

**TITLE** 19-20 De-delegation report

**FOR CONSIDERATION BY** School Forum on 16 January 2019

**WARD** (All Wards);

**DIRECTOR** Director of Children's Services - Carol Cammiss

**OUTCOME / BENEFITS TO THE COMMUNITY**

N/A

**RECOMMENDATION**

The Schools Forum maintained school members are asked to support the following proposed de-delegated item on a line by line basis for 2019/20 budget by phases, i.e. primary representatives approve the primary de-delegated and secondary representatives, the secondary items.

**SUMMARY OF REPORT**

The services that the Council provides on behalf of schools needs to be approved by the maintained schools representative(s) of the Schools Forum each year.

This report provides details of the proposed services and support to be approved for 2019/20. In addition the report provides details of the revised allocation methodology which, for some items, is now based on individual school roll numbers rather than a flat rate as used in previous years.

The Task and Finish group (maintained only) has reviewed the calculations and agreed that the contingency and licences should be kept on a flat rate basis and the other de-delegated items should be adjusted to the number on roll.

## 2019/20 Proposed De-delegation Budget January 2019

### **.01 Purpose of the Report**

This report is to seek approval from the maintained primary schools and maintained secondary schools for each proposed de-delegated item, and to agree the recommended basis of cost allocation.

### **.02 Recommendation**

The Schools Forum maintained school members are asked to support the following proposed de-delegated item on a line by line basis for 2019/20 budget by phases, i.e. Primary reps approve the primary de-delegated and secondary reps, the secondary items.

### **.03 Background**

De-delegated services are for maintained schools only; funding for de-delegated services must be allocated through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with Schools Forum approval.

The Schools Forum asked the Schools Block Task and Finish group (maintained only) to review the 2019/20 de-delegation proposals which was completed on 13<sup>th</sup> November 2018 with the Council.

The group reviewed 2 options, no change to the basis of allocation used in 2018/19 and changing the allocation based on the number on roll. After reviewing the impact, the schools representatives (Colleton and Bulmershe) decided that the allocation based on the number on roll would be most appropriate for all items except contingency and licences which will be kept on a flat rate basis.

Table A at the end of this report, shows the impact for individual schools.

The school business managers that attended the Bursar's briefing on 22<sup>nd</sup> November 2018 were informed of the proposed changes in the allocation, with opportunities given to discuss this change.

#### .04 **De-delegated items detailed summary**

The services which the Council are allowed to de-delegated for 2019/20 are listed below:

**1. Contingencies** (including schools in financial difficulties and deficits of closing schools)

The contingency is to support schools in financial difficulty not of the school's own making i.e. falling rolls, exceptional circumstances and to fund closing schools that still have a deficit.

Any school that would like to access this fund will need to state the issue and will need to meet with the School's Finance Manager, so that the situation can be assessed as an exceptional case or not. An example of a special case could be a fraudulent activity in the school, which the school are pursuing in legal procedure that has resulted in a loss of funding, and this was not due to negligence within the school.

Any decision will need the agreement of the Assistant Director for Education and will be communicated to the Schools Forum. This will be a standing item at all Schools Forum meetings.

Schools that are struggling to manage their budget should contact Schools Finance for support at the earliest opportunity to minimise the ongoing impact and to apply for a licence deficit if applicable.

**2. Behaviour support services**, service commissioned from Foundry for primary maintained schools.

**3. Support to underperforming ethnic groups and bilingual learner.** Please See **Appendix A** for more detail on the service offered.

**4. Staff costs supply cover** (for example, long-term sickness, maternity, trade union and public duties). Please see **Appendix B** for more information.

**5. Licences and Subscriptions:**

Please see table below:

<b>Capita ONE Module name</b>	<b>Service Provided</b>	<b>Cost</b>
Attendance	Attendance monitoring and analysis – data supplied by schools through SIMS	£3,299
Exclusions	Exclusions monitoring and analysis – data supplied by schools through SIMS	£2,799
Bases	Core info about school sites needed to support the other modules	£3,462
B2B Student	Manages the transfer of student and attendance data from SIMS to ONE	£10,157
Governors	Supports schools with Governors administration	£2,650
System & Capita tech support	Fixed costs for technical licenses and customised support (e.g. for upgrades, service packs, bug fixes)	£43,175
<b>TOTAL</b>		<b>£65,542</b>

**6. Insurance.** Budget for maintained schools only. Academies have indemnity rather than insurance which is underwritten by the taxpayer. The DfE doesn't allow maintained schools to be part of that scheme, therefore the council has to go out into the general market to private companies for insurance cover.

Through economies of scale, the council is able to commission more favourable rates than individual schools are likely to receive if they went out to the general market themselves. If schools source their own insurance, the council will need to approve the cover to ensure at an acceptable level to mitigate any risks for the council.

#### .05 **Financial Summary**

The proposed de-delegated budget provision for 2019/20 financial year is £1,312,582 please see Table A below.

**Coral Miller**  
**Interim Senior Finance Specialist - Schools**  
**January 2019**

**Bob Watson**  
**Lead Specialist – Finance (deputy s.151 officer)**  
**January 2019**

## **APPENDIX A**

### **Ethnic Minority Achievement funding**

This funding currently supports a well-regarded and strong service, which works with schools to develop provision and improve outcomes for disadvantaged pupils, as well as pupils learning EAL, and pupils from minority ethnic backgrounds.

The de-delegation and central use of this funding enables:

- **The LA Teaching and Learning Adviser to support schools to diminish differences for disadvantaged children, children learning EAL and those from minority ethnic groups.** Support includes:
  - Training courses and termly network meetings for EAL and pupil premium, and input to Headteacher briefings, 'Getting to Good' meetings, SENCO and early years network meetings.  
Central training courses delivered on an annual basis are:
    - Supporting new arrivals with EAL in primary schools. [Feedback rates the course overall as 85% 'very good'](#).
    - Leading EAL provision: Effective ways to meet the needs of EAL pupils in your school. [Feedback rates the course overall as 80% 'very good'](#).
    - EAL in the EYFS. [Feedback rates the course overall as 100% 'very good'](#). [23 teachers/ TAs attended these courses this year.](#)
    - In addition, an annual pan-Berkshire pupil premium conference has been organised for the last two years. [In summer 2018, 40 Wokingham teachers attended the conference. 81% of delegates reported that the conference provided information they could take back to school and use.](#)
    - A pupil premium 'Ideas Exchange' event for secondary schools has been held for the last two years, in partnership with Wellington College. [Almost every Wokingham secondary school has been represented at these meetings, and feedback has been very positive.](#)
    - During the last academic year, a course was offered on 'Tilt for writing/ Talk for writing: Improving writing outcomes for pupil premium and all pupils' [Feedback rated the course overall as 66% 'very good'](#). [A recent Ofsted report for one school that participated in the course included this comment: 'Disadvantaged pupils are offered strong support to improve their writing. Teachers offer these pupils precise feedback on their work which helps them to improve.'](#)
  - In-school support for EAL and pupil premium, including: support for pupil premium leaders and EAL co-ordinators; support for teaching assistants who champion pupil premium children and who support EAL pupils; staff meetings on EAL and pupil premium; pupil premium reviews; and EAL surgeries.  
[During the academic year 2017-18, 13 EAL training sessions were delivered in schools, including a cluster session. 5 pupil premium training sessions were delivered in schools, including a cluster session. Pupil premium sessions included those which focussed on 'tilting' the teaching of writing to support disadvantaged pupils.](#)  
  
[During 2017-18, other in-school PP support included meetings with PP leaders at 10 schools; regular support in three schools for TAs acting as PP champions; PP reviews in two primary schools and PP review meetings at four secondary schools. Other in-school EAL support included 9 meetings with staff to discuss EAL provision, an EAL surgery session, and support for three schools with refugee pupils.](#)

- General advice and guidance via email/ telephone and access to guidance and resources on the Wokingham Schools Hub for EAL and pupil premium. The EAL pages on the Wokingham Schools Hub are some of the most visited pages on the website.
- Other school improvement support and projects, for example:
  - Partnership work with the secondary federation and primary Headteacher association to support schools to strengthen KS2-3 transition. Termly transition network meetings are facilitating the sharing of good practice, and leading to borough-wide initiatives, including events such as transition teach meets.
  - Support for schools to develop pupils' speaking and listening skills, including staff meetings, and the Voice 21 pan-Berkshire oracy CPD programme, which 17 Wokingham teachers are participating in.

#### Further evidence of impact of Teaching and Learning Advisor support

Feedback on support provided to schools is extremely positive.

Pupil premium network meetings are particularly well attended and well received. 25

Wokingham schools were represented at the last meeting. Ideas shared at pupil premium network meetings have been widely adopted by schools, for example, the '5 a day' initiative and the concept of 'tilt'. Comments from feedback forms from recent meetings include:

*'Very inspiring'*

*'Idea of 'tilt' useful – will share with colleagues and ask teachers to think about.'*

*'Will have a PP focus in all staff meetings'*

*'I will double the length of my planned PP staff meeting to incorporate all the ideas I have gained.'*

*'Emily always runs very useful meetings, challenging our practice, and pushing forward in developing excellence'*

Feedback from the pupil premium 'Ideas Exchange' events for secondary schools includes these comments:

*'Extremely interesting and very thought provoking'*

*'Excellent event for networking and sharing'*

*'Gained good ideas I can take back to school'*

Feedback comments on other courses and staff meetings include:

*A very informative and useful session.*

*Great training. Lots of useful resources.*

*I will use the Racing to English resources to support new arrivals.*

*I will create time for teachers to have 1-1 discussions with PP children in their class.*

*Pupil premium will be on the agenda at all FGB meetings.*

*One of the best courses I have ever been on. I will re-think our approach to teaching writing as a result.*

Other feedback from staff who have received support includes:

*'Emily was extremely supportive when I started as a new PPG lead, coming to support our 'direction review' and providing useful feedback as to next steps. She is always fast to respond to queries, offers effective support, runs well designed, useful meetings, and allows me to feel that there is someone 'there' who will be able to help! (Teacher, May 2018)*

*'Emily has been a massive support in my first year as PP leader for my school. She has helped me to develop the leadership of such an important area in our school. It really helped me when she came on a learning walk with me in school. I feel far more confident about doing this by myself now.' (Teacher, June 2017)*

*'A clear lead on good practice for improving the performance of pupil premium children.' (Headteacher, June 2017)*

Recent Ofsted inspection reports include many positive comments about provision and outcomes for disadvantaged children. Below are comments from reports of inspections of schools that have received in-school support from the Teaching and Learning advisor:

- *'Staff have taken on board the comments and suggestions made by the local authority. One example of the improvements already made is the expenditure of additional funding for disadvantaged pupils.'* (March 2018)
- *'disadvantaged pupils ... now make progress in line with that of other pupils nationally.... many teachers focus their questioning to ensure that particular groups of pupils, such as the disadvantaged, are fully engaged in lessons... The school makes good use of its pupil premium funding.'* (November 2017)
- *'There is clear evidence...that the majority of disadvantaged pupils and most-able disadvantaged pupils presently at the school are making strong progress and diminishing the difference between themselves and other pupils nationally.'* (October 2018)
- *'I explored how leaders use the pupil premium funding and found that it makes a very positive difference to pupils from disadvantaged backgrounds. You and the 'pupil-premium champion' know all the eligible pupils and their families exceptionally well. ...you have devised a wide range of successful strategies that support these pupils well and help them to make strong progress across the curriculum.'* (November 2018)
- *'Disadvantaged pupils achieve particularly highly by the end of Year 6... Leaders and governors ensure that pupil premium funding is used extremely well'* (October 2018)

The model of PP Champions developed in the borough has been cited as good practice in Ofsted reports:

- *"'Pupil premium champions' meet with disadvantaged pupils on most days to encourage them to achieve their best and help them with any learning they have found tricky. As a result, disadvantaged pupils make strong progress.'*
- *'Teaching assistants support learners well. .. Many act as champions for individual learners, ...keeping a sharp oversight in lessons to make sure pupils have understood and make good progress.'*

Outcomes for PP pupils have improved in many of the schools provided with PP support. For example, below is outcomes data for two schools that have been provided with significant support for pupil premium:

School 1:

The percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths has increased from 30% to 63.6% in the last three years, with significant improvements in progress scores for writing and maths.

School 2:

The percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths has increased from 22.2% to 57.1% in the last three years, with a very significant improvement in writing progress, which has been a focus of the support.

LA outcomes data:

Outcomes for disadvantaged pupils in the borough for the last three years show an improving trend. At KS2, the percentage of pupils achieving the expected standard in reading, writing and maths has increased by 10.5% in the last three years and is now above the national equivalent outcome. At KS4, the overall average Progress 8 score for disadvantaged pupils has improved in the last three years from -0.46 to -0.24. The average Attainment 8 score for disadvantaged pupils is now in line with the national equivalent score.

Outcomes for EAL pupils in the borough are very strong and improving. In summer 2018, EAL pupils performed better than other pupils in the borough on every assessment measure from the phonics screening test to KS4, with just a small achievement gap of 3% in the early years in terms of GLD attainment. On almost every assessment measure, outcomes for EAL pupils in Wokingham were better than for EAL pupils nationally, in many cases significantly so. At KS2, the percentage of EAL pupils in the borough achieving the expected standard in reading, writing and maths has improved in the last three years by 12 percent. At KS4, the average Progress 8 score for EAL pupils in the borough has improved in the last three years from 0.39 to 0.74. The LA has raised awareness over the last few years of the need to improve outcomes for Mixed White and Black Caribbean pupils. The average Progress 8 score for this group has improved from -0.29 to -0.22 in the last three years. At KS2, progress in writing for this group has improved from -2.38 to -1.19.

- **The two LA Bilingual Teaching Assistants to support newly arrived Polish and Arabic speaking pupils in maintained schools.** The Bilingual Teaching Assistants are in great demand, and schools have reported on the huge impact that their support has had for pupils who are at the early stages of learning EAL. Arabic and Polish continue to be two of the languages most spoken by new arrivals admitted to Wokingham schools. The two TAs support around 20-25 pupils each year, as well as one-off visits to support schools in their assessment of children's needs.

Feedback from schools includes:

*'The TA has produced a great number of resources...she has been a godsend.'*

*'Support during Literacy lessons ensured that L's grasp of the language developed very quickly. The TA made a tremendous impact on L's ability to access the national curriculum.'*

*'P got a grade C in her exam which is worth 25% of the GCSE. Many thanks for all your hard work in helping her achieve this grade!'*

*'The TA contributes in a significant way to the development of these pupils.'*

Pupils supported by the TAs make good progress in 'catching up' with their native English speaking peers and have achieved well in KS2 tests/ GCSE exams relative to the length of time they have been learning English. As well as impacting on children's learning, feedback from schools indicates that the TAs have a significant impact on children's social interactions and emotional well-being. They also have an impact on the school staff that they work with, and on the resources available in school, which children continue to benefit from after their support has ended.

The funding currently enables the LA to provide all pupil premium and EAL support free of charge to maintained schools. (It is possible that this may need to be reviewed in light of the reduction in funding due to academisation.)

## APPENDIX B

### TABLE OF STAFF COSTS SUPPLY COVER

Maternity Leave	
Description	Funding
Teaching Staff	
6 weeks pay	Full pay
33 week maternity pay	Approx. £140 per week
12 weeks Occupational pay	Half pay
Support staff	
6 weeks pay	90% Full pay
13 weeks maternity pay	Approx. £140 per week
12 weeks Occupational pay	Half pay

Paternity Leave – 2 week full pay.

Trade union cover – one full time post, funding to support schools that need to cover trade union duties.

Public duties – supply cover for Jury service.

These costs for maintained schools are charged directly to the Council rather than the school.



## Background

## Analysis of Issues

### FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

*The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.*

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

### Other financial information relevant to the Recommendation/Decision

**Cross-Council Implications** (how does this decision impact on other Council services, including properties and priorities?)

### Reasons for considering the report in Part 2

### List of Background Papers

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