Papers for meeting of Surrey Schools Forum 4 July 2023

Item 6
Surrey Schools Forum

4 July 2023

Lead: Anwen Foy

For information and discussion

Surrey Virtual School Annual Report on the Pupil Premium Plus for Looked After Children 2022/23

Summary

This report provides an overview of the 'looked after child pupil premium', also referred to as Pupil Premium Plus (PP+), the role of the Virtual School Head Teacher in relation to this grant, and the way it is being used to improve educational progress and outcomes of Surrey's children in care.

It is presented for the purpose of sharing information, highlighting some planned changes, and working collegiately with Schools Forum members.

Background and key facts

- The purpose of the grant is to raise the educational attainment of children looked after to help them reach their potential. It is allocated to the Virtual School on behalf of each child who is in care for at least one day as recorded in the March SSDA903 children looked after data return and aged 4-15 as at 31 August. Pupils from Year R to Year 11 are eligible for Pupil Premium Plus.
- Virtual School Heads have responsibility for managing and tracking Pupil Premium Plus for looked after children within their local authority in line with the DFE Conditions of Grant and guidance.
- A Pupil Premium Plus policy is in place in each LA which should be reviewed annually by the Virtual School Head (VSH)
- In terms of governance, the Surrey VSH provides an annual PP+ report to the Corporate Parenting Board Education Subgroup / CPBESG (or governing board). The Board is chaired by the Cabinet Member for Education and Learning and includes a wide variety of stakeholders including the Director of Corporate Parenting, Headteacher, Designated Teacher, Foster Carer, young person and LA Officer representatives.
- A Virtual School annual survey of Designated Teachers includes specific questions about the use and impact of PP+, which also informs the annual report.

- Virtual Schools do not have responsibility for pupil premium allocated to children previously looked after, which goes directly to schools. However, guidance around this grant may be found here. From 1 April 2023, pupil premium grant eligibility for pupils who have been adopted from care or have left care will also include children adopted from state care or equivalent from outside England and Wales.

The wider context: Arrangements across different local authorities

- Many different arrangements are in place across the country reflecting local needs and contexts, ranging from entirely needs led arrangements whereby the Virtual School retains all of the PP+ and allocates following application, to partial or fully automatic termly allocations to schools.
- In common to almost every LA, is the pre-requisite that payment of any PP+ is subject to receipt of a high-quality Personal Education Plan (PEP). The PEP is the education component of a looked after child's statutory care plan.
- PEPs should evidence clear targets for children's progress and learning and some LAs make payment of PP+ subject to targets being met.

Summary of the current (academic year's) arrangements in place for Surrey CLA

Pupil Premium Plus passported to schools

- Our current arrangement for Surrey CLA is that up to £600 per child per term, or £1,800 per annum is available for schools to request via each child's PEP. It is also possible to request more where the DT feels the child has a greater level of need. This represents 71% of the total grant.
- The current Surrey Virtual School quality assurance process includes five key areas, one of which is that '*The review of the previous targets demonstrates the use of the previous term of Pupil Premium Plus Grant spend and the impact it has had on their learning.' A* PEP is RAG rated green if the PEP evidences all five criteria.
- Pupil Premium Plus is not allocated where a PEP is of poor quality and has a 'red' rating. However, feedback is always provided. This is consistent with practice across the vast majority of Virtual Schools.
- During Summer and Autumn terms 2022, a total of £265,631 was requested by schools and spent on evidence-based interventions which are identified by the Education Endowment Fund (EEF) as impacting positively on the progress of children from disadvantaged groups.
    - Summer Term 2022 - £129,801
    - Autumn Term 2022 - £135,830
- We are concerned that there are still a number of schools who choose not to request PP+ despite it being available for them each term. We have already addressed a several of the reasons provided by DTs for this. For example, our 2022-23 PP+ policy confirms that children with EHCPs and those in Year R are eligible. Some schools have felt that retrospective termly payments make planning difficult, and a minority have felt that the request system was difficult to use.

- In line with requests made by Designated Teachers, Frequently Asked Questions and a 'good practice' guide are included within the current policy. These include examples cited in our DT surveys of targeted use of Pupil Premium Plus for looked after children and the impact this has made (extract below).

One to one tutoring provided opportunities for pre-learning, developing the child's confidence to participate more fully in lessons. As a result of one-to-one tuition used in this way, one student "…felt more confident in their abilities and this was reflected in their classroom performance and willingness to participate in oral discussion…whereas previously they would feel discouraged from answering questions in front of their peers for fear of getting the answer wrong."

Additional tutoring in Maths and English had resulted in a child 'making accelerated progress, reaching 'expected levels' in both subjects. Likewise, for this child, "tutoring also supported child's self-esteem and self-confidence, and allowed them to participate more fully in lessons as they had greater understanding of content."

One to one tutoring and online learning was provided in subjects the school was not able to offer, but were either an interest or passion of an individual child, or needed for a specific post 16 path they wished to follow later on – enabling "a tutor to teach a subject not covered by the school but needed for the student's next step."

Frequently, there was evidence of therapeutic interventions being used at transition points which were difficult for the child to manage with the potential also to take them off course with their learning. DTs provided examples of using play therapy when a child became looked after "in order to process events, feelings and triggers" and to support a child with "emotional resilience." Another DT used PP+ to fund a "Forest School intervention with a qualified practitioner to support mental health and wellbeing following counselling sessions" recognising the need to support this child with the transition from intensive counselling and the complex emotions this was likely to uncover. A further example was provided of a school using their ELSA to support a child "over a series of placement changes so that the child was still able to come into school and engage in lessons."

- To increase the amount of funding passported to schools to support individual children this academic year, we provided an additional £600 per child in January 2023 to help meet ongoing and additional learning and emotional health needs. A total of £354,264 was allocated to schools at the Spring term in 2023 which is considerably higher than the total amounts for the previous two terms. Total payments direct to schools for the financial year 2022-3 were **£619,895**.

Pupil Premium Plus centrally retained

- Virtual School Heads are able to retain a proportion of their PP+ budget for activities provided centrally by the Virtual School, for example to support children with greater levels of need or where interventions can be obtained more cost-effectively by commissioning in bulk. Such interventions may include training and development for Designated Teachers as exemplified in DFE statutory guidance, "*PP+ funding can be "centrally pooled by the [Virtual School Head] and used to provide support best delivered at a Local Authority-wide level e.g., training on attachment for all Designated Teachers in the authority area*.
- Currently 29% of the total grant is retained centrally. This funds a wide variety of interventions and activities. These include our Surrey Attachment Aware and Trauma Informed Schools/Settings (SAATIS) programme, and a broad range of other training for schools, foster carers and social workers. A number of individual child level interventions have been put in place to address barriers to learning, and bespoke careers guidance and coaching plus entry for Functional Skills in English and Maths were provided for young people at risk of underachievement. These measures, in partnership with schools have contributed to some good outcomes for looked after children.
- Children in the early years, Key Stages 1 and 2 performed better than looked after children nationally and across the south- east region and better than children in need during 2022 (percentage achieving the expected standard in reading writing and Maths at KS1 and KS2, and percentage achieving a 'Good Level of Development' GLD in the early years). Whilst key stage 4 results were more mixed in 2022, more young people achieved qualifications in readiness for transition to post 16 education - 71% compared with 64% in 2021 and 57.5% in 2019.
- We have seen a reduction in the percentage of young people who are not in education, employment and training (NEET). As of March 2023, 16.8% of young people in years 12 and 13 were NEET compared with 21.6% in March 2022, and 30% at the same point in 2021.
- Wherever possible, central interventions link closely with the Education Endowment Fund (EEF) defined categories of interventions which are shown to have impact on the educational progress of children from 'disadvantaged' groups. However, it is now acknowledged that these interventions may impact differently on care experienced children and further research is underway.

Planned changes for the academic year 2023-24

- We are aware that in the financial year 2023/24 the DFE will be allocating an uplift of £160 per child from 2022/23. The current PP+ policy will be updated to reflect this for the new academic year.
- Following a full review and discussion at CPBESG, the current arrangement whereby £600 per term per child is available to be requested by the DT via each child's PEP, will be retained. However, we will be introducing some new measures as follows: -
    - We will be introducing a 'transition' PP+ payment in September for the 2023-4 academic year in addition to the requests that are received via the PEP. We know that this is an area where many looked after children struggle.

    - A sample of schools will be included in an audit and review activity in the Spring term to determine the effectiveness of this funding and the difference it is making for children.
    - The Children's Commissioner's recent report 'Looked after children who are not in school' in May 2023, identified a number of factors found to increase the vulnerability of specific groups of looked after children and their access to education. The report findings are based on 50,846 children in care across the country.
    - We will be making an additional needs led PP+ allocation during the Spring term 2024 to support our most vulnerable looked after children, based on some of the factors identified in the report.
    - As with the 'transition PP+' payment, a sample of schools will be included in an audit and review activity in the Summer term to determine the effectiveness of this funding and the difference it is making for children.
- Along with publication of the new PP+ policy in September 2023, we will include additional guidance to support effective use of this funding.
- We believe these measures will enable us to retain what has been effective from the current PP+ arrangements, whilst ensuring that every child receives PP+, and that it supports our most vulnerable looked after children. Our audit and review activities in relation to the additional payments (which are separate to the PEP) will also generate examples of further good practice which can be shared with schools.

Recommendations

- That Schools Forum members note the content of this report.
- That an annual update is brough to Schools Forum around Pupil Premium Plus for children looked after

Item 8a
Surrey Schools Forum

4 July 2023

Lead: David Green

For discussion and support

Mainstream schools funding formula 2024/25, including transfer of funds to high needs block 2024/25, minimum funding guarantee and ceiling.

Summary

This paper summarises the proposed approach to setting mainstream funding formula factors for 2024/25, including how to transfer 1% of funds from NFF schools block to high needs block in 2024/25, as included in the safety valve agreement with the DfE. The general approach proposed is consistent with that used in previous years and in particular with that used in 2023/24. Any of these proposals may need to be subject to revision depending on DfE announcements in the summer. The amended proposals will then be subject to consultation with all schools in the autumn.

The Forum is invited to discuss the proposals, and in particular to suggest any way in which they may be made easier for colleagues to understand. The Forum may also wish to suggest other proposals for inclusion in the consultation paper.

Background

In 2023/24 1% of Surrey's National Funding Formula (NFF) schools block funding (£7.9m) was transferred to the high needs block under the safety valve agreement with the DfE. Similar transfers are planned annually i.e. up to 2027/28 inclusive. Annual consultation with schools/Schools Forum will still be required on the transfer, as will annual approval by DfE. The transfer to high needs block necessitated setting the mainstream funding factor rates below NFF rates and this will again be necessary in 2024/25 and indeed in later years.

Additionally, the incidence of funded additional need (deprivation, low prior attainment and particularly EAL) increased between Oct 2021 and Oct 2022, and thus between the 2022/23 budget and that for 2023/24. This increase was a pressure on Surrey's NFF DSG, because DSG funding rates are set by DfE based on previous year pupil characteristics (e.g. 2023/24 funding to Surrey is based on October 2022 pupil numbers but October 2021 additional needs). The cost was partly offset by use of a relatively low ceiling and in part by use of £2m of growth funding not required to fund growth. We do not yet know whether there will be a similar growth fund surplus for 2024/25, or whether a similar increase in additional need is to be expected between October 2022 and October 2023.

In 2023/24 the national increase in NFF formula funding was described by DFE as 1.9% per pupil, made up of

- 2.4% on non deprivation factors
- 4.3% on deprivation factors

- 0.5% on minimum funding guarantee (MFG) and minimum per pupil level (MPPL).

Thus LAs like Surrey, with relatively low deprivation and a high proportion of schools on MPPL, saw relatively low increases.

Additionally there was a mainstream schools additional grant in 2023/24, which is to be assimilated into NFF in 2024/25 and which we assume will be added to the baseline for minimum funding guarantee and ceiling calculations.

In 2023/24 LAs were required to set individual formula factors within 2.5% of their NFF values, or 10% nearer to NFF than in 2022/23, in order to make all LAs move closer to the NFF. For planning purposes at present, we have assumed the same for 2024/25, although DfE has yet to announce the restrictions.

In 2023/24 Surrey set its formula factors at 98.51% of NFF values, except that lump sums were set higher, and basic entitlement rates correspondingly lower, and that basic entitlement and deprivation rates included residual combined services funding. In 2024/25 the LA proposes to maintain similar principles:

- Maintain MPPL in full. DfE guidance is that MPPL may be reduced only when it is necessary to deliver an affordable formula, and we are unlikely to be able to prove this is necessary in Surrey;
- Set MFG at maximum permitted level, provided that it is possible to increase the units of resource in the formula by at least 0.5% above that (avoiding almost all schools being on MFG). A high MFG protects the significant number of (usually high need) schools in Surrey which are on high levels of MFG. Equalities data usually supports a high MFG, although the technicalities of the MFG means that it provides proportionately less support to small schools.

In 2023/24 42.5% of schools were on MPPL and / or MFG, making up 40% of total budget share. In effect this meant that the 1% block transfer was found from 60% of the budget share (i.e. it cost those schools which were affected nearly 2% of budget).

The increase in funding rates and the level of the ceiling on gains

We need to consider the balance between raising units of resource and setting a ceiling (limit on average per pupil funding gains). In order for the formula to reflect current pupil needs, the majority of schools must be funded by the formula (rather than MFG or ceiling), whereas use of a low ceiling means that a large number of schools are funded below current needs (as measured by the formula). A ceiling on gains is useful in limiting huge “one year” gains, where a school might see a huge increase in measured additional need in one year (or a few years) only, which would otherwise be preserved indefinitely via MFG. But if a ceiling is used for several years in succession, it can also mean that a school with a sustained increase in additional needs does not receive the corresponding funding for many years, and it may mean that the same schools lose funding (compared to NFF) several years in succession. The impact on small schools must also be considered. We propose to include options for different ceiling levels in the consultation paper.

In 2023/24 the LA set a ceiling of 1.562%, i.e. no school saw an average percentage increase in per pupil funding exceeding 1.562%. Annex A shows the number of schools on MFG, ceiling etc in 2022/23 and 2023/24 and typical school level values. It can be seen that, in 2023/24, only a minority of schools (86, or 24.5%) were on unprotected formula, and that of the 119 schools (33%) subject to ceiling deductions in 2023/24, 38 were subject to deductions in 2022/23 too. Had this ceiling deduction not been made, formula funding rates might have been around 0.5% lower (i.e. 98% of NFF rather than 98.5%).

Annex B shows some equalities impact data on use of minimum funding guarantee and ceiling.

The lump sum

Historically Surrey has maintained a lump sum above the NFF level, with a correspondingly lower basic entitlement rate (balanced within each sector). This has provided limited protection to smaller schools. The LA proposes to continue to inflate the lump sum in line with other formula factors in 2024/25, subject to:

- nationally the lump sum being inflated by as much as other NFF factors,
- regulations permitting.

Delegated former combined services funding

In recent years, a sum has been delegated to schools, over and above the NFF, from the former "combined services" allocation within the central schools services block of the DSG. This related to funding of school confederations and funding previously used for additional school improvement work. The DfE is phasing out the "combined services" allocations gradually and in December 2022, the Forum supported the LA's proposal to remove this sum from schools' budgets from 2024/25. The net additional funding thus allocated in 2023/24 was £125,000, but the majority of schools did not see any additional funding as a result because they were either on MFG or ceiling or MPPL.

It is proposed that none of the former combined services funding is delegated to individual schools in 2024/25, in line with the policy stated previously.

Notional SEN budget

Notional SEN funding is funding within the NFF formula budget which is deemed funding for SEN. A higher notional SEN budget means that schools are expected to spend more of their NFF funding on SEN. As reported at the May meeting, Surrey identifies a lower proportion of formula funding as notional SEN funding than other similar LAs. For clarification the LA proposes to consult on moving the Notional SEN share of individual formula factors into line with national averages (as published for the preceding year). We propose to ask schools in the consultation:

- to support the convergence of notional SEN funding to national levels
- to express a preference either for a two year transition (2024/25-2025/26) or for moving directly to national averages in 2024/25.

Action requested of the Forum

To discuss the proposals described above.

To support the proposals as a basis for consultation.

To suggest any ways in which the proposals could be made clear to colleagues in the wider schools consultation.

To consider whether there are any other issues which they would wish to see included in the autumn consultation.

To raise awareness among colleagues of the forthcoming consultation and the issues therein.

Annex A to item 8a Key 2023/24 data: schools on minimum funding guarantee (MFG), ceiling and MPPL

Number of schools on MFG

Number of Schools on MFG	2022/23	2022/23	2023/24	2023/24
	primary	secondary	primary	Secondary
total	83	9	103	12
/MFG>1% of budget share	42	5	32	5
MFG>2% of budget share	31	4	24	4
MFG>3% of budget share	26	4	19	4
MFG>5% of budget share	17	4	13	3
MFG>10% of budget share	4	0	4	0

Number of schools with ceiling deductions

Number of schools with ceiling deductions	2022/23	2022/23	2023/24	2023/24
	primary	secondary	primary	Secondary
total	46	4	101	18
Ceiling>1% of budget share	14	0	47	3
Ceiling>2% of budget share	2	0	13	0
Ceiling>3% of budget share	0	0	4	0
Ceiling>5% of budget share	0	0	0	0
Ceiling>10% of budget share	0	0	0	0

Schools on MPPL and not also on MFG	2022/23 primary	2022/23 secondary	2023/24 primary	2023/24 secondary
Total on MPPL not MFG	85	5	37	0
Schools on formula	85	40	58	28

Illustrative cash values of MFG and ceiling deductions in 2023/24

Average values of minimum funding guarantee in 2023/24		
Range of values	Number of primary schools	Number of secondary schools
Under £10,000	69	4
£10,000-£20,000	11	3
£20,000-£50,000	8	0
£50,000-£100,000	9	1
£100,000-£150,000	1	0
£150,000-£200,000	3	1
£200,000-£250,000	1	1
£250,000+	1	2
Maximum value	£276,804	£292,669

Average values of ceiling deductions in schools in 2023/24

Range of values	Number of primary schools	Number of secondary schools
Under £10,000	59	2
£10,000-£20,000	28	6
£20,000-£50,000	13	6
£50,000-£100,000	1	4
Maximum deduction	£55,284	£94,852

Note: many of the schools on MPPL in 2023/24 were also on minimum funding guarantee

36 primary schools and 2 secondary schools had ceiling deductions in both 2022/23 and 2023/24

In 2023/24 only a minority of schools were funded on unprotected formula, and thus nominally on current needs.

MFG and ceiling values 2022/23 and 2023/24

MFG and ceiling levels 2022/23 and 2023/24	2022/23	2023/24
MFG	2.0%	0.5%*
Ceiling	3.9%	1.562%

*in addition the 2022/23 schools supplementary grant was added to the MFG baseline, before adding 0.5%.

Annex B to item 8a Key equalities impact data for minimum funding guarantee and ceiling

Data available is largely drawn from school census and school workforce census data, made available by DfE. There are other equalities categories for which school level data is not available.

The tables show the proportions of schools on MFG and ceiling, and the proportion of schools with above average, top 25% and top 10% incidence of the specified indicator on MFG and ceiling.

Non-British ethnicity

Non British ethnicity	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average non British	30.00%	34.67%	21.43%	17.86%
Top 25% non British	25.33%	34.67%	21.43%	14.29%
Top 10% non British	31.0%	27.6%	28.57%	14.29%

SEND (incidence of EHCPs)

SEND (% of EHCPs)	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average % EHCPs	40.00%	32.67%	25.00%	39.29%
Top 25% for % EHCPs	42.67%	33.33%	35.71%	28.57%
Top 10% for % EHCPs	37.9%	37.9%	57.14%	14.29%

SEND (% of EHCPs and SEN support)

SEND (% of EHCPs and SEN support)	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average %SEN	37.33%	34.00%	17.86%	35.71%
Top 25% for % SEN	38.67%	33.33%	35.71%	28.57%
Top 10% for % SEN	37.9%	37.9%	42.86%	14.29%

Economic deprivation

Economic deprivation (local equalities /indicator)	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average %FSM	35.33%	38.67%	25.00%	35.71%
Top 25% for FSM	40.00%	38.67%	35.71%	28.57%
Top 10% for FSM	51.7%	34.5%	57.14%	28.57%

Ethnic minority teachers

% ethnic minority teachers	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average for % ethnic minority teachers	36.00%	33.33%	17.86%	32.14%
Top 25% for ethnic minority teachers	41.33%	30.67%	7.14%	35.71%
Top 10% for ethnic minority teachers	48.3%	27.6%	0.00%	42.86%

Ethnic minority support staff

% ethnic minority support staff	% of primary schools on MFG in 2023/24	% of primary schools on ceiling in 2023/24	% of secondary schools on MFG in 2023/24	% of secondary schools on ceiling in 2023/24
All schools	34.45%	33.78%	20.69%	31.03%
Above average % ethnic minority support staff	30.67%	30.67%	17.86%	25.00%
Top 25% for % of ethnic minority support staff	30.26%	26.32%	35.71%	14.29%
Top 10% for % of ethnic minority support staff	20.7%	27.6%	14.29%	14.29%

The tables suggest that, on the basis of 2023/24 data,

- Both primary and secondary schools with high deprivation, high EHCPs and high SEN in general are all more likely (than schools as a whole) to be on MFG
- Primary schools with high incidence of ethnic minority pupils are marginally less likely to be on MFG, but the reverse applies to secondary schools
- There is no clear impact for ethnic minority staff.

Secondary schools with high incidence of EHCPs/wider SEN are marginally less likely to be on ceiling, although the impact on primary schools is unclear.

There is some suggestion that primary schools with very high FSM are more likely to be subject to a ceiling, but it is not a strong effect.

Therefore equalities considerations would support setting a high minimum funding guarantee, but are of little relevance when considering the level of a ceiling.

Item 8b
Surrey Schools Forum

4 July 2023

Lead: David Green

For discussion and support

De-delegation proposals for 2024/25

Summary

De-delegation is the deduction of funds for a specific service from the budgets of maintained primary and/or secondary schools, with the approval of the Schools Forum. The council is proposing continued de-delegation in 2024/25, for the same services as in 2023/24, apart from schools' management information systems (see item 8). This paper also covers the maintained primary schools' intervention fund, which technically is a deduction from all maintained schools, but which has been managed as de-delegated.

Scope

In 2023/24, funding was de-delegated from maintained mainstream schools, and held centrally, for the following services:

- Behaviour support (primary schools only: part of specialist teacher service or STIP service)
- Teacher and trade union facility time
- Other special staff costs (e.g. suspensions)
- Free school meals eligibility checking
- Race Equality Minority Achievement (REMA) travellers service (primary schools only).

Continued de-delegation of funding for all of these services is proposed for 2024/25. Further details of the proposals for behaviour support and REMA travellers services are shown in Annexes A and B respectively.

The other services proposed for de-delegation can be summarised as follows:

- Teacher association and trade union facility time -
  This funds a small number of teacher association and trade union representatives to provide countywide advice in maintained schools, thus reducing the need for individual schools to release their own staff.

- Other special staff costs -
  This contributes to cost of suspensions and release for specified public duties, which can have significant unplanned effects on a small number of schools.

- Free school meals eligibility checking -
  This service supports schools by checking the eligibility of pupils for free school meals, to ensure that all eligible pupils are identified and that schools receive

the additional funding provided for these pupils. This includes additional formula funding income and the pupil premium.

In 2023/24 funding was also de-delegated for costs of ESS SIMS licences. This is not proposed in 2024/25 (see item 7).

As in 2023/24, no request is being made to de-delegate a school specific contingency.

Proposed de-delegation rates for 2024/25

Proposed de-delegation rates for 2024/25 are set out in Annex C. They are the same rates as in 2023/24, subject to the following changes:

- Behaviour support: rate per pupil and deprivation rates to be set so that the average deduction per pupil and the average deprivation deduction per pupil increase in line with the increase in basic entitlement rate;
- Rates for free school meals eligibility checking, and travellers support: rates would increase in line with basic entitlement rate.

The total funding held for each service in 2024/25 would be likely to be less than in 2023/24 due to further academy conversions.

De-delegation is not allowed from nursery or special schools or pupil referral units.

Additional (non statutory) school improvement services: Maintained primary schools intervention fund

Historically funds have been de-delegated from maintained primary schools, in order to provide additional school improvement services and fund interim leadership costs to schools that face standards and performance issues and where the delegated budget is insufficient to bear the costs. This funding is only targeted and used to support Maintained Primary Schools. The rate of deduction was £8.75 per pupil in 2023/24 and the same deduction rate is proposed for 2024/25.

This funding is managed and overseen by Schools Alliance for Excellence (Surrey's schools-led education partnership) on behalf of Surrey Maintained Primary schools.

Following legislative changes in 2022/23, this funding has formed part of the central services levy (i.e. deducted from the budgets of all maintained schools). However, as it was supported only by maintained primary schools, it was agreed that in 2022/23 and 2023/24 this component of the levy should be refunded to maintained schools other than primary schools, and that the fund should still be used only to fund maintained primary schools. We are proposing the same arrangement for 2024/25.

In 2022/23 this funding was allocated by SAfE to:

- provide additional school improvement and leadership support to schools designated as 'Support and Challenge' (S&C)
- cover interim leadership costs where the school's budget could not support this
- provide additional targeted support to other maintained schools where a need is identified, and the school's budget cannot support this – in particular in small schools
- fund targeted projects.

In total:

- 62 Support and challenge schools were supported at some point in the year – many transitioned off S&C due to making strong progress and/or achieving a good Ofsted judgement
- 8 schools received interim leadership support
- 25 (non-S&C) schools received targeted intervention or support to access professional learning
- 35 schools took part in targeted projects or training.

Whilst current national policies may well increase the rate of conversion of maintained schools to academies, it is likely that a significant number of maintained schools will remain in 2024/25 at least. Primary schools face a number of challenges at present, including changing pupil demographics that are particularly hitting small schools, budget pressures, changes to the Ofsted framework, the removal of the exemption from inspection of outstanding schools and continuing impact of the implications of COVID. Continuation of this funding will enable SAfE to continue to provide part or all of funding for interventions in the most vulnerable schools.

Removal or reduction in this funding will increase the likelihood of many maintained primary schools being unable to improve or maintain current provision.

Action requested of the Forum

Does the Forum wish to suggest any additional information which should be provided to help maintained schools to decide whether to support the de-delegation of these services in 2024/25?

Annex A to item 8b
Specialist Teachers for Inclusive Practice Service: (STIPS - Behaviour Support)

Following consideration of inclusion data and the pressures shared by school leaders in reference to behaviours of concerns, we have reconsidered our position regarding maintained Primary School de-delegation.

In essence, since the last report to 'schools forum' which included the intention to cease asking maintained primary schools to de-delegate to STIPS (behaviour support), there has been an increase in the need to support inclusion. Our data shows a significant increase in pupil suspension and permanent exclusion in all phases, including the primary phase. Demand for Education Health and Care (EHC) plans assessments, and in-turn EHC plans, has also increased. In this context, and mindful of our ambitions for children and commitment to support schools, it does not feel appropriate to move in a direction where we would be reducing our STIP service offer to schools.

A proposal will be submitted as part of the funding consultation outlining the STIP service and how this service will be aligned with the current priorities outlined by school's forum (emotional wellbeing and behaviour support, transition, neuro diverse inclusive schools). Linking how the STIP service supports our coproduced Inclusion and Additional Needs Strategy published this academic year, will also be included.

Annex B to item 8b REMA Proposal for de-delegation for 2024/25

It is estimated that there are around 10- 12,000 Gypsy, Roma and Traveller (GRT) residents in Surrey which would mean that Surrey has the fourth largest GRT population of any local authority. 1,297 children and young people in Surrey schools ascribe as GRT (a significant number do not ascribe).

GRT pupils are disproportionately represented in all data both corporately and in children's services (Education). Although the GRT community is a small percentage of the school population they are over-represented in all the indicators below, making them a vulnerable cohort. This is replicated when looking at data from across the council – children with a child in need plan, adult literacy levels, incidences of domestic abuse for example. The table below highlights how the community is disproportionately represented within selected "vulnerable groups" compared to the whole Surrey school aged population.

GRT population as a percentage of the overall numbers

	2020-2021 %	**2021-2022 %**	**2022/23 %**
School population	0.7	0.7	0.7
Permanent exclusions	3 (2018-2019)	5	6.6
Persistent absence	56	60	57.1
Electively Home Educated	7	7.6	6.8
Child missing education/other than at school	6.5	8.1	7.5
SEND	1.65	1.8	3

35.6% of GRT pupils on roll in Surrey schools (2022-23) have SEND (403 out of 1131). Of those, 9.46% have EHCPs (107 out of 1131)

The impact of the Pandemic is still affecting many people. In education this can be seen in the number of children who continue to find attending school in the same way as they did before the pre-COVID, a challenge. A high number of students from the GRT community are among those who have not returned to the previous routine. This vulnerable cohort of people who travel for work or may have lower literacy levels can feel very isolated from society. The curriculum offered by schools has little connection to their life, and some children find it hard to complete an education that holds little interest for them. The achievement gap between vulnerable children and other groups continues to increase.

There has been a marked increase in persistent absence, CME, EHE and exclusions since the return to school following the pandemic. An already vulnerable cohort of children and young people have become further disadvantaged because of the Pandemic.

All maintained primaries have access to Specialist Teachers and Traveller Education Support Workers (TESWs). The team receives referrals directly from schools but also from GRT families. REMA encourages schools to have a pro-active approach, requesting advice and training before a Traveller pupil joins them, to ensure a positive

transition. Staff teams are supported to build capacity for meeting the needs and challenges of their GRT cohort through consultation, direct face to face work with the child and family and by training.

REMA's present position.

The current core offer for maintained primaries aims to provide schools with the right tools to support their GRT pupils. It is continually developed and promoted to ensure schools receive the service which best fits them. Specialist teachers work with schools, providing an annual MOT of GRT support, surgeries and advice and support for those pupils who most benefit. TESWs support families, removing barriers such as low literacy, lack of trust and historical myths.

As a team, REMA works with schools, supporting both their GRT and EAL communities. We use our experiences with each cohort to inform our working. We endeavour to be pro-active, encouraging schools to plan ahead for support and expected need.

In addition to the work with the GRT community REMA offer EAL support and Interpreting Services for children where English is not their first language. The team's support has been instrumental in supporting newly arrived children and families from Afghanistan, Ukraine, Hong Kong and Syria to integrate into schools

GRT Support provided by REMA Sept 2022 - May 2023

Overall Core Offer package of support to schools

Schools asked for more teaching, we adjusted the core offer to provide this by increasing our teaching support.

Specialist Teacher Support

- Annual GRT MOT to review whole school provision for GRT pupils and build capacity;
- Provide schools with advice/key supporting documents e.g., accurate GRT ascription;
- 6-week block of 1:1 reading/phonics support for GRT pupils working out of key stage;
- Access to pre-recorded cultural awareness training;
- Staff clinic sessions to improve outcomes for GRT pupils e.g., personalised learning to access the curriculum.

Schools and other services are asked to evaluate how effective they feel TESW support has been, 100% agree that it was a positive contribution and that they will use it in the future. This work is not always directly connected to a school, but enables a family to re-engage and can result in a pupil accessing education.

Comments from families, schools and pupils:

"Thank you so much for all your help, we couldn't have done it without you." Parent, Cranleigh Primary School

The TESW's… *"support, input and knowledge has been invaluable for me to be able to carry out my role. I am fairly new to Surrey CC and I have found her to be so helpful and I really appreciate the time she has given to support my cases with GRT families"* Senior NW Inclusion Officer

"I like the games, they are fun. I know all my sounds now too!" Yr. 2 pupil, Thorpe CofE Primary School

"This has not only improved outcomes for pupils but also improved attendance." Headteacher, Burstow Primary School

The Specialist Teacher… "*has really helped to motivate the two students that she has worked with this half term. They are more enthusiastic with their learning, which has been lovely to see. Thank you!"* Yr. 4 Class teacher, Lyne & Longcross Primary School

Working with other Services

REMA works with the Inclusion service to address the high levels of persistent absence in the GRT community. Meetings with Primary maintained schools enable the sharing of good practice, with the aim of improving attendance. REMA continually seeks to improve the core offer, a bid for funding, in conjunction with Inclusion, if successful, is intended to be used to develop an improved opportunity for GRT students to receive a more relevant curriculum while still attending school.

The two services continue to liaise closely in the identification of Children Missing Education and subsequent placement into school. this involves contacting hard to reach families, and offering reassurance and support, while ensuring children have the education they deserve.

In addition to the work with the Inclusion Service, REMA continues to contribute to the building of positive relations with the community via the Building GRT Partnerships Group and the Surrey Gypsy Traveller Communities Forum. We continue to work closely with Surrey University on a four year project, encouraging primary children to consider Science and tertiary education and support transition to secondary education.

Service Development over the previous year

We have

- Developed our reporting to identify the most vulnerable children in our community, using secure data set which allows our consultations and work

with schools to focus on the most vulnerable children within our GRT community

- Linked Key Indicators around exclusion and attendance directly to service intervention
- Strengthened our relationships with services supporting vulnerable children by developing clear “working together” arrangements with Area Teams e.g. STIPS and Inclusion Team. We identify and challenge services to support GRT children attending all schools
- Worked to reduce the number of GRT children who are current “Children Missing Education”
- Worked closely within and contributed to the LA’s Children Missing Education (CME) processes. Using our close community links we work to identify GRT children who do not have a school placement. We work with Admissions and the Inclusion Team to support securing a school placement for GRT children who are CME
- Offered training to LA frontline services, highlighting the challenges often encountered by the GRT community that can sometimes prevent GRT children receiving support at earliest opportunity

Recommendations

Our GRT children are one of Surrey’s most at- risk cohorts of children and young people and are over-represented in the County’s key vulnerable indicators.

REMA will work to support the community, to build bridges between GRT families and schools, to positively link the community with support services, to support improving attendance and to raise awareness of the barriers that exist that impact on GRT children and young people achieving good outcomes.

Our close links with schools and the community ensure that we are able to develop strong relationships between them, ensuring the best possible support for children and young people form the GRT community.

To continue to support the GRT community we recommend that de-delegation continues, the proposed de-delegation rate being as specified in annex C. In 2023/24 the total de-delegated funding is £403,335 (subject to any further academy conversions).

Annex C to item 8b Provisional proposed de-delegation rates for 2024/25

Service	2023/24 Primary rates	2023/24 Secondary rates	2024/25 provisional proposal Primary	2024/25 provisional proposal Secondary
Behaviour support services	£7.12 per pupil + £44.23/FSM6+ £14.36/IDACI band F+ £17.37/IDACI band E+ £27.29/IDACI band D+ £29.77/IDACI band C+ £31.63/IDACI band B+ £41.55/IDACI band A	n/a	£7.12 per pupil +inflation plus deprivation bands based on the same average deprivation funding per pupil+ inflation (linked to DFE MFG)	n/a
Special staff costs-union facility time	£1.47 per pupil	£1.99 per pupil in KS3-4	£1.47 per pupil	£1.99 per pupil in KS3-4
Special staff costs (other e.g. suspensions)	£0.59 per pupil	£0.80 per pupil in KS3-4	£0.59 per pupil	£0.80 per pupil in KS3-4
Free school meals eligibility checking	£275 per school	£435 per school	£275 per school + inflation	£435 per school + inflation
-travellers education service	£9.34 per pupil	n/a	£9.34 per pupil +inflation	n/a
Additional school improvement (non statutory: primary intervention fund)	£8.75/pupil	n/a	£8.75/pupil	n/a

Inflation, where specified, would be at the same percentage as the increase in the NFF basic entitlement rate.