



**Schools Forum**

**Wednesday, 19 October 2022 4.00 p.m.  
To be held remotely, contact Clerk below  
for access**

*S. Young*

**Chief Executive**

*Please contact Ann Jones - Tel: 0151 511 8276 or email:  
ann.jones@halton.gov.uk for further information.  
The next meeting of the Committee is on Wednesday, 18 January 2023*

**ITEMS TO BE DEALT WITH  
IN THE PRESENCE OF THE PRESS AND PUBLIC**

**Part I**

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***In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.***

**SCHOOLS FORUM**

*At a meeting of the Schools Forum on Wednesday, 13 July 2022 held remotely*

Present: Councillor T. McInerney (Observer)  
 A. Jones, Democratic Services, HBC  
 A. Jones, Financial Management, HBC  
 N Shafiq, Financial Management, HBC  
 A. Leach, Education, Inclusion & Provision, HBC  
 J. Farrell, Education, Inclusion & Provision, HBC  
 K. Landrum, (Chair) Primary School with a Nursery Representative  
 J. O'Connor, PVI Representative  
 J. Coughlan, Primary Representative - Infant School  
 N. Hunt, Pupil Referral Unit Representative  
 E. Haver, Special Academy Representative  
 A. Sheppard, VA Schools Representative  
 J. McConville, Secondary Academy Representative  
 H. Austin, Community Special Schools Representative  
 C. Dalton, Secondary Academy Representative  
 C. Liku, Community Nursery Schools Representative  
 D. Elston, 16-19 Provision Representative (Sub)  
 E. Hall, All Through Schools Representative (Sub)

		<i>Action</i>				
SCF1	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apologies had been received from Thalia Bell (named substitute representative Donna Elston attended).</p>					
SCF2	<p><b>MINUTES</b></p> <p>The minutes of the meeting held on 16 February 2022 were agreed as a correct record.</p> <p>SCF24 – Halton Behaviour Support Service – it was reported that a further update would be submitted to the October meeting of the Forum.</p>	<p>Operational Director            Education, Inclusion and Provision</p> <p style="text-align: right;">-</p>				
SCF3	<p><b>DSG OUTTURN 2021-2022</b></p> <p>The Forum received a report informing of the Dedicated Schools Grant (DSG) Outturn for 2021-22.</p> <p>It was reported that the final amount of DSG allocated to Halton for 2021-22 was £130,991,359, which was split as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Schools Block</td> <td style="text-align: right;">£99,050,733</td> </tr> <tr> <td>CSSB</td> <td style="text-align: right;">£698,973</td> </tr> </table>	Schools Block	£99,050,733	CSSB	£698,973	
Schools Block	£99,050,733					
CSSB	£698,973					

Early Years Block	£9,862,865
High Needs Block	£21,378,788

The report provided commentary for each of these Blocks and a breakdown of the 2020-21 outturn position was shown at Appendix A.

The Forum noted that with this year's overspend and carry forward balance from the previous financial year, there was a total DSG deficit of £1,856,222, which would be carried forward into 2022-23.

Representatives were requested to make a decision on the treatment of the unspent schools de-delegated contingency budget amount of £192,590, which was recommended to remain ring-fenced as a schools contingency budget for 2022-23. This was discussed by the Forum and the consensus was that this amount would be put to better use in the contingency, taking into consideration the potential for more schools applying for financial assistance in the future, for example due to rising costs associated with running schools in line with the rising cost of living.

RESOLVED: That the Schools Forum

- 1) notes that the deficit balance of DSG from 2020-21 of £1,856,222 will be carried forward to the 2022-23 financial year; and
- 2) agree that the total unspent schools de-delegated contingency be ring-fenced and carried forward into the schools contingency budget for 2022-23.

Operational  
Director - Finance

#### SCF4 SCHOOL BALANCES 2021-22

The Forum received a report from the Operational Director – Finance, which presented the level of funding brought forward from 2021-22 by Halton's maintained schools.

It was noted that whilst balances were still reported to the Schools Forum, no excess surplus balance limits were in place. However, the Forum retained the right to require schools to provide further information as to how their balance would be spent, should they so decide.

The Individual School Budget balances for Halton maintained schools at the end of 2021-22 was £7,706,982. This was an increase of £607,724, compared to the

balances for 2020-21. The report provided a breakdown of where the increased and decreased balances lay between nursery, primary, secondary, special schools and the PRU.

Members were referred to Appendix A, which showed the balances for each maintained school along with their 2020-21 balance for comparison. Appendix B showed the Devolved Formula Capital Grant year-end balances for 2021-22 along with their 2020-21 balance for comparison.

Officers advised that the information in the report covered maintained schools only; there was no information submitted for the academies balances. One academy representative did comment that academies were audited every year and their finances were stringently monitored by the ESFA and their final accounts were published each year.

Representatives discussed the information before them and raised concerns over some schools high balances. It was commented that those who had consistently increasing balances year after year should be contacted for an explanation. It was also commented that those schools with very low balances should also be contacted for explanations, as this was also cause for concern.

The Forum agreed that due to the later than usual scheduling of this meeting coinciding with almost the end of term, that at present no approach would be made to the schools falling into the above categories. It would however, give time for a piece of work to be carried out to identify those schools with very high and very low balances, make comparisons with previous years to see whether there were any trends for concern, which would then allow the Forum to make decisions on which schools should be contacted.

The Forum agreed to this approach and requested that this information be presented at the next meeting, for the Forum to then determine which schools would be contacted for further information.

RESOLVED: That the schools balances for 2021-22 be noted.

SCF5 DELEGATED TOP UP FUNDING (DTUF)

The Forum considered a report from the Divisional Manager – Inclusion 0-25, on the reform of the use of *Delegated Top Up Funding* (DTUF) in order to support schools.

Operational  
Director -  
Education,  
Inclusion and  
Provision

Operational  
Director - Finance

It was reported that the DTUF was set up as a means of providing schools with High Needs funding for children at risk of exclusion; it was later extended to include children with medical needs but not learning needs.

The report set out the difficulties being experienced with the setting up and commitment of DTUF panels, which have been unable to progress as intended. In order to ensure that funding requests could be assessed in the absence of a panel, the Forum was presented with two alternative options for consideration, Option A and Option B; details of each were outlined in the report in paragraphs 3.5 and 3.6.

Representatives discussed the options presented and Officers responded to their questions on the problems being experienced with the current arrangements. The Forum agreed that Option A would be the better option to proceed with, subject to the inclusion of school representation on the Partnership Panel.

RESOLVED: That DTUF funding be moved in line with other provision and placement decisions through Halton's EHCP Partnership Panel (option A).

Operational  
Director -  
Education,  
Inclusion and  
Provision

*Meeting ended at 4.55 p.m.*

**REPORT TO:** Schools Forum

**DATE:** 19<sup>th</sup> October 2022

**REPORTING OFFICER:** Operational Director - Finance

**SUBJECT:** DSG forecast outturn for 2022-23

**WARDS:** Borough wide

## 1.0 PURPOSE OF THE REPORT

To report to the Schools Forum the Dedicated Schools Grant forecast outturn for 2022-23.

## 2.0 RECOMMENDATION: That

2.1 The report is noted.

## 3.0 SUPPORTING INFORMATION

### 3.1 Grant settlement

The Dedicated Schools Grant allocation for 2022-23 is £132,136,589 broken down as follows:

Schools Block	£102,178,425
CSSB	£728,189
Early Years Block	£9,355,753
High Needs Block	£19,874,222

Of this, £49,904,922 is recouped from the Schools Block and an estimated £3,158,000 is recouped from the High Needs Block for academies etc.

### 3.2 Schools Block

A transfer to the High Needs Block of 1% was requested for 2022-23 meaning the balance of £101,164,522 was devolved to mainstream primary and secondary schools and academies through the funding formula, £250,000 was earmarked for Invest to Save projects and the balance of £763,904 was used to offset some of the deficit.

We are following the National Funding Formula factors and criteria as well as the NFF cash values.

### 3.3 Central Schools Services Block

We are currently forecasting the CSSB to come in under budget by £273,802. This is due to Inter Authority Recoupmnt income amounting to £173,000 relating to 2021-22 not being invoiced until the current year, plus £70,000 of Permanent Exclusions income relating to 2021-22 not being invoiced until the current year. Vacancies have also

contributed to this block coming in under budget. The individual budget lines are shown in Appendix A.

3.4 Early Years Block

The Early Years Block is currently showing as coming in under budget by £920,282 but this is uncertain. Forecasts for the autumn and spring terms need the autumn term headcounts to give an indication of likely spend. We are also uncertain at this point in time of what level of recovery is likely against this DSG block and this cannot be calculated until the spring term. Again the individual budget lines are shown in Appendix A.

3.5 High Needs Block

We are currently facing an in-year deficit of £2,421,633 within the High Needs Block. The areas that are overspending are:

	Budget	Forecast	Variance
Top-up funding	£1,785,190	£3,298,005	£1,512,815
INMSS	£5,759,220	£6,918,290	£1,159,070
Inter Authority	£603,990	£685,239	£81,249

There are a number of areas forecast to come in under budget, totalling £331,501.

3.6 DSG Balances

Therefore the in-year position is a deficit of £1,227,549 plus the deficit balance from 2021-22 of £1,856,222 less the transfer from Schools Block of £763,904 to give a cumulative deficit of £2,319,867.

**4.0 FINANCIAL IMPLICATIONS**

4.1 Further savings and reducing overspends are essential to getting back to a balanced DSG position.

**5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

**5.1 Children & Young People in Halton**

It is essential that schools and education support services receive sufficient funding to allow them to support all children and young people.

**5.2 Employment, Learning & Skills in Halton**

None.

**5.3 A Healthy Halton**

None.

**5.4 A Safer Halton**

None.



5.5 **Halton's Urban Renewal**  
None.

**6.0 RISK ANALYSIS**

6.1 Continued overspending against DSG will impede plans to change and improve services and provision.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

## DSG Forecast Outturn for 2022-23

## Appendix A

Summary	Original budget	Current budget	Forecast Outturn	Variance
Schools Block	£ 101,164,522	£ 101,164,522	£ 101,164,522	£ -
Central Schools Services Block	£ 728,200	£ 728,200	£ 454,398	£ 273,802
Early Years Block	£ 9,355,753	£ 9,355,753	£ 8,435,471	£ 920,282
High Needs Block	£ 20,686,861	£ 20,686,861	£ 23,108,494	-£ 2,421,633
DSG carry forward (central)	-£ 1,856,222	-£ 1,856,222	-£ 763,904	-£ 1,092,318
<b>Total DSG</b>	<b>£ 130,079,114</b>	<b>£ 130,079,114</b>	<b>£ 132,398,981</b>	<b>-£ 2,319,867</b>

**Schools Block**

Primary (before de-delegation)	£ 50,849,604	£ 50,849,604	£ 50,849,604	£ -
Secondary (before de-delegation)	£ 50,314,918	£ 50,314,918	£ 50,314,918	£ -
<b>Total Schools Block</b>	<b>£ 101,164,522</b>	<b>£ 101,164,522</b>	<b>£ 101,164,522</b>	<b>£ -</b>

**Central Schools Services Block**

Safeguarding post contribution	£ 24,120	£ 24,120	£ 21,860	£ 2,260
Safeguarding income from schools	£ 29,030	£ 29,030	£ -	£ 29,030
Licences	£ 109,210	£ 109,210	£ 109,206	£ 4
Teachers Panel	£ 19,460	£ 19,460	£ 19,460	£ -
Premature Retirement costs	£ 501,930	£ 501,930	£ 514,592	-£ 12,662
CSSB Contingency	£ 129,780	£ 129,780	£ -	£ 129,780
Exclusions Income	-£ 149,040	-£ 149,040	-£ 95,557	-£ 53,483
Inter Authority Income	-£ 252,890	-£ 252,890	-£ 430,105	£ 177,215
Staff Responsibilities (de-del)	£ 24,710	£ 24,710	£ 45,499	-£ 20,789
FSM Eligibility contribution (de-del)	£ 6,570	£ 6,570	£ 6,570	£ -
Dismissals Costs (de-del)	£ 120,900	£ 120,900	£ 120,900	£ -
Schools Contingency (de-del)	£ 192,590	£ 192,590	£ 192,590	£ -
DSG Contingency				£ -
De-delegated income	-£ 344,770	-£ 344,770	-£ 344,770	£ -

**Former ESG Retained Duties**

Revenue budget preparation/Formulation and review of LA schools funding formula	£ 88,520	£ 88,520	£ 84,693	£ 3,827
Director of children's services/Planning for the education service as a whole	£ 93,660	£ 93,660	£ 72,742	£ 20,918
Admissions service contribution	£ 9,440	£ 9,440	£ 9,536	-£ 96
SACRE	£ 3,090	£ 3,090	£ 3,090	£ -
Investigation of Complaints contribution	£ 8,900	£ 8,900	£ 8,900	£ -
Administrative costs and overheads	£ 115,440	£ 115,440	£ 115,440	£ -

**Former ESG General Duties**

Budgeting and accounting functions relating to ma	£ 22,720	£ 22,720	£ 22,720	£ -
Asset Management contribution	£ 48,680	£ 48,680	£ 50,881	-£ 2,201
Health & Safety contribution	£ 61,200	£ 61,200	£ 61,200	£ -
De-delegated income	-£ 135,050	-£ 135,050	-£ 135,050	£ -

<b>Total Central Schools Services Block</b>	<b>£ 728,200</b>	<b>£ 728,200</b>	<b>£ 454,398</b>	<b>£ 273,802</b>
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**Early Years Block**

Nursery Schools	£ 937,275	£ 937,275	£ 937,275	£ -
Nursery Units	£ 425,857	£ 425,857	£ 425,857	£ -
PVI - 3 & 4 yo provision	£ 5,999,640	£ 5,999,640	£ 5,575,230	£ 424,410
Early Years Pupil Premium & DAF	£ 167,180	£ 167,180	£ 167,180	£ -
2 yo provision	£ 1,425,410	£ 1,425,410	£ 994,530	£ 430,880
EYFS Business Rates	£ 24,210	£ 24,210	£ 24,210	£ -
EY SEN Inclusion Fund	£ 40,000	£ 40,000	£ 45,878	-£ 5,878
Staffing - 2, 3 & 4 yo provision	£ 175,630	£ 175,630	£ 180,836	-£ 5,206
Supplies & Services - 2, 3 & 4 yo provision	£ 1,000	£ 1,000	£ 500	£ 500
Contribution to IWIST	£ 50,000	£ 50,000	£ 50,000	£ -
EY contingency	£ 109,551	£ 109,551	£ 33,975	£ 75,576

<b>Total Early Years Block</b>	<b>£ 9,355,753</b>	<b>£ 9,355,753</b>	<b>£ 8,435,471</b>	<b>£ 920,282</b>
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**High Needs Block**

Special Schools & Academies	£	5,973,279	£	5,973,279	£	5,973,279	£	-
Resource Bases	£	1,211,160	£	1,211,160	£	1,211,160	£	-
PRU	£	1,942,362	£	1,942,362	£	1,942,362	£	-
Top-up funding	£	1,785,190	£	1,785,190	£	3,298,005	-£	1,512,815
Special Schools Equipment	£	20,000	£	20,000	£	20,000	£	-
Specialist Provision:								
Visually Impaired	£	98,150	£	98,150	£	77,703	£	20,447
Cognition & Learning	£	93,230	£	93,230	£	96,805	-£	3,575
Communication, Language & ASD	£	372,190	£	372,190	£	361,111	£	11,079
Hearing Impaired	£	266,900	£	266,900	£	284,012	-£	17,112
Home Tuition	£	255,630	£	255,630	£	272,762	-£	17,132
Education Psychology Service	£	404,150	£	404,150	£	364,496	£	39,654
Independent Special Schools	£	5,759,220	£	5,759,220	£	6,918,290	-£	1,159,070
Inter-Authority Recoupment	£	603,990	£	603,990	£	685,239	-£	81,249
Post 16 Provision	£	969,000	£	969,000	£	900,000	£	69,000
Behaviour Support Team	£	332,110	£	332,110	£	238,457	£	93,653
HN Contingency	£	-	£	-	£	-	£	-
Inclusion Division staffing	£	535,560	£	535,560	£	417,813	£	117,747
Inclusion Division Supplies & Services/SLAs	£	64,740	£	64,740	£	47,000	£	17,740
<b>Total High Needs Block</b>	<b>£</b>	<b>20,686,861</b>	<b>£</b>	<b>20,686,861</b>	<b>£</b>	<b>23,108,494</b>	<b>-£</b>	<b>2,421,633</b>

**REPORT TO:** Schools Forum

**DATE:** 19<sup>th</sup> October 2022

**REPORTING OFFICER:** Operational Director - Finance

**SUBJECT:** DSG funding for 2023-24

**WARDS:** Borough wide

## **1.0 PURPOSE OF THE REPORT**

To report to the Schools Forum the Dedicated Schools Grant provisional funding for 2023-24.

## **2.0 RECOMMENDATION: That**

- 2.1 The report is noted.
- 2.2 Schools Forum support the continuation of the National Funding Formula methods, principles and rules for mainstream primary and secondary school funding allocations for 2023-24.
- 2.3 Schools Forum agree to make a decision on the level of Minimum Funding Guarantee to be applied to the Schools Block funding formula for 2023-24 at the January meeting.

## **3.0 SUPPORTING INFORMATION**

### **3.1 Grant settlement**

The provisional Dedicated Schools Grant settlement was announced on 19<sup>th</sup> July giving Halton a total of £133,191,437 for the Schools Block, Central Schools Services Block and High Needs Block for 2023-24.

The DfE have indicated that the Early Years Block provisional settlement for 2023-24 will be announced in December.

### **3.2 Schools Block**

The Schools Block provisional allocation is £107,472,210, based on the October 2021 census data which is an increase of £3.2M compared to the actual Schools Block allocation for 2022-23 plus the Supplementary Grant which has been rolled into the Schools Block for 2023-24.

The DfE have uplifted the cash values of most factors within the National Funding Formula so our Primary Unit of Funding is increasing to £5,215.1753 from £4,959.8786 for 2023-24 and the Secondary Unit of Funding is increasing to £6,648.2578 from £6,251.1086 for 2023-24.

These PUFs and SUFs for 2023-24 will be multiplied by the number of primary and secondary age pupils in the October 2022 census to give

our final Schools Block allocation which will be announced shortly before Christmas.

Please note that the PUFs and SUFs are used solely to calculate the amount of funding due to the LA and do not represent any individual Schools Block funding formula factor.

The DfE provided models of what each school would receive using the uplifted NFF cash values against the October 2021 census data and this was shared with schools as part of the Schools Block consultation.

For 2023-24 we are required to use all the NFF funding factors which requires the introduction of the Pupil Mobility factor and the Sparsity factor in Halton. Details of how this will impact Halton schools is set out in the consultation document. We are also required to be within +/- 2.5% of the NFF cash values which all being well will not be a problem as we have been using the NFF cash values for the past few years, albeit with a few tweaks to ensure we fully devolve the Schools Block allocation.

### 3.3 Central Schools Services Block

The provisional CSSB allocation is £725,564 based on pupil numbers on the October 2021 census plus £19,293 for the Historical funding giving a provisional total of £744,857. Once again, the final allocation will be based on the October 2022 census data. The Historic commitment funding has again reduced by 20% and as this is used to fund the Safeguarding post, the balance required to be met by schools & academies will also increase, as previously agreed. The CSSB allocation for 2022-23 is £728,189.

The individual budgets to be funded from the CSSB for 2023-24 will be presented at the January meeting.

### 3.4 High Needs Block

The High Needs Block allocation has been announced as £24,974,371 before recoupment. We estimate the recoupment will be £3,276,000 for the per place funding in special academies, resource bases in academies as well as places in non-maintained special schools. That would leave £21,698,371 coming to Halton for distribution. The High Needs Block allocation for 2021-22 is £19,874,222 after recoupment.

The individual High Needs Block budgets will be presented at the February meeting.

### 3.5 Schools Block Consultation

A consultation was issued early in September on the Schools Block funding formula to be used in Halton for 2023-24. The consultation is attached at Appendix A and the detailed responses at Appendix B.

Of the 14 schools that responded, all were in agreement with the continuation of following the NFF funding factors and criteria.

3.6 Minimum Funding Guarantee

The MFG continues in 2023-24 but with a lower permissible range of 0.0% to plus 0.5%, meaning that a school's per pupil amount must increase by a minimum of 0.5% compared to the previous year.

As stated in the consultation document, it is impossible to say what level of MFG we can afford until the October 2022 census data and final grant allocation is received. The grant settlements are typically released less than a week before Christmas and it is envisaged it will be mid-January before the final calculations are completed.

Of the 14 schools that responded, all were in agreement with the MFG being set at the January meeting.

3.7 Schools Block Funding Formula

It is proposed to continue to follow the National Funding Formula, using the NFF cash values where possible. It is impossible to say at this point in time if our final Schools Block grant allocation will be sufficient to fully fund at the NFF cash values. This will only be known in January once the final calculations are completed.

**4.0 FINANCIAL IMPLICATIONS**

4.1 We are required to set a local funding formula in line with the Schools Block operational guidance for 2023-24. Failure to do so will result in the DfE imposing a funding formula on us.

**5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

**5.1 Children & Young People in Halton**

It is essential that schools and education support services receive sufficient funding to allow them to support all children and young people.

**5.2 Employment, Learning & Skills in Halton**

None.

**5.3 A Healthy Halton**

None.

**5.4 A Safer Halton**

None.

**5.5 Halton's Urban Renewal**

None.

**6.0 RISK ANALYSIS**

6.1 We need to comply with the regulations otherwise could have formula imposed on us.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

**Consultation on the Schools Block Funding Formula****Funding Formula**

We are required to consult with schools and academies on the method, principles and rules adopted for the funding formula to be applied to mainstream primary and secondary schools and academies.

As you will be aware, for the past three years we have followed the National Funding Formula (NFF) method, principles and rules. We are recommending that we continue this. The NFF for 2022-23 is as detailed below:

<u>Factor</u>	<u>Criteria</u>	<u>Primary NFF value 23-24</u>	<u>Secondary NFF value 23-24</u>
Basic per Pupil	A set level of funding for each pupil. For 23-24 this factor has had the supplementary grant added at Primary £97/KS3 £137/KS4 £155 and then uplifted by 2.4%.	£3,394	£4,785 KS3 £5,393 KS4
Deprivation - FSM	Funding for pupils who are currently eligible for FSM.	£480	£480
Deprivation – FSM Ever 6	Funding for pupils who have been eligible for FSM at some point in the previous 6 years. This has been had the supplementary grant added at Primary £85/Secondary £124.	£705	£1,030
Deprivation – IDACI	Income Deprivation Affecting Children Index. Funding is based on the deprivation level assigned to each pupil's home post code, banded A to G. However funding is only allowed for bands A to F.	F £230 E £280 D £440 C £480 B £510 A £670	F £335 E £445 D £620 C £680 B £730 A £930
Low Prior Attainment	Primary – where pupils have not achieved the expected level of development at EYFSP. Secondary – where pupils have not achieved the expected standard in KS2 at either reading, writing or maths.	£1,155	£1,750
English as an Additional Language	Pupils identified with a first language other than English can be funded for up to the first three years of statutory schooling. We	£580	£1,565



	fund for the maximum period of three years.		
Pupil Mobility	Provides funding for pupils who enter a school other than at the start of Autumn Term. A minimum threshold applies of 6% of pupil numbers. This is now a mandatory factor.	£945	£1,360
Sparsity	Funding for small schools located in areas where pupils would have to travel a set minimum distance to the next nearest school. This is now a mandatory factor.	Year Group size and distance tapers as per DfE	Year Group size and distance tapers as per DfE
Minimum Level of Per-pupil funding	A mandatory factor. <i>Combines all pupil-led factors and is not a stand-alone amount.</i>	£4,405	£5,503 KS3 £6,033 KS4
Total Pupil-led factors	Each LA is required to allocate at least 80% of the delegated Schools Block funding through the above pupil-led factors.		
Lump Sum	An amount per school up to a maximum of £175,000. Can be different for primary and secondary schools. Includes £3,680 for supplementary grant from 22-23	£128,000	£128,000
Split Sites	No schools in Halton are eligible for funding under this factor.		
LA Rates	LA Rates	Estimates will be set in December based on latest uplift information.	
PFI contracts	A factor to support schools that have unavoidable premises costs due to being a PFI school. In Halton we use a per pupil rate. RPIX increase of 11.2% as per DfE Guidance.	£374.31	£374.31
Exceptional Premises	In Halton, this is for the joint use of leisure facilities by contractual agreement with one school.		£160,276
Minimum Funding Guarantee	The MFG can be set between 0% and +0.5%.		

## **Cash values**

The DfE are requiring local authorities to move closer to the NFF criteria and cash values as a step towards the implementation of a full NFF. We are already deemed to be mirroring the NFF criteria and cash values with the exception of the Pupil Mobility and Sparsity factors. Historically we have not adopted these two factors in Halton but they will be included in the 2023-24 funding formula as these are now mandatory factors. As long as our cash values are within +/-2.5% of the NFF cash factors we will meet the requirements for 2023-24. For 2022-23 apart from the Basic per pupil factor which was reduced for the transfer to the High Needs Block, every other factor used in Halton was at the NFF cash value.

The final cash values used are dependent upon the pupil data and final grant allocation which will both be released mid-December. As long as funding allows, we will continue to fund at the NFF cash values.

The Supplementary Grant which was paid as a separate grant in 2022-23 has been rolled into the NFF for 2023-24 as follows: Basic per pupil (primary) £97, Basic per pupil (KS3) £137, Basic per pupil (KS4) £155, FSM6 (primary) £85, FSM6 (secondary) £124 and Lump sum £3,680.

The DfE have uplifted by 2.4% the NFF cash values for basic entitlement, FSM, LPA, EAL, mobility, sparsity and the lump sum. The FSM6 and IDACI cash values have been uplifted by 4.3%. The Funding Floor and MPPL factors have been uplifted by 0.5%. No uplift has been applied to premises factors, except for PFI which has increased by RPIX (11.2%) for the year to April 2022.

## **Pupil Mobility Factor**

This factor allocates funding to schools with a high proportion of pupils who have an entry date in the last three years that is not typical – i.e. the first census on which a pupil is recorded as attending the school not the October census (or the January census for a spring term intake to Reception class). To be eligible for funding the proportion of mobile pupils in a school must be above a threshold of 6%. In 2022-23, if we had used this factor we would have allocated a total of £79,796 between 15 primary schools.

## **Sparsity Factor**

A school is eligible for sparsity funding if its sparsity distance is equal to or above the main distance threshold or above the tapered distance threshold AND the average year group size is below the relevant size threshold. In Halton for 2022-23 we only had one secondary school that was eligible for funding under this factor and we would not expect this to change for 2023-24.

## **NNDR**

This is an optional factor but has always been used in Halton.

### **Exceptional Circumstances factor**

The Exceptional Circumstances factor has been used to provide funding to Ormiston Bolingbroke Academy for the Joint Use of Brookvale Recreation Centre. This is an historic agreement for which we gained permission to continue to use this factor last year. The DfE allow the continuation of the factor for six years after agreement. The factor is uplifted each year by the same RPIX percentage as applied to the PFI factor, set by the DfE for 23-24 at 11.2%.

### **Minimum Funding Guarantee**

The Minimum Funding Guarantee remains in place for 2023-24 with a permissible range of 0% to plus 0.5%. The MFG is calculated to a per pupil amount which cannot be less than the previous year's per pupil amount multiplied by the MFG factor.

It is impossible to say what MFG level we will require, or can afford at this point in time. This can only be calculated when the final grant allocation and pupil data is received. The grant settlement is typically released just a few days before Christmas. There is insufficient time to allow the calculations to be completed, options modelled, a new consultation paper prepared, issued and responses received and considered before Schools Forum in January and the statutory DfE submission deadline. Therefore, as in previous years, we are asking that you agree to Schools Forum approving the MFG level at the January meeting when the Schools Block indicative budgets will be presented. If we do not submit a proposed Schools Block funding formula to the DfE by the deadline of 20<sup>th</sup> January it is possible that the DfE will impose a funding formula on us. As in previous years, we will always strive to give the maximum MFG possible based upon the actual grant settlement.

### **Indicative Schools Block budgets**

The attached spreadsheet issued by the DfE shows the impact of the updated 2023-24 NFF formula and cash values. This is based on your October 2021 census data and therefore is not the amount of funding you will receive.

### **Consultation questions**

1. Do you agree that we continue to adopt the NFF method, principles and rules adopted for the funding formula to be applied to primary and secondary schools and academies?

Yes/No

If no, please explain what you would prefer to use:

2. Do you agree to Schools Forum determining the level of the Minimum Funding Guarantee at the January meeting?

Yes/No

If no, please explain how you think agreement should be reached within the timescales set by the DfE:

Please respond no later than **5pm on Friday 30<sup>th</sup> September 2022** to ensure your feedback can be fed back to Schools Forum and subsequently to the Executive Board of the Council.

**Responses to be e-mailed to [anne.jones@halton.gov.uk](mailto:anne.jones@halton.gov.uk)**

## Appendix B

School	Date rec'	Q1	Q2	Comments
Woodside	08/09/2022	Yes	Yes	
Windmill Hill	08/09/2022	Yes	Yes	
St Gerards	08/09/2022	Yes	Yes	
Widnes A	22/09/2022	Yes	Yes	
The Grange	22/09/2022	Yes	Yes	
Wade Deacon	22/09/2022	Yes	Yes	
OCA	23/09/2022	Yes	Yes	
Sandymoor	23/09/2022	Yes	Yes	
Victoria Rd	27/09/2022	Yes	Yes	
The Bridge	27/09/2022	Yes	Yes	
Bridgewater Park	28/09/2022	Yes	Yes	
Palacefields	28/09/2022	Yes	Yes	
Daresbury	28/09/2022	Yes	Yes	
The Heath	28/09/2022	Yes	Yes	

<b>REPORT TO:</b>	<b>Schools Forum</b>
<b>DATE:</b>	<b>19<sup>th</sup> October 2022</b>
<b>REPORTING OFFICER:</b>	<b>Operational Director - Finance</b>
<b>SUBJECT:</b>	<b>Funding for Financial Management posts from CSSB</b>
<b>WARDS:</b>	<b>Borough wide</b>

## **1.0 PURPOSE OF THE REPORT**

To request Schools Forum approval for a change to the level of funding from the Central Schools Services Block for two posts within the Financial Management Division.

## **2.0 RECOMMENDATION: That**

- 2.1 The report is noted.
- 2.2 That approval is given to fund a full time Senior Finance Officer post.

## **3.0 SUPPORTING INFORMATION**

### **3.1 Current position**

We currently have agreement to fund from the Former ESG retained duties element of the Central Schools Services Block a 0.8fte Senior Finance Officer post and a full time Finance Officer post at an estimated cost for 22-23 of £88,520.

### **3.2 Proposed position**

As both posts are becoming vacant, we wish to advertise for a full time Senior Finance Officer post as well as the full time Finance Officer post. This will be an increase of £12,720 when both posts are at the top of their respective grades based on the current pay rates, although it is likely that there will be a slight saving during 22-23 due to the time the posts will be vacant and the likely appointment at below the top of the respective grades.

## **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Failure to agree to fund the Senior Finance Officer post at full time will likely result in us being unable to recruit to the post. This will severely impact on the service that can be provided to schools, academies and Schools Forum.

## **5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

- 5.1 **Children & Young People in Halton**

It is essential that schools and education support services receive sufficient funding to allow them to support all children and young people.

**5.2 Employment, Learning & Skills in Halton**

None.

**5.3 A Healthy Halton**

None.

**5.4 A Safer Halton**

None.

**5.5 Halton's Urban Renewal**

None.

**6.0 RISK ANALYSIS**

6.1 We need to comply with the regulations otherwise could have formula imposed on us.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 The Local Authority must discharge its statutory responsibilities in relation to all schools and settings.

<b>REPORT TO:</b>	<b>Schools Forum</b>
<b>DATE:</b>	<b>19<sup>th</sup> October 2022</b>
<b>REPORTING OFFICER:</b>	<b>Interim OD Education, Inclusion &amp; Provision</b>
<b>SUBJECT:</b>	<b>Behaviour Support Service</b>
<b>WARDS:</b>	<b>Borough wide</b>

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide an overview of the offer and impact report from the Halton Behaviour Support Service (HBSS), see Appendix One.

## **2.0 RECOMMENDATION: That**

- 2.1 The report is noted. The report requests Schools Forum to determine whether a decision regarding funding and future offer of Halton Behaviour Support Service is available to support schools with approaches to support positive behaviour; to build skills and strategies for school staff and families and encourage de-escalation.

## **3.0 SUPPORTING INFORMATION**

- 3.1 The Behaviour Support Service is funded through the Dedicated Schools grant and comprises Head of Behaviour Support Team (post currently vacant), a Primary Behaviour Support Teacher, a Secondary Behaviour Support Teacher, and two family liaison officers.
- 3.2. At the time of writing, the Team leader post is currently vacant and has not been recruited to until the offer of the service has been reviewed and agreed by Schools Forum, as to how the service would best meet need and provide the most appropriate offer for children, young people, families and schools.
- 3.3 Due to COVID-19 the work of the team has been impacted, initially due to schools only being open for those children in the vulnerable cohort during 2020/21, and subsequent to that, some restrictions upon school visits. Members of the service have been happy to attend schools when restrictions were lifted and schools were happy to allow visits. During the last academic year, service visits returned to pre Covid offer.
- 3.4 Several members of the HBSS team have been affected by sickness, which has impacted upon the delivery of the service during the summer term 2022. All team members are now fully returned to work and are



fully operational. The HBSS offer is now being reviewed with the school sector to meet emerging need post Covid.

3.5 Attached as Appendix One are details of the training/support provided, and feedback/impact provided by schools.

3.6 As well as face-to-face training, the team have also delivered some online training to school based staff.

#### **4.0 FINANCIAL IMPLICATIONS**

4.1 The service is funded through the Dedicated Schools Grant as agreed by Schools Forum and the benefits of the service can be seen through the impact detailed in the appendices.

#### **5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### **5.1 Children & Young People in Halton**

The service operates with schools to ensure that staff receive training to ensure whole school, positive behaviour policy and strategies are used throughout the school consistently. Mental Health First Aid training helps support children, young people and staff with their own mental health and well-being. By using positive behaviour strategies, the aim is to reduce matters escalating which could lead to fixed term or permanent exclusions and to help retain children and young people within a mainstream school setting where that is appropriate. The service also supports school staff as part of their continuing professional development in relation to positive behaviour management., whilst the Family liaison Officers support families with modelling and training regarding positive behaviour strategies.

##### **5.2 Employment, Learning & Skills in Halton**

None.

##### **5.3 A Healthy Halton**

None.

##### **5.4 A Safer Halton**

None.

##### **5.5 Halton's Urban Renewal**

None.

#### **6.0 RISK ANALYSIS**

6.1 The Behaviour Support Team provide a range of support and training to schools in Halton to ensure staff are trained appropriately, and pupils are educated within an inclusive school environment, and the benefits of the service are detailed within the appendices.

7.0 **EQUALITY AND DIVERSITY ISSUES**

There are no equality and diversity issues associated with the service, they support all schools and all pupils and students in Halton as appropriate.

## Appendix 1: HBSS Statement of Impact Evidence Base 2021 & 2022

### Primary & Secondary Behaviour Teachers

	<b>Brief description of involvement in the school</b>	<b>Impact including any feedback or outcomes</b>
School 1	<ul style="list-style-type: none"> <li>Team Teach delivered and follow up additional training on 'Fights'</li> </ul>	<p>Positive working relationship with X School developed from previous work completed too.</p> <p>Training increased capacity for staff to meet the needs of students and in particular during fights.</p>
School 2	<ul style="list-style-type: none"> <li>Team Teach Delivered with XXX from School X</li> <li>Represented HBSS at Behaviour Surgery .New 'surgery style' initiative whereby the School x work in collaboration with HBSS to visit schools in order to support teachers in their school location, increasing engagement and appreciation of context.</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity for teachers in supporting students in their setting. Positive feedback from XXX.</li> <li>8 staff were supported. The session over ran by an hour. Staff were extremely pleased with the support and advice given. It was a great opportunity for me to work with School X staff again. Both approaches genuinely enhanced the support we were able to give.</li> </ul>
School 3	<ul style="list-style-type: none"> <li>Support given regarding perceived influx of SEMH students in Year 7 causing some conflict</li> <li>Support for Year Team Leader with planned observations and support.</li> </ul>	<ul style="list-style-type: none"> <li>Due to Covid outbreak the school cancelled visitor's onsite.</li> <li>This will be picked up and aiming to work in partnership with XXX schools who are experiencing similar trends.</li> </ul>

	<b>Brief description of involvement in the school</b>	<b>Impact including any feedback or outcomes</b>
School 4	<ul style="list-style-type: none"> <li>2x Training sessions delivered as part of the school CPD programme.</li> <li>Observation of a student perceived to be presenting with ODD</li> <li>Behaviour Lead is comfortable with asking for support on a regular basis). School asked for advice regarding use of prejudicial reporting to the LA</li> <li>Whole School Behaviour Audit</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback given from training. Staff were able to identify at least two strategies they would introduce to their daily routines. Staff also requested more training and supported two staff following on from this training.</li> <li>School was given advice about this particular case but also a model set of strategies to refer to in order to build capacity in staff.</li> </ul>

		<ul style="list-style-type: none"> <li>• XX attends Behaviour Leads Meetings</li> <li>• Report issued and actions informed next steps.</li> </ul>
School 5	<ul style="list-style-type: none"> <li>• Previous planning meeting yielded prospective work around: 2x 3 day Models in Maths and a Behaviour Audit for KS3.</li> <li>• A suite of bespoke 6x1.5 hour training sessions delivered for a targeted group of staff.</li> <li>• Regular attendee at Behaviour leads' meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• These were postponed due to school Covid outbreak but are due to be picked upon again as contact with new behaviour lead has been made.</li> <li>• Positive evaluations received.</li> <li>• XX attends Behaviour Leads meetings.</li> </ul>
School 6	<p>Positive relationship has been built up with the school following a diverse range of support. New behaviour Lead XX is on board fully and regular seeks advice and support both formally and informally.</p> <ul style="list-style-type: none"> <li>• Extensive support given to XX teacher which recently concluded Another member of the team has now requested support.</li> <li>• Whole Staff Mental Health Training</li> <li>• Team Teach training</li> <li>• Advice and support given re behaviour of specific students.</li> <li>• Behaviour Audits agreed and planned for Key Stage 3 and 4 with follow up strategies to inform good practice.</li> <li>• Support for the Arc Inclusion base to be formalised.</li> </ul>	<p>All engagements with XXX have been well received.</p> <ul style="list-style-type: none"> <li>• Evaluations with regard progress made by the teacher and the impact on classes are positive and evidenced.</li> <li>• Evaluations for training in Mental Health Awareness positive and lead to some further supportive work.</li> </ul>
School 7	<ul style="list-style-type: none"> <li>• Ongoing support given to SLT. Meeting with Head and Deputy with regard individual students</li> <li>• Team Teach</li> <li>• 3 Day Model in Science – concluding session postponed due to Covid.</li> <li>• Behaviour Surgery in collaboration with XXX</li> </ul>	<ul style="list-style-type: none"> <li>• Support strategies given to increase capacity for school to manage challenging behaviours.</li> <li>• Positive evaluations provided for training</li> <li>• Positive changes evidenced in NOV's</li> <li>• Well attended and further support sought following this.</li> </ul>
School 8	<ul style="list-style-type: none"> <li>• Meeting with SLT put in place plans for Year 9 Behaviour Audit and bespoke training for staff.</li> <li>• New Behaviour Lead attended Behaviour Leads meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Positive evaluation received from meeting. Positive relationship with vice principle.</li> </ul>
School 9	<ul style="list-style-type: none"> <li>• Team Teach delivered A</li> <li>• 2 x 3 Day models undergone in Maths and Science –concluding session to be completed. Postponed due to Covid.</li> <li>• Positive relationship with Vice Principle and Headteacher. XXX has always welcomed support and are open collaboration.</li> <li>• Behaviour lead attends Behaviour Leads meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach well received and used immediately after training to support the needs of students. Follow up support sought.</li> <li>• Evaluations due and feedback to be given. Models were successful and met the of staff members</li> </ul>

School 10	<ul style="list-style-type: none"> <li>• 4 Hour Training presentation for ITT's</li> <li>• 2 Hour training workshop for ITT's Autumn '22</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent feedback in evaluations.</li> <li>• Excellent feedback from XXX</li> </ul>
School 11	<ul style="list-style-type: none"> <li>• Following planning meeting with Behaviour Lead work undergone with Behaviour Coordinator – observations and needs identified and shared with school.</li> <li>• Met pastoral team and give overview of support available with view to future training.</li> <li>• Adapted Behaviour Steps Policy to include strategies at stages and examples of scripts for consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Information shared and time requested to support Co-ordinator.</li> <li>• Transition was an area to be looked at but as yet meeting has not happened.</li> <li>• Adaptations and detailed strategic steps with scripts were well received. The document was then modelled at a behaviour leads meeting.</li> </ul>

	<b>Brief description of involvement in the school</b>	<b>Impact including any feedback or outcomes</b>
School 12	<ul style="list-style-type: none"> <li>• Involvement with child in year 1. Reduced number of incidents which had previously resulted in exclusions. Supported with cycles of APDR and the EHC application.</li> <li>• Currently supporting school with two other early years' children.</li> </ul>	Child gained an EHC Plan and further transfer to Halton SEMH base due to HBSS involvement with school and cycles of evidence.
School 13	<ul style="list-style-type: none"> <li>• Involvement with year 5 child who was at risk of exclusion. Provided staff training to adapt CT's pedagogy and classroom management for children with SEMH additional needs and advised whole school TT de-escalation training. Advice provided to HT to support this and also putting in place effective in-house transition to the next class; for child, next CT and parent.</li> <li>• Bite-size ADHD follow up whole staff training scheduled for March 2022.</li> </ul>	No exclusions or incidents reported. No further contact from school needed since.
School 14	<ul style="list-style-type: none"> <li>• Challenging child in Y6. Worked collaboratively with secondary lead to plan a transition project with the year 6 cohort in the summer term.</li> <li>• Autumn 2- asked for support with 6 children in different years. Extended 3 day class support for year 4, others to follow.</li> <li>• Provided LA support to new HT who was new to Halton.</li> </ul>	<p>This was so successful because it identified a further area of need. Secondary schools felt that due to the staffing and environmental differences between both settings, primary schools were not sending children secondary ready with their behaviours for learning. Also, due to the pandemic situation, lots of children in year 6 were presenting with some social and emotional delay plus mental health difficulties, and self-regulation.</p> <p>This, then progressed to a transition to year 7 training session summer 2021 offered to all year 6 schools. Schools who attended were also provided with a bank of resources to use with their classes to get secondary ready.</p> <p>However, this is work in progress since HBSS have identified this as an area of need across Halton Primary's and Secondary's. Perhaps a steering group could be established to create a success criteria of end of primary school expectations/checklist and something similar for year 7, so children can self-assess against a 'Can do' by the end of year 7 linked to learning behaviours, social skills and emotional regulation (similar to transition when children start Foundation stage).</p>
School 15		

School 16	<ul style="list-style-type: none"> <li>Involved during first lock down with a child who has recently had a fixed term exclusion. No exclusions during this period of support. Much contact during lockdown over this child an.</li> <li>FLO – involved with family but limited capacity due to FLO absence</li> <li>DHT actively attends and participates in all primary behaviour lead events which have been online during this period.</li> </ul>	
School 17	<ul style="list-style-type: none"> <li>Support provided to CT for year 4 pupil and TA staff.</li> <li>SEMH intervention training delivered online to staff.</li> <li>Advice given to school on supporting family situation and behaviours at home.</li> </ul>	<p>Less CPOMS incidents recorded.</p> <p>Staff felt more equipped with managing child’s dysregulation and developed consistency and confidence in the methods applied.</p>
School 18	<ul style="list-style-type: none"> <li>Year 3 three day support provided to class teacher</li> <li>Provided staff training to adapt CT’s pedagogy and classroom management for children with SEMH additional needs and advised on approaches for whole school de-escalation training.</li> </ul>	The bespoke support provided to CT minimised staff absence and improved staff well-being during a very challenging time due to the pandemic
School 19	<ul style="list-style-type: none"> <li>Support for year 1, 2 and year 4 and 5. Currently HBSS supporting year 5 CT.</li> <li>Supported TA in KS1 with intervention resources to address areas of need from analysis of SBT questionnaires.</li> </ul>	Reduced exclusions and serious incidents
School 20	<ul style="list-style-type: none"> <li>Bespoke TT advice for staff in SEMH KS1 base.</li> <li>Consultation with parents of specific child on use of reasonable force in school and the principles of Team Teach.</li> </ul>	
School 21	<ul style="list-style-type: none"> <li>Advice for SLT Re: Reception child. Advice provided on Use of Reasonable Force, Stages of Crisis and how to respond to support and de-escalate to prevent further acceleration.</li> <li>Face-to-face support for parent due to behaviours at home and objectively coached parent to identify issues causing stress.</li> <li>Advice to SEND lead on APDR cycles of evidence for this child, and writing a positive handling plan.</li> </ul>	<p>Prevented possible exclusions.</p> <p>School feel better equipped to deal with challenging behaviours and how to be preventive, opposed to reactive by recognising potential triggers and anxieties in children.</p> <p>Parent decided that a school closer to home was more suited and would reduce the stress and additional expense of travel costs.</p>

		<p>Parent is very pleased with new school. Smaller class size, higher adult to pupil ratio and school have timetabled interventions to support with child's emotional regulation.</p> <p>No further incidents reported.</p>
School 22	<ul style="list-style-type: none"> <li>• Whole school training for staff from one of the behaviour bite size topics- Communication for Consistency.</li> </ul>	
School 23	<ul style="list-style-type: none"> <li>• Year 5 support for CT and TA pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of ADHD children and other challenging behaviours, such as a- 6 children;</li> <li>• Provided support on handling Mental Health issues due to returning to school during and after lockdown. Advice on self-harming offered to support child and parent;</li> <li>• Year 4- support for CT and staff for specific child;</li> <li>• Reception CT support for specific child with severe attachment challenges. Support has continued in year 1 and for parent too specifically on how to reduce anxiety and prevent behaviours escalating;</li> <li>• Signposted school to engage with other services in order to investigate other additional needs;</li> <li>• Training session delivered for all TA's on interventions which support anxiety difficulties and anger management;</li> <li>• Team Teach training delivered for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Prevented fixed term exclusions;</li> <li>• Supported staff well-being and reduced staff absence;</li> <li>• Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</li> </ul> <p><u>Feedback Statement from HT:</u>  <i>"xx was visiting schools in person, having conversations with teachers and working with groups of children. She was a life-line to that class teacher, supporting him with a range of strategies and advice that had a profound impact upon his pedagogy and self-belief. I firmly believe that if she hadn't been so personally involved and supportive, I would have lost a valued member of staff to stress at that time and would have had no option other than to exclude a number of pupils."</i></p> <p><i>Throughout the pandemic, xx was a source of advice and support for our school and continues to offer her help when it is needed, providing training in Anxiety and Safe Handling for all staff."</i></p>
School 24	<ul style="list-style-type: none"> <li>• Year 3 through to year 4 support for CT and TA on pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of 2 children displaying challenging behaviours;</li> <li>• One of the children has settled and school are meeting his needs. The other child has extreme additional needs. School have followed advice provided. He is currently accessing a part-time table as soon as he reverts back to full time, his behaviours</li> </ul>	<p>Child has just received a fixed term exclusion of 5 days.</p> <p>Currently with I to contact parents and set up a professional meeting with school, SENDASS, HBSS and parents to share views and develop an action plan to address child's needs.</p> <p>This needs addressing as a matter of urgency to avoid a perm ex situation. Parents' views need to be challenged supportively so this child receives appropriate education provision which is not mainstream.</p>



	<p>escalate. He received an EHC plan in XXX. SEND team have recommended SEMH provision but Dad is refusing.</p>	<p>School need to provide evidence of how EHC funding has been used.</p>
School 25	<ul style="list-style-type: none"> <li>• Support for year 5 staff and ideas for transition to year 6;</li> <li>• Advice to HT for several matters.</li> </ul>	
School 26	<ul style="list-style-type: none"> <li>• Ongoing support across whole school;</li> <li>• Intensive support provided to previous HT, DHT and AHT. Change of leadership in XXX</li> <li>• Staff training provided in: Team Teach, ACES, SEMH interventions and behaviour management. Support provided on writing an effective behaviour policy;</li> <li>• Staff supported with writing an effective behaviour support plan and positive handling plan;</li> <li>• Supported new teacher in year 5/6 with extremely challenging cohort;</li> <li>• Advice given on raising expectations and embedding behaviours for learning to improve engagement and learning ethos;</li> <li>• Supported former HT during Covid on staff well-being issues and signposted appropriate resources to reduce staff stress and manifest good mental health;</li> <li>• Behaviour Audit completed.</li> </ul>	<p>Staff felt much supported, listened to and were keen to take on board advice including a number of new teaching staff who were appointed during the pandemic. The school had made significant improvements under the former HT but knew they were still on a journey of further improvement.</p>
School 27	<ul style="list-style-type: none"> <li>• Support for specific year groups and ongoing. Staff keen to take on board advice and attend Primary leads.</li> </ul>	
School 28	<ul style="list-style-type: none"> <li>• Support for two specific children. Bespoke advice as needed. Ongoing light touch support.</li> </ul>	
School 29	<ul style="list-style-type: none"> <li>• Year 1 through to year 2 team teach staff support for specific child and parents. Legal guidance on use of reasonable force and the statutory requirement to report in writing any physical interventions;</li> <li>• Advice given on LA notification of any fixed term exclusions including lunchtimes and the appropriate paperwork;</li> <li>• De-escalation and safeguarding advice which included understanding and managing the stages of crisis and things that should be done to minimise escalation;</li> <li>• Knowledge shared on how to improve consistency between home and school.</li> </ul>	<p>Less use of positive handling. More use of identifying early signs of agitation. Stronger communication with parents. Recording incidents and adhering to safeguarding guidance.</p>

School 30	<ul style="list-style-type: none"> <li>• Behaviour audit completed and in process of following up on actions from this advice;</li> <li>• Working with year 4 teacher on behaviour management and pedagogical strategies to support a child with specific needs;</li> <li>• Year 5 issues between specific children- pending support when HBSS has capacity. Mainly around refusal and socialisation skills in a whole class setting post pandemic disruption;</li> <li>• Delivered Team Teach training to all staff;</li> <li>• New HT in post, regularly in contact with service and uptake of further training.</li> </ul>	Reduction in exclusion of specific child. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.
School 31	<ul style="list-style-type: none"> <li>• Involvement with year 6 child – anxiety related to ADHD, managing anxiety in the classroom and transitioning to high school. Ongoing support for school, parents and child on above issues.</li> </ul>	Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.
School 32	<ul style="list-style-type: none"> <li>• Support for challenging behaviours in year 2, 3, 4, and 5;</li> <li>• Regular communication with HT who is keen to address issues; early on rather than waiting for increased severity. Will always seek support and act on advice;</li> <li>• Lots of effective and whole-school initiatives in place to support SEMH and good mental health development;</li> <li>• Advice given on Behaviour support plans, in class APDR ideas, communication with certain parents and positive handling plans.</li> </ul>	<p>Developed staff competence and confidence in handling extreme challenging behaviours. Reduction in potential exclusions. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p> <p><b><i>Statement from HT -primary</i></b> “I personally have attended some sessions lead by xx online which I always take something from – despite having been in education for almost 30 years now – she always has a new ‘gem’ of information that sets me off, newly inspired. The biggest benefit so far has been her support with some very challenging pupils. What I like about working with Kirstie is the experience she brings, her honesty, her straightforward approach and the fact that I can have a really good 2 way professional conversation with her without her. She listens, challenges, supports and advises with great practical and reality based suggestions and approaches. She is quick to respond to emails that need an urgent response. We currently have 4 very challenging pupils Y2-Y5 and her advice to staff and SLT was excellent. Her words to staff were supportive and helped them feel positive about what they were doing as well as helping them</p>

		<p><i>to find new approaches and tweaks to be even better – this was fantastic as often teachers feel they are failing and doing everything wrong when in fact they are doing an amazing job in very challenging circumstances – this approach was very much appreciated. However, when staff were not doing what was needed she is clear and evidence based which allowed me to give specific feedback which then means we can move forward – spot on!</i></p> <p><i>As a result of her input we have a clear direction for staff and children, we have improved our record keeping and management plans and have new strategies and resources to use. I always know that when I need support the support will be excellent.”</i></p>
School 33	<ul style="list-style-type: none"> <li>• Completed behaviour audit;</li> <li>• Support for specific children KS1.</li> </ul>	
School 34	<ul style="list-style-type: none"> <li>• Phone consultations with HT and SEND lead regarding support for pupil in year 1.</li> </ul>	<p>Unfortunately this led to a permanent exclusion and further support was provided for the new school, XXX. Child is thriving at new school. From further HBSS advice and training received, school feel able to meet child’s needs. No further exclusions reported.</p>
School 35	<ul style="list-style-type: none"> <li>• De-escalation training, Team teach training, SEMH intervention training, and ACES training;</li> <li>• Behaviour Audit completed;</li> <li>• Extended support for year R, specific children in year 5 and 6;</li> <li>• Meetings with parents over temporary part-time timetable and strategies they can use at home;</li> <li>• Signpost support to parents from other services;</li> <li>• Behaviour management training for new staff;</li> <li>• Personalised reward incentive created for use with year 5 child to address areas of need and ensure some elements of success.</li> </ul>	<p>Considerably less incidents which have resulted in a reduction in exclusions.</p> <p>Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p>
School 36	<ul style="list-style-type: none"> <li>• Supporting school with Y1 child and parents.</li> </ul>	
School 37	<ul style="list-style-type: none"> <li>• Behaviour audit completed;</li> <li>• Ongoing support but light touch.</li> </ul>	

Other offer to schools:

- Transition for year 6 session held online;
- Behaviour leads sessions held online;
- Provided bite size bulletins on a range of subjects derived from discussions with behaviour leads and included offer of follow-on training which has been taken on board by some schools and pending re-scheduling due to Covid restrictions;
- Team Teach whole school training and re-accreditations planned throughout 2022;
- Covid Workshop 2 hour Session attended by 24 primaries including many Head Teachers;

Mental Health First Aid Courses delivered:

Adult – 2 face to face courses

Youth- 1 face to face course

**Family Liaison Service Offer:**

- School training offer for mid-day assistants; school staff & parents
- Parent and staff drop in sessions
- Parents evening support
- Building blocks offer

**Statement of Impact Evidence Base: Family Liaison Officers**

<b>Brief description of involvement in the school</b>	<b>Impact including any feedback or outcomes</b>
FLO support offered for 2 parents of students who had received Fixed Term Exclusions	No reply from parents
Transition support to year 7 pupil's and families+ provided.	Family referred for MAP. School requested in school support.
FLO support offered to parents of students who had received Fixed Term Exclusions. FLO gained pupils voice during behaviour audit	Specialist teachers advised. FLO provided feedback to school
FLO gained pupil voice during behaviour audit	Feedback provided to school

FLO support offered to parents of students who had received Fixed Term Exclusions FLO support offered but declined by parents.	
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<b>Brief description of involvement in the school</b>	<b>Impact including any feedback or outcomes</b>
Supported the family of a year 5 pupil Supporting the family of a year 1 pupil	1 MAP initiated. 2 Support ongoing
Following conversation with Head teacher FLO offered parent support.	Parent did not require support
FLO support offered to parents of child risking Permanent Exclusion. Support/advice given to H/T	Parent refused to accept support.
2 Parent bite size sessions (Building blocks for positive behaviour)	Positive feedback, more sessions planned.
FLO support and advice requested.	Awaiting confirmation from school
FLO support offered	Not accepted by parent.
Ongoing FLO support to parents of year 1 pupil. Parent bite size sessions (Building blocks for positive behaviour)	Ongoing
Midday Assistant Training booked. Bite-size parent support offered.	<b>01/09/2022 – 02/09/2022</b>
Support offered to a year 6 pupil for transition.	FLO liaising with High school to ensure smooth transition.
Parent bite size sessions (Building blocks for positive behaviour)	<b>16/06/2022 – 28/06/2022</b>
Support offered for Reception pupil	Awaiting confirmation from school
SENCO requested support for several families struggling with behaviour within the home	Awaiting confirmation from school
Supported the parent of a year 1 pupil	Sought advice for parent regarding “Use of reasonable force guidance” and advice from specialist behaviour teacher.
Support given to the family of a Reception pupil struggling with behaviours in the home.  Supporting the family of a Reception pupil, behaviour at home and school.	Parent happy to end support as behaviour has much improved. Parent acknowledged the support and advice given was a big help. Support on-going MAP advised. Start EHCP process. Other support agencies signposted.
Supporting the family of a year 1 pupil	Ongoing
Support ongoing for family of year 1 child Supported the family of year Reception child	Recent referral.

Support requested for a year 1 pupil	Recent referral.
FLO Support offered but other agencies already involved.	
Support given to 6 families	<ol style="list-style-type: none"> <li>1. FLO liaised with school health, positive reports from school.</li> <li>2. FLO supported parent with early de-escalation strategies.</li> <li>3. FLO advised to end support due to non-engagement</li> <li>4. FLO supported parent and signposted to SENDIASS and Advanced Solutions</li> <li>5. FLO initiated meeting to discuss SEN review, improved communication with school and parent.</li> <li>6. Case closed at request of Head teacher. FSW supported.</li> </ol>
Support given to the family of a year 3 pupil.	<ol style="list-style-type: none"> <li>1. FLO encouraged better communication with school, parent reported pupil to be happier in school.</li> </ol>
Support and advice given to the families of 2 pupils	<ol style="list-style-type: none"> <li>1. Improved communication between school and home.</li> <li>2. Closed due to lack of parental engagement.</li> </ol>
MDA training delivered 31/08/2022- 01/09/2022	Improved lunchtimes for children and staff.
<p>Transition support given to year 6 pupil.</p> <p>Support for family of year 5 pupil ongoing</p> <p>Supported the family of PX child to choose new school</p> <p>Supported the family of year 1 pupil</p> <p>Supporting the family of a year 2 pupil</p> <p>Supporting the family of a year 5 pupil</p>	<ol style="list-style-type: none"> <li>1. Initially made a successful move to high school.</li> <li>2. Support ongoing, via MAP</li> <li>3. Child made move to new school (No issue to date)</li> <li>4. Parent referred for Nurture parenting. Currently under MAP.</li> <li>5. Ongoing.</li> <li>6. Ongoing</li> </ol>
Support /advice given to Head teacher	DTUF now in place for pupil demonstrating challenging behaviours.
Support for pupil with low self esteem	FLO successfully delivered a targeted piece of work for a year 6 pupil. FLO contacted High school for transition information.
<p>Supported the family of a PX year 5 pupil</p> <p>Supported the family of a Reception pupil</p>	<ol style="list-style-type: none"> <li>1. FLO supporting family of PX child to find new school.</li> <li>2. FLO involvement encouraged improved relationship with school.</li> </ol>
<p>Support given to the family of a year 5 pupil.</p> <p>Support given to the family of a Reception pupil</p> <p>Support given to a year 1 pupil</p> <p>Parent bite size sessions (Building blocks for positive behaviour)</p>	<p>FLO successfully completed targeted support</p> <p>FLO referred parent for Nurture parenting course.</p> <p>Ongoing</p> <p><b>20/06/2022</b></p>

- Family Support Workers workshop with guest speakers held online;
- Providing bite-size training sessions (building blocks) for parents of reception/key stage one children (in house).

- Midday Assistant Training in house

**Suggested Ways to develop the service further:**

- Schools could benefit from HBSS offering school staff training in therapeutic interventions. The behaviour support teachers could benefit from being professionally trained in SEMH therapeutic interventions to support and train staff in schools. This would lead to a further training offer so school staff are trained to deliver such interventions in order to address the underdevelopment of SEMH skills in children which is a growing need. Schools have benefited from the ELSA programme offered by the EP service and HBSS could offer similar training opportunities for school staff. It would be most productive use of school if support staff could use resources which can measure impact before and after. It would also prove cost effective and upskill staff in how to identify area of SEMH need and develop catch up programmes to address the gaps.
- Outreach support from Special school staff in the borough could also be an area that could complement the work of HBSS or working on a collective approach. Some of this is already happening at secondary level, but primary school staff would also benefit from expertise from special school staff if capacity and offer was available.
- Pro-actively working with groups of parents identified by individual schools might be more beneficial than school making individual referrals to us (when they are at crisis point).
- A package to schools to include Building blocks training, Resilience/ self-esteem training, Lego therapy, stadium building, MDA training, Drop in/coffee mornings, attendance at open day / evening. Devise and send out a Flyer to all Primary Schools. PILOT this in September with targeted group of schools
- Individual support to be available for parents who will/may struggle in group offers.
- Facilitate more parent group work covering all key stages.
- Capture Pupil Voice and share with schools and families to support positive behaviour experiences
- Link in closely with Parenting Coordinator for referrals for parenting courses and any other relevant training within her service. Meeting scheduled for 13/6/22
- Continue with Family Support Worker workshops with guest speakers, face to face /on line. Link in with SENCO meetings?
- Formulate a Year 6 summer transition support plan.
- Contact made, visiting PACE at St Helens Primary PRU to learn more re offer to share.
- We are involved at Stage 1 and 2 of EBSA pilot scheme.

<b>REPORT TO:</b>	Schools Forum
<b>DATE:</b>	19 <sup>th</sup> October 2022
<b>REPORTING OFFICER:</b>	Divisional Manager 0-25 Inclusion
<b>SUBJECT:</b>	Notional SEN Budgets
<b>WARDS:</b>	Borough wide

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To inform schools forum about the variance in the ability of notional SEN budget to meet SEN needs across schools and make recommendations to review.

## **2.0 RECOMMENDATION: That**

- 2.1 Schools forum approve the establishment of a task a finish group of school heads and/or business managers to review to how the notional SEN budget is allocated.

## **3.0 SUMMARY**

- 3.1 Increasingly over the last year concerns have been raised by schools in relation to their ability to meet the needs of pupils due the lack of available funding for SEND.
- 3.2 Mainstream schools are notified each year about a clearly identifiable but notional SEN budget. The requirement to identify this budget for their schools is set out in regulation 11(3) of the [School and Early Years Finance \(England\) Regulations 2022](#) That regulation says that “the local authority must identify within each budget share an amount calculated by reference to the requirements, factors and criteria specified in Part 3 [that is, the various elements of the local schools funding formula] which are relevant to pupils with special educational needs; such amount must be calculated using a threshold sum of £6,000 per pupil below which the school will be expected to meet the additional costs of pupils with special educational needs from its [annual] budget share”.
- 3.3 The notional SEN budget is not a budget that is separate from a school’s overall budget. It is an identified amount within a maintained school’s delegated budget share or an academy’s general annual grant. It is intended as a guide for a school’s spending decisions, and is neither a target nor a constraint on a school’s duty to use its ‘best endeavours’ to secure special provision for its pupils with SEN.



- 3.4 It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs, even though the local authority may make reasonable assumptions about what those costs might be for the purpose of ensuring that their schools' notional SEN budget calculation is realistic.
- 3.5 The factors for establishing the notional SEN budget and its purpose are set out in the DfE's *Notional SEN budget for mainstream schools operational guidance August 2022*. These include basic entitlement, deprivation and low prior attainment factors.
- 3.6 Paragraph 132 of the DfE's *High Needs Funding Operational Guidance for 2022/23* sets out the expectations on schools that the first £6,000 of funding for pupils with high levels of need is expected to be met not from the High Needs Block, but from within funding already available to the school

*Top-up funding rates for individual placements should take into account both the costs to the school or college of offering overall provision for the pupils and students with high needs and the contribution made from other elements of funding. These include mainstream schools' notional SEN budget (for the costs of additional support up to £6,000 per annum)*

- 3.7 Over the summer of 2022 Halton Council has revised and relaunched the Terms of Reference for its EHCP Partnership Panel. The EHCP Partnership panel is the advisory body that supports decision making around whether to undertake an EHC needs assessment and whether to issue an EHCP. The panel is a multiagency panel with representation from across the system.
- 3.8 The decision thresholds of the panel are clearly set out in the *SEND Code of Practice 2015* and include the ability to set local criteria about how effectively schools have implemented the graduated approach and whether there is evidence to suggest that "support in addition to that which is normally available" is required. A key part of this determination is in effective use of the notional budget and whether additional funding (top up funding) may be required as set out in 3.6 above.
- 3.9 A key element in the Partnership Panel's relaunch is to provide a more transparent and consistent approach to decision making. This will inevitably have an impact on some schools budgeting approach.
- 3.10 The table in Annex 1 shows the impact of individual schools notional SEN budgets. As can be seen there are a number of schools who are required to spend over 65% of their notional SEN budget on pupils with EHCPs leaving little per pupil funding for other pupils SEND needs at lower levels. Pupils in resource base provision within mainstream schools are not included in the figures below as these are funded through the place funding for the resource base.

3.11 Due to the increasing expectation of the use of the first £6,000 of support for a pupil coming from the schools mainstream allocation as per the guidance set out above it is recommended the schools forum undertake a review of the notional SEN budgets to ensure that it is providing an appropriate level of support for schools with higher levels of SEN. There are a number of possible options to explore, including:

- a. Revisions to the factors used to establish the notional SEN budgets
- b. A reserve budget held in the high needs block to ensure that no school is expected to use an unreasonable amount of its notional SEN budget to support pupils with EHCPs
- c. Confirmation that the current formula and support is appropriate to best meet the needs of Halton children and young people.

#### **4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### **4.1 Children & Young People in Halton**

It is essential that mainstream schools receive appropriate funding to allow them to support all children and young people including those with special educational needs and disabilities.

##### **4.2 Employment, Learning & Skills in Halton**

None

##### **4.3 A Healthy Halton**

None

##### **4.4 A Safer Halton**

None

##### **4.5 Halton's Urban Renewal**

None.

## Appendix 1 – Notional SEN budgets and SEN pupils by school

LAESTAB	School Name	Notional SEN Budget	Pupils with an EHCP	EHCP Expectation	Balance to support LCHI @ SEN Support	% of Notional SEN expected to be spent on EHCP pupils	Possible expectation ceiling	Variance over expectation level	Notional SEN shortfall	Number of pupils on SEN Support	Notional SEN funding per LCHI pupil
8763179	All Saints Upton Church of England Voluntary Controlled Primary School	£ 52,563.84	2	£ 12,000.00	£ 40,563.84	23%	65%	42%	£ -	25	£ 1,622.55
8762700	Astmoor Primary School	£ 37,283.21	4	£ 24,000.00	£ 13,283.21	64%	65%	1%	£ -	32	£ 415.10
8762382	Beechwood Primary School	£ 37,630.94	7	£ 42,000.00	-£ 4,369.06	112%	65%	-47%	£ 26,984.45	23	-£ 189.96
8762000	Bridgewater Park Primary School	£ 30,960.59	3	£ 18,000.00	£ 12,960.59	58%	65%	7%	£ -	46	£ 281.75
8762725	Brookvale Primary School	£ 63,473.48	7	£ 42,000.00	£ 21,473.48	66%	65%	-1%	£ 1,141.90	23	£ 933.63
8762283	Castle View Primary School	£ 40,917.46	2	£ 12,000.00	£ 28,917.46	29%	65%	36%	£ -	23	£ 1,257.28
8762109	Daresbury Primary School	£ 38,798.41	2	£ 12,000.00	£ 26,798.41	31%	65%	34%	£ -	19	£ 1,410.44
8762004	Ditton Primary School	£ 93,320.45	6	£ 36,000.00	£ 57,320.45	39%	65%	26%	£ -	54	£ 1,061.49
8762425	Fairfield Primary School	£ 137,122.36	6	£ 36,000.00	£ 101,122.36	26%	65%	39%	£ -	112	£ 902.88
8763177	Farnworth Church of England Controlled Primary School	£ 79,155.61	8	£ 48,000.00	£ 31,155.61	61%	65%	4%	£ -	20	£ 1,557.78
8762383	Gorsewood Primary School	£ 48,216.20	6	£ 36,000.00	£ 12,216.20	75%	65%	-10%	£ 7,168.41	47	£ 259.92
8763176	Hale Church of England Voluntary Controlled Primary School	£ 43,831.54	3	£ 18,000.00	£ 25,831.54	41%	65%	24%	£ -	30	£ 861.05
8763050	Halebank CofE Primary School	£ 28,078.83	0	£ -	£ 28,078.83	0%	65%	65%	£ -	7	£ 4,011.26
8762689	Hallwood Park Primary School and Nursery	£ 30,731.00	2	£ 12,000.00	£ 18,731.00	39%	65%	26%	£ -	26	£ 720.42
8762712	Halton Lodge Primary School	£ 55,785.55	4	£ 24,000.00	£ 31,785.55	43%	65%	22%	£ -	37	£ 859.07
8762376	Hillview Primary School	£ 44,595.67	1	£ 6,000.00	£ 38,595.67	13%	65%	52%	£ -	24	£ 1,608.15
8762428	Lunts Heath Primary School	£ 81,317.76	3	£ 18,000.00	£ 63,317.76	22%	65%	43%	£ -	21	£ 3,015.13
8762104	Moore Primary School	£ 43,390.51	5	£ 30,000.00	£ 13,390.51	69%	65%	-4%	£ 2,763.33	28	£ 478.23
8762415	Moorfield Primary School	£ 59,426.67	3	£ 18,000.00	£ 41,426.67	30%	65%	35%	£ -	42	£ 986.35
8762381	Murdishaw West Community Primary School	£ 43,548.73	3	£ 18,000.00	£ 25,548.73	41%	65%	24%	£ -	43	£ 594.16
8762727	Oakfield Community Primary School	£ 69,280.03	0	£ -	£ 69,280.03	0%	65%	65%	£ -	50	£ 1,385.60
8763632	Our Lady Mother of the Saviour Catholic Primary School	£ 47,958.14	4	£ 24,000.00	£ 23,958.14	50%	65%	15%	£ -	43	£ 557.17
8762726	Our Lady of Perpetual Succour Catholic Primary School	£ 49,225.96	7	£ 42,000.00	£ 7,225.96	85%	65%	-20%	£ 15,389.42	14	£ 516.14
8762003	Palace Fields Primary Academy	£ 42,624.11	1	£ 6,000.00	£ 36,624.11	14%	65%	51%	£ -	24	£ 1,526.00
8762325	Pewithall School	£ 48,028.18	6	£ 36,000.00	£ 12,028.18	75%	65%	-10%	£ 7,356.44	23	£ 522.96
8763502	Runcorn All Saints CofE Primary School	£ 32,398.30	5	£ 30,000.00	£ 2,398.30	93%	65%	-28%	£ 13,755.55	28	£ 85.65
8762005	Simms Cross Primary School	£ 61,937.88	4	£ 24,000.00	£ 37,937.88	39%	65%	26%	£ -	33	£ 1,149.63
8762002	St Augustine's Catholic Primary School, A Voluntary Academy	£ 33,079.08	5	£ 30,000.00	£ 3,079.08	91%	65%	-26%	£ 13,074.76	23	£ 133.87

8763648	St Basil's Catholic Primary School	£	70,810.36	1	£	6,000.00	£	64,810.36	8%	65%	57%	£	-	56	£	1,157.33
8763615	St Bede's Catholic Infant School	£	53,122.86	1	£	6,000.00	£	47,122.86	11%	65%	54%	£	-	26	£	1,812.42
8763614	St Bede's Catholic Junior School	£	68,302.39	6	£	36,000.00	£	32,302.39	53%	65%	12%	£	-	63	£	512.74
8763640	St Berteline's CofE Primary School	£	62,070.90	5	£	30,000.00	£	32,070.90	48%	65%	17%	£	-	41	£	782.22
8763510	St Clement's Catholic Primary School	£	45,794.01	5	£	30,000.00	£	15,794.01	66%	65%	-1%	£	359.84	16	£	987.13
8763509	St Edward's Catholic Primary School	£	32,246.26	4	£	24,000.00	£	8,246.26	74%	65%	-9%	£	4,676.82	19	£	434.01
8763649	St Gerard's Catholic Primary and Nursery School	£	54,896.68	3	£	18,000.00	£	36,896.68	33%	65%	32%	£	-	41	£	899.92
8763650	St John Fisher Catholic Primary School	£	49,565.04	6	£	36,000.00	£	13,565.04	73%	65%	-8%	£	5,819.57	21	£	645.95
8763637	St Martin's Catholic Primary School	£	48,185.56	2	£	12,000.00	£	36,185.56	25%	65%	40%	£	-	34	£	1,064.28
8763506	St Mary's Church of England Primary School	£	47,425.96	3	£	18,000.00	£	29,425.96	38%	65%	27%	£	-	42	£	700.62
8763175	St Michael with St Thomas CE Primary School	£	45,814.60	1	£	6,000.00	£	39,814.60	13%	65%	52%	£	-	43	£	925.92
8763651	St Michaels Catholic Primary School	£	59,937.72	6	£	36,000.00	£	23,937.72	60%	65%	5%	£	-	48	£	498.70
8762295	The Brow Community Primary School	£	40,187.04	1	£	6,000.00	£	34,187.04	15%	65%	50%	£	-	45	£	759.71
8763511	The Holy Spirit Catholic Primary School	£	32,673.43	2	£	12,000.00	£	20,673.43	37%	65%	28%	£	-	27	£	765.68
8762107	Victoria Road Primary School	£	53,309.95	1	£	6,000.00	£	47,309.95	11%	65%	54%	£	-	30	£	1,577.00
8762723	Westfield Primary School	£	32,426.77	2	£	12,000.00	£	20,426.77	37%	65%	28%	£	-	24	£	851.12
8762118	Weston Point Community Primary School	£	43,248.80	6	£	36,000.00	£	7,248.80	83%	65%	-18%	£	12,135.82	16	£	453.05
8762281	Weston Primary School	£	47,360.14	7	£	42,000.00	£	5,360.14	89%	65%	-24%	£	17,255.24	25	£	214.41
8762001	Widnes Academy	£	36,655.55	4	£	24,000.00	£	12,655.55	65%	65%	0%	£	267.53	17	£	744.44
8762387	Windmill Hill Primary School	£	47,415.31	6	£	36,000.00	£	11,415.31	76%	65%	-11%	£	7,969.31	72	£	158.55
8762297	Woodside Primary School	£	37,623.41	6	£	36,000.00	£	1,623.41	96%	65%	-31%	£	17,761.21	24	£	67.64
8766905	Ormiston Bolingbroke Academy	£	314,465.23	17	£	102,000.00	£	212,465.23	32%	65%	33%	£	-	101	£	2,103.62
8764001	Ormiston Chadwick Academy	£	309,047.74	21	£	126,000.00	£	183,047.74	41%	65%	24%	£	-	190	£	963.41
8764625	Saints Peter and Paul Catholic High School	£	397,947.19	10	£	60,000.00	£	337,947.19	15%	65%	50%	£	-	133	£	2,540.96
8764005	Sandymoor Ormiston Academy	£	166,354.66	20	£	120,000.00	£	46,354.66	72%	65%	-7%	£	18,260.72	53	£	874.62
8764721	St Chads Catholic and Church of England High School	£	172,275.15	10	£	60,000.00	£	112,275.15	35%	65%	30%	£	-	99	£	1,134.09
8764003	The Grange School	£	330,282.95	14	£	84,000.00	£	246,282.95	25%	65%	40%	£	-	211	£	1,167.22
8764103	The Heath School	£	359,505.81	22	£	132,000.00	£	227,505.81	37%	65%	28%	£	-	193	£	1,178.79
8764207	Wade Deacon High School	£	465,867.17	30	£	180,000.00	£	285,867.17	39%	65%	26%	£	-	107	£	2,671.66
	<b>TOTALS</b>	£	<b>4,999,499.13</b>	<b>331</b>	£	<b>1,986,000.00</b>	£	<b>3,013,499.13</b>	<b>40%</b>			£	<b>172,140.32</b>			