying and acknowledge the local and national increase in hate crimes and the anecdotal information from schools about the increase at certain key times in bullying and discriminatory incidents that they have recorded at school.

Resource implications

- Funding for all of the work on this agenda comes from a variety of sources including base budget, along with income generation and support from the Bucks Safeguarding Children's Board and the Safer and Stronger Bucks Partnership Board. This has enabled us to have a series of events to raise awareness and support schools with the development of strategies to reduce bullying in schools
- The total budget-spend to date between 2016/17 and current financial year 2017/18 has been approximately £20K. We have spent £10K on Show Racism the Red Card workshops and approximately £10K on 2 multi agency conferences for professionals on E-Safety (including Cyber bullying) and Anti Bullying, 2 Conferences for Secondary School Student Council Representatives, covering the same themes and 3 Primary Anti bullying workshops.

Outcomes and Impact

With the funding we have been able to do the following

- Biennial Anti Bullying Conference for Professionals organised in collaboration with the BSCB. Each year we have up to 100 attendees and our partner agencies using a market stall format give out information on the services they can provide and how to access their service.
- Biennial Anti Bullying Conference for Secondary Student Council Reps sees over 100 students participating from on average 15 Secondary schools along with students from the FE colleges. Again we use a market stall type format for partner agencies to share information with the participants.
- We also hold biennial E Safety Conferences for both Professionals and Secondary students which always have as part of the day an agenda item on Cyber bullying.
- We have a number of Child Exploitation and On -Line Protection (CEOP) trained colleagues, who work in schools delivering training to pupils and parents and they also do training sessions for those working with children and young people developing their knowledge of how to keep safe on line.
- In collaboration with the BSCB we held for the first time (September 2017) 3 Primary School workshops on Anti bullying. Based on the results of the survey we focussed on addressing the key themes emanating from the results. A workshop was held in High Wycombe, Aylesbury and Amersham for ease of access for schools and to increase the potential numbers who could attend. Each event was oversubscribed.

We aim to run these conferences again. There was much local media attention see below various reports on the primary events

<http://www.equaliteach.co.uk/events/agents-change-anti-bullying-events-buckinghamshire/>

- <https://www.buckscc.gov.uk/news/buckinghamshire-youngsters-become-agents-for-change-to-help-reduce-bullying/>
- <https://www.mix96.co.uk/news/local/2400985/pupils-from-bucks-schools-pledge-to-help-stamp-out-bullying/>
- http://www.bucksfreepress.co.uk/news/15585775.Youngsters_join_forces_to_help_stamp_out_bullying_in_schools/
- With the support of the Stronger and Safer Partnership Board (SSPB) we were able to commission once again the Show Racism the Red Card Team to work with us to deliver workshops mainly to Primary aged pupils across the County. Each year they surpass their target of 1000 pupils to whom they have delivered workshops.
- We have seen a high level of satisfaction with the events we have run with an approval rating of over 90% Good and above
- Teachers have recorded in their reports on work completed or on evaluation sheets pupils and students returning to school invigorated to tackle bullying in schools. Examples of work to date include – special assemblies and presentations to Year groups. Discussions with Headteacher and the Senior Management team requesting support for activities the group wish to organise. Schools have reported that they have procured Anti-bullying Notice boards in school where key information is shared with the school community, the setting up of safe spaces where young people who are the victims of bullying can go for additional support from their peers along with a range of resources purchased relating to Anti bullying e.g. posters.
- The Youth Service received over 600 referrals to provide individual support for young people since the launch of 'Bucks Youth' in June 2016. Requests have been to support a range of issues related to young people's well-being. In the case of 14.5% of referrals, the most prominent issues requiring support was related to peer relationships.
- The Youth Service takes a holistic approach to the support provided. Building up the confidence and self-esteem of individuals is often a key focus to the intervention. This links closely to increasing young people's personal resilience and the ability to cope with difficult situations and relationships. The Youth Service also supports young people to consider how they communicate with others, build positive relationships and to express their opinions in an appropriate way. This bespoke



approach has enabled us to work with many young people affected by bullying and to bring about change to these difficult circumstances.

Next steps

To continue this work constantly looking at ways to offer value for money without impacting the quality of the service we provide. Discussions with schools continue about how to ensure they are mainstreaming this agenda in their schools and developing school to school support including sharing good practice. The Public Health Team are recruiting a PSHE lead to support schools and this officer will support some of the work we do on anti-bullying through helping schools to strengthen and firmly embed PSHE into the curriculum . The work on anti-bullying sits within our Education and Skills strategy - one of our priorities is to work with particularly vulnerable groups including those at risk of exclusion. Although the reason for an exclusion whether fixed term or permanent is multi-faceted; bullying is a factor contributing to a school making the decision to exclude. It is anticipated that the work on anti-bullying will help not only reduce bullying incidents but also reduce the need for exclusions to take place.

Bullying Survey 2016

Topline Results

Yvette Thomas
Head of Equalities



Survey Background

- Biennial Survey
- Respondents both Primary and Secondary school pupils with a mixture of schools taking part including Special Schools
- The purpose of the survey is to gauge children and young peoples views on their experience of bullying and how they feel bullying is being addressed.



Pupils on Roll Buckinghamshire

January School Census 2016	
Primary	44,997
Secondary	36,211
Special	1,296
PRU	79

- Figures are collected by the DfE each year to help monitor what is happening in schools
- 2,113 respondents to the primary survey
- 3,120 respondents to secondary survey



Primary School Survey



Yr 5 & 6 Respondents

	Number	Percentage	Number Bullied in last 6 months	Percentage
Total Respondents 2113				
Boys	987	46.7%	230	23.3%
Girls	978	46.3%	244	24.9%
Gender undeclared	148	7.0%	37	25.0%
Pupils from ethnic minority backgrounds	451	21.3%	98	21.7%
Pupils in single parent families	157	7.4%	44	28.0%
Religious Background	425	20.1%	91	21.4%
Pupils with a disability or long-term illness	170	8.0%	62	36.5%



Key Headlines

- 2113 respondents
 - 1,027 (Y5) and 1,086 (Y6)
- 41 participating Primary Schools
- In the last 6 months, 1 in 4 respondents felt they had been bullied in their current school
- Most common types of bullying reported was verbal bullying
- Most of the bullying took place in school
- Most pupils reported the bullying to their teacher or parent
- Overall a similar number of boys and girls responded, and 23.3% of boys and 24.9% of girls reporting they had been bullied in the last 6 months
- 36.5% of pupils who said they had a disability were bullied



Secondary School Survey



Respondents Y7-Y9

	Number	Percentage	Number Bullied in last 6 months	Percentage
Total Respondents 2006				
Boys	855	42.6%	161	18.8%
Girls	1067	53.2%	177	16.6%
Gender undeclared	84	4.2%	44	52.4%
Pupils from ethnic minority backgrounds	964	48.1%	214	22.2%
Pupils in single parent families	178	8.9%	31	17.4%
Religious Background	866	43.2%	166	19.2%
Pupils with a disability or long-term illness	174	8.7%	57	32.7%



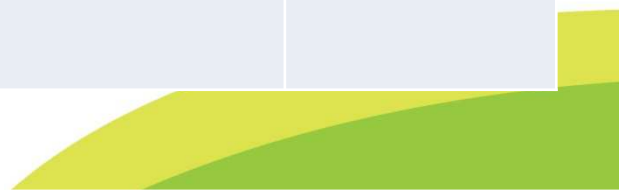
Key Headlines Y7-Y9

- 2006 respondents
 - 852 (Y7) and 710 (Y8), 444 (Y9)
- 11 participating Schools
- In the last 6 months, 1 in 5 respondents felt they had been bullied in their current school
- Verbal and cyber bullying featured as the largest types of bullying
- Over 30% of students with a disability had experienced bullying
- The other two groups who indicated they had experienced bullying was those with a minority ethnic background or they came from an identified religious group or they were bullied because of their sexuality or perceived sexuality.



Respondents Y10-Y13

	Number	Percentage	Number Bullied in last 6 months	Percentage
Total Respondents 1009				
Boys	441	43.7%	50	11.3%
Girls	512	50.7%	57	11.1%
Gender undeclared	56	5.5%	17	30.4%
Pupils from ethnic minority backgrounds	268	26.6%	29	10.8%
Pupils in single parent families	108	10.7%	21	19.4%
Religious Background	398	39.4%	47	11.8%
Pupils with a disability or long-term illness	440	43.6%	35	7.9%



Key Headlines Y10-Y13

- 1009 respondents
 - 443 (Y10), 151 (Y11), 224 (Y12), 191 (Y13)
- 9 participating Schools
- In the last 6 months, 1 in 10 respondents felt they had been bullied in their current school
- The most common types of bullying were verbal bullying and cyber bullying.



Actions

- Annual conferences for both professionals and secondary students
- Anti-bullying champions programme
- Share good practice among schools
- Contract with Show Racism Red Card to deliver training to over 1000 pupils are year
- Youth Service support for the victims of bullies but also engaging the perpetrators to eliminate the behaviours



Children's Social Care & Learning Select Committee				
Date	Topic	Description and Purpose	Lead Officers	Attendees
5 Dec 2017	Buckinghamshire Safeguarding Children Board	For the Committee to consider the effectiveness of partnership working in keeping children safe in Bucks and the Board's performance in improving outcomes for Children and Young People.	Julie Davies, Head of Children's Quality Standards & Performance	
5 Dec 2017	Educational Psychology Service	For the Committee to review performance against the Educational Psychology action plan.	Sarah Callaghan, Service Director Education	
5 Dec 2017	New Funding Formula for Schools and High Needs	For the Committee to look at the implications of the new funding formula on Buckinghamshire's schools.	Sarah Callaghan, Service Director Education	
5 Dec 2017	Permanent Exclusions Inquiry - Draft Scope	For the Committee to discuss and agree the draft scoping document for the inquiry into permanent exclusions from school.	Kevin Wright, Committee and Governance Adviser	
5 Dec 2017	Preventing Bullying in Schools	For the Committee to look at work being undertaken to prevent bullying in schools in Buckinghamshire.	Sarah Callaghan, Service Director Education	

Date	Topic	Description and purpose	Lead Service Officer	Attendees
6 Feb 2018	Ofsted Inspection	For the Committee to look at the outcomes from the recent Ofsted Inspection of Children's Services.	Carol Douch, Service Director (Children & Family Service), Tolis Vouyioukas, Executive Director Children's Services	
6 Feb 2018	Performance Report - Q2 2017-18	For the Committee to review and question Cabinet Members on areas of underperformance.	Sarah Callaghan, Service Director Education, Carol Douch, Service Director (Children & Family Service)	
6 Feb 2018	Voice of the Child and Young Person Inquiry - Recommendations	To review and make an assessment of progress against the agreed recommendations of the inquiry 12 months on	Julie Davies, Head of Children's Quality Standards & Performance	
27 Mar 2018	Children's Residential Care Homes	For the Committee to review progress on increasing the provision of care placements in County.	Carol Douch, Service Director (Children & Family Service)	
27 Mar 2018	Performance Report - Q3 2017-18	For the Committee to review and question Cabinet Members on areas of underperformance.	Carol Douch, Service Director (Children & Family Service), Sarah Callaghan, Service Director Education	

Date	Topic	Description and purpose	Lead Service Officer	Attendees
27 Mar 2018	Support for Care Leavers	For the Committee to assess the arrangements in place to support children and young people leaving care.	Carol Douch, Service Director (Children & Family Service)	

