

Cheshire West & Chester Council

Cheshire West and Chester Schools Forum

Tuesday 6 July 2021
4.30pm – 6.30 pm

Virtual Meeting

Schools Forum Clerk
Children and Families
Cheshire West and Chester Council
Telephone 07584 206913

Notes for members of the public

Cheshire West and Chester Schools Forum

The Council welcomes and encourages you to be at its meetings and Committees.

You are requested to remain quiet whilst the meeting is taking place.

The agenda is sometimes divided into two parts. You are allowed to stay for the first part. When the Forum is ready to deal with the second part you will need to leave the meeting room because the business will be of a confidential nature, for example, dealing with individual people, contracts and financial affairs of other parties.

Members of the public wishing to attend Schools Forum meetings should contact the Schools Forum Clerk:

Email: school.relationshipteam@cheshirewestandchester.gov.uk

Telephone: 07584 206913

Agenda for Cheshire West and Chester Schools Forum 6 July 2021

1.	4.30	Introductions and apologies		
2.	4.35	Minutes and matters arising of last meeting 2.1 To agree the minutes held 8 February 2021 2.2 Matters arising		Page 4-8
3.	4.45	Update on SEND proposals and implementation of the High Needs Strategic Review	Debbie Freeman	Page 9-32
4.	5.10	Dedicated Schools Grant (DSG) 2020-2021 Final Outturn	Natalie Cole	Page 33-36
5.	5.30	Maintained School Balances Financial Year 2020-2021 and Academy Balances 2019-2020	Natalie Cole	Page 37-39
6.	5.50	Updated guidance on the Scheme for Financing Schools for 2021-2022	Natalie Cole	Page 40-42
7.	6.05	Annual review of Schools Forum membership, constitution, and terms of reference	Charlotte Fenn	Page 43-56
8.	6.15	Schools NFF consultation on sparsity factor - see separate documents 08_1 Schools NFF: Proposed changes to sparsity funding from 2022-23 08_2 CW&C Response to Sparsity Consultation	Natalie Cole	Verbal update
9.	6.25	Any Other Business		
10.	6.30 Finish	Next meeting: Tuesday 19 October 2021 Schedule of meetings 2021-2022		Page 57-58

**Cheshire West and Chester
Schools Forum
6 July 2021**

Agenda item 2

Minutes of Cheshire West and Chester Schools Forum, virtual meeting, on 8 February 2021

Members	Representing	Attendance
Schools and Academies		
Alan Brown	Primary headteachers	Attended
Julie Chambers	Primary headteachers	Apologies
Sarah Curtis	Primary headteachers	Attended
Ian Devereux Roberts	Primary headteachers	Attended
Kate Docherty	Primary headteachers	Attended
Kerry Forrester	Primary headteachers	Substitute
Sharon Broughton	Primary governors	Attended
Duncan Haworth (Chair)	Primary governors	Attended
Vacancy	Primary governors	Vacancy
David Nield	Primary governors	Attended
Nick Lacey	Primary governors	Attended
Lisa Rigby	Primary governors	Substitute
David Curry	Secondary headteachers	Attended
Mike Holland	Secondary headteachers	Apologies
John Freeman	Secondary governors	Attended
Rob Williams	Secondary governors	Attended
Mike McCann	Special headteachers	Attended
Philip Hopwood	Special governors	Attended
Katie Tyrie	Nursery headteachers	Attended
Andy Stewart	PRU	Attended
Sarah Connolly	Academies - mainstream	Apologies
Darran Jones	Academies - mainstream	Attended
Luci Jones	Academies - mainstream	Attended
Jason Lowe	Academies - mainstream	Attended
Helen Studley	Academies - mainstream	Attended
Lyndsay Watterson	Academies - mainstream	Attended
Marie Allen	Academies - special	Attended
Non Schools		
Sue Anderson	PVI early years providers	Attended
Kathryn Magiera	Diocese	Absent
Caroline Vile	Diocese	Attended
Greg Foster	Unions	Absent
Geoff Wright	Unions	Absent
Rob Pullen	CWAPH	Attended
Cat Hirst	PVI early years providers	Absent
Vacancy	16-19 providers	Vacancy
Official Observers		
Councillor Robert Cernik	Cabinet Member for Children and Families	Attended

Officers in attendance

Natalie Cole	Finance Manager	
Charlotte Fenn	Clerk	
Debbie Freeman	Senior Manager SEN	
Mark Nixon	SEN Manager, EHCP	
Bo White	Early Years Commissioner	
David McNaught	Director of Education and Inclusion	Apologies

Observer

Councillor Razia Daniels Shadow Cabinet Member for Children and Families

1. Introductions and apologies

Apologies and substitutes were noted.

Duncan Haworth reported the following updates to Schools Forum membership:

Resignation

Helen Hill Primary Governor

Term of office extended

Sue Anderson PVI
Greg Foster Unions

2. Minutes and matters arising of last meeting

2.1 To agree the minutes from the meeting held 12 January 2021

The minutes of the meeting held on the 12 January 2021 were agreed as a correct record.

2.2 Matters arising

None to report.

3. Dedicated Schools Grant (DSG) Budget Setting Proposals 2021-2022

Natalie Cole introduced the report which presented the DSG budget proposals for the next financial year.

Schools Forum members' attention was drawn to appendix A which set out the draft budget proposals. It was noted that proposals two and three were to meet existing levels of expenditure and proposal five reviewed 2020 -2021 budgets required to set an in year balanced budget.

Sue Anderson sought clarification regarding whether Early Years would receive the £400k temporary funding as previously. Natalie Cole responded that as reported at the January meeting there was still uncertainty regarding funding levels as officers were waiting for the pupil census data and further guidance from the DfE. The spring term

2021 funding would be capped at 85% of January 2020 take-up, leaving local authorities to bridge any gap in take up.

In response to Philip Hopwood's question regarding the DSG recovery plan, Natalie informed Forum that no guidance had been provided as to a set timeline for recovery, but it was clear that there was a big piece of work to carry out, following the High Needs review outcomes, over the next year to address the ongoing annual increases in High Needs spend.

David Neild questioned how accurate the Third Review forecast figures were. Natalie responded that it was difficult to forecast as High Needs was a demand led budget, with no buffer; pupils placed at an Independent school could cost £100,000.

It was also noted that the Government had announced they were to carry out a High Needs funding review.

Natalie drew forum members' attention to appendix B which outlined changes to centrally held budgets.

Philip Hopwood asked if there was any nonfinancial impact as a result of the reduction in centrally held funds. Natalie responded as far as she was aware initiatives were not ceasing but would be supported by the School Intervention Manager reprioritising their budget.

It was noted that a review of the Duke of Edinburgh service level agreement had not been taken forward, but discussions were due to take place in 2021-2022 on how Edsential could move to a traded service.

Resolved that the Schools Forum

- i. endorse the draft DSG budget proposals in Appendix A for approval by Council;
- ii. approve the central spend budgets in Appendix B;
- iii. agree the proposal to review future funding arrangements for the Duke of Edinburgh programme; and
- iv. note the next steps for confirming the DSG budget proposals and DSG recovery plan.

4. Early Years Funding for 2021-2022

Natalie Cole introduced the report and took Forum through the proposed budget allocation for the early years block and funding of the two, three and four-year-old entitlements for 2021-2022 through the Early Years Funding Formula (EYFF) and Early Years Inclusion Support Fund (EYISF).

Bo White reported that the membership of the Early Years Reference group had been reviewed and they now had full membership. Their first priority was to review the groups terms of reference, as they had not been reviewed since first established, then relook at the funding formula and the sustainability of the sector going forward.

Resolved that Schools Forum approve the increase in base rate funding for 2021-2022.

5. Arrangements for funding from the High Needs Block 2021-2022

Debbie Freeman introduced the report which updated Schools Forum on proposed arrangements for allocations from the High Needs Block for 2021-2022 for commissioned places and top up funding.

Forum members' attention was drawn to top up funding in paragraph 4 & appendix D. It was noted that when benchmarked CW&C was an outlier with higher top up funding than other local authorities.

Mark Nixon took Forum members through the data analysis and main themes set out in paragraph 7 and appendix E.

David Nield asked whether the natural consequence of reducing band B funding would result in more EHC plans in the future and would the workload be manageable.

Debbie Freeman responded that officers were aware that there would be some increase in work; most local authorities were moving away from the top up model and more to the statutory process and plans. Mark Nixon commented that he expected to see a similar pattern to when the bands were reduced from four to three of an initial increase in plans then falling back to current levels.

Attention was drawn to appendix A and commissioned places in special schools and resource provision. Mike McCann recognised that there was an increasing trend in special schools where the numbers on roll were over the commissioned places and questioned whether historical data might be of use to illustrate the impact of this trend and meeting the needs of pupils. Mike also raised the issue of finding space to accommodate the additional pupils.

Debbie Freeman acknowledged the concerns of colleagues and reported that the local authority had some SEND Capital funds and where best to provide places was part of the High Needs Strategic Review.

Philip Hopwood asked whether, following on from the review and going down the route of increasing SEN pupils in mainstream schools, would there be any unintentional consequences.

Debbie Freeman responded that there was a significant level of top up funding but there was no process to monitor outcomes, progress, or accountability. In order to ensure equality and fairness it might be more appropriate to go down the assessment route. David Nield asked whether other local authorities were allocating the mainstreamed grants on a similar basis. Natalie Cole responded that CW&C were consistent with other local authorities.

In response to the recommendations Schools Forum considered it:

- i. sensible to retain current top up funding rates, commissioned places and exceptional funding arrangements in Appendices A, B and C, unchanged from 2020-2021;
- ii. the right way forward for top up funding without an EHCP to be allocated at Band A only from April 2021; and
- iii. the right way forward for allocations of mainstreamed Teacher's Pay Grant (TPG) and Teacher's Pension Employer Contributions Grant (TPECG) to special and alternative provision schools to be allocated as a lump sum.

6. Introduction to the DFE DSG management tool

Natalie Cole introduced the item and referred Forum members to the DSG recovery plan template, circulated separately, and explained the process.

It was noted that the template had been populated with some of the existing pupil data and financials and would continue to be updated during the summer term and brought back to Forum at regular points. Natalie informed Forum members that the data used would be published data and not include specific schools; the recovery plan would be available to Members as part of the governance process for signing off.

It was noted that the recovery plan strategy would be developed from the High Needs Strategic Review outcomes and the workstream working groups. The 2021-2022 information and forecast would be completed by the end of March. It was noted that some data had been pre-populated by the DfE but didn't take account of changes to the way data was collected. Forum members attention was drawn to the EHCP and top up trend data on page 6.

Natalie informed Forum members that the recovery plan would be co-produced with interested parties.

David Nield asked how much extra work was involved in pulling together the recovery plan. Natalie responded that only local authorities in deficit were required to complete the template, but the amount of work was significant. However, we were late in coming to this stage as the template was already in use by many other local authorities and as the DfE was about to hold a SEND review imminently it was hoped the DfE was already making progress on some solutions.

Natalie sought Forum members view on how they wished the recovery plan to be communicated to them and suggested it be shared annually as part of the budget setting process.

7. Any Other Business

None to report

8. Next meeting

6 July 2021 4.30 - 6.30 virtual.

Agenda Item 3

Update on SEND proposals and implementation of the High Needs Strategic Review

Purpose of the Report

1. The purpose of the report is to update Forum on progress with developing SEND proposals arising from the High Needs Strategic Review.

Recommendations

2. The Forum is asked to provide a view on the proposals within the report and the next steps for implementation.

SEND Capital Programme and expansion of SEND provision proposals

3. The Local Authority have received confirmation of the following capital allocations available from 2021-2022. The purpose of this funding is to create places for pupils with special educational needs and disabilities (SEND), and to improve facilities for them in mainstream and special schools, nurseries, colleges and other education providers.

Special Provision Capital Fund	£685,560.00
High Needs Provision Capital Allocation	£1,079,140.93
Total	£1,764,700.93

4. Initial proposals have been requested for further consideration to increase special school capacity to meet increased demand and to develop alternative models of provision such as satellite bases (on roll at special school but attending host mainstream school), expansion of resourced provisions and development of age range of provision as part of the high needs review. The Local Authority are considering initial proposals which are summarised below. All capital programme requests for funding over 10% of commissioned places will be subject to formal consultation with the completion of a feasibility study and business case to evidence demand, meeting of need and cost effective investment of capital.

Proposal	Proposed increase in number of places
Secondary CMLD Satellite Provision	10
Secondary ASC Satellite Provision	10
SEND Additional classes to support growth in Early Years	8
SEND Additional Teaching Space	8
CMLD Resourced Provision Expansion	6
SEND Additional Teaching Space	8
19-25 Provision	16

ASC Resourced Provision	0-(capital investment only requested)
SEMH Resourced Provision Expansion	18

Revenue Proposals for September 2021

5. In 2021-22 £408k has been budgeted for increasing specialist place provision. The proposal for allocating this is summarised below. The full year effect of these proposals will be prioritised in 2022-23 budget setting.

2021-22	2022-23 (full year)		
£103k	£74k	Hebden Green School	Additional EY class for 2021-2022 of 8 places
-	-	Dee Point Primary	CMLD Resourced Provision Expansion. Place funding from closure of The Acorns Resource Provision
£89k	£153k	SEND Outreach offer	See below
To be agreed with Academy based on additional cost	To be agreed with Academy based on additional cost	Cloughwood Academy	Development of 6th form provision
As required based on assessment of marginal costs with special schools	As required based on assessment of marginal costs with special schools	All specialist provision	Support for additional element 2 for over commissioned numbers

Development of SEND outreach offer

6. In an expansion to the existing early years outreach offer, 9 special schools will develop an all age outreach offer for the next academic year. Each school will receive £35,000 to fund the equivalent of a Higher Level teaching assistant. This replaces the 6 special schools receiving £27,000 per annum for the early years outreach offer at an additional cost of £153,000 (full year to support high needs review implementation to increase support to mainstream settings to maintain placements and support mainstream transitions). SLAs are being developed for introduction in September 2021.
7. We expect this investment to reduce specialist places and the SLA with the schools will set out how that will be evidenced and reviewed to make sure it is delivering savings.

Outreach Support Offer

8. Across CWaC, SEND schools have been mapped to locality areas and to special schools that have specific skills and specialities. Mainstream schools can request support from the nearest SEND school or nearest specialist school involved in this outreach offer.

Outreach	An identified member of staff will come to school for an agreed session / sessions allied to a particular need. This will usually be specific support for one child.
In reach	An identified member of staff will come to the SEND setting and work with a teacher/ TA/ leader in an identified area. This will usually be specific support for one child.
CPD	The school can request specific CPD in an identified area (see below) which could be a series of sessions around a theme.
School to School Support	The school can request specific support to develop a piece of work a focused school improvement project or specific advice guidance and support

9. The Outreach Support offer is primarily focussed on:

- Successfully maintaining Mainstream placements for children and young people with SEND with specialist advice and support
- Developing confidence of parents / carers and schools for children and young people with SEND transitioning between Key Stages in and between Mainstream schools (Early years into Mainstream primary, Mainstream primary to Mainstream secondary, Mainstream secondary into Mainstream college).
- To support children and young people who are ready to transition from special schools into Mainstream.

The offer by area is included in Appendix A.

Next steps

- 10.
- Introduction of the outreach offer from September 2021 for mainstream schools.
 - Phase 1 capital funding projects to be confirmed with feasibility studies/informal and formal consultations launched.
 - Development of close relationships between special and mainstream schools to build confidence of staff, parents and children and young people for the development of future satellite provisions.
 - Also expecting the outcome of the DfEs SEND review and further guidance on 2022-2023 revenue allocations.
 - Working on data to support future demand profiles as part of these assessments.
 - Continuation of the development of 0-25 guidance document to support the 0-25 Inclusion Framework.

- Multi-agency audit to review impact of top up funding September 2021.
- Review of provision before/after school and holiday support for pupils with SEND.
- Development of SEND training directory from all services in place for Autumn 2021.
- Continuation of the development of post 16 provision through the college network group/workstream 5 including Supported Internship offer.
- Will reconvene High Needs Sub-Group in the autumn term to take proposals forward.

Appendix A

Outreach Support Offer

Across CWaC SEND schools have been mapped to locality areas.

The special schools also have specific skills and specialities.

Mainstream schools can request support from the nearest SEND school *or* nearest specialist school involved in this outreach offer.

Outreach	An identified member of staff will come to school for an agreed session / sessions allied to a particular need. This will usually be specific support for one child.
In reach	An identified member of staff will come to the SEND setting and work with a teacher/ TA/ leader in an identified area. This will usually be specific support for one child.
CPD	The school can request specific CPD in an identified area (see below) which could be a series of sessions around a theme.
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The Outreach Support offer is primarily focussed on:

- **Successfully maintaining Mainstream placements for children and young people with SEND with specialist advice and support**
- **Developing confidence of parents / carers and schools for children and young people with SEND transitioning between Key Stages in and between Mainstream schools (Early years into Mainstream primary Mainstream primary to Mainstream secondary Mainstream secondary into Mainstream college).**
- **To support children and young people who are ready to transition from special schools into Mainstream.**

Northwich and Frodsham Area Primary Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC but cognitively in line with Mainstream peers • ASC with Moderate Learning Difficulties • Pre-verbal children • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 	Rosebank School	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Task and Finish projects around inclusion in a specific area e.g. phonics/PE • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.
<ul style="list-style-type: none"> • ASC with Severe Learning Disability • Global Developmental Delay (GDD) • Pre-verbal children • Severe Learning Disability (SLD) • Physical Disability • Complex Moderate Learning Disability • SEMH • Post-lockdown trauma/reintegration difficulty • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD • School refusal. 	The Russett School	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Transition support from Mainstream Primary to Secondary • Supporting Mainstream schools when a breakdown of placement seems likely • CPD • Task and Finish projects around inclusion in a specific area e.g. phonics/PE

<ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety and the need to feel safe. 		<ul style="list-style-type: none"> • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.
<ul style="list-style-type: none"> • PMLD 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support within Mainstream • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.

Winsford Area Primary Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC with MLD • ASC with SLD • Global Developmental Delay (GDD) • Pre-verbal children • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 	Hebden Green School	<ul style="list-style-type: none"> • In year support • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Transition support from Mainstream Primary to Secondary • Task and Finish projects around inclusion in a specific area e.g. SEND phonics/PE • Supporting Mainstream schools when a breakdown of placement seems likely • CPD • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.
<p>KS2 Pupils</p> <ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally based school non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	Archers Brook School	<ul style="list-style-type: none"> • In year support for pupils in KS2 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<ul style="list-style-type: none"> • PMLD 	Dee Banks School	<ul style="list-style-type: none"> • In year support for pupils

		<ul style="list-style-type: none">• Transition support into Mainstream from Nursery• Transition support within Mainstream• Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling• Supporting Mainstream schools when a breakdown of placement seems likely• CPD.• Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners.• Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.
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Chester Area Primary Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC with MLD • ASC with SLD • Pre-verbal children • Global Developmental Delay (GDD) • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD • Post-lockdown trauma/reintegration difficulty. 	<p>Dorin Park School</p>	<ul style="list-style-type: none"> • In year support for pupils in Key Stages specified • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Supporting Mainstream schools when a breakdown of placement seems likely • CPD
<p>KS2 Pupils</p> <ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally based school non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	<p>Archers Brook School</p>	<ul style="list-style-type: none"> • In year support for pupils in KS2 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge.
<p>EYFS, KS1 & KS2 Pupils</p> <ul style="list-style-type: none"> • Severe Learning Disability • Physical Disability • PMLD • ASC with Severe Learning Disability • Global Developmental Delay • Pre-verbal children 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support within Mainstream • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely

<ul style="list-style-type: none"> • Complex Moderate Learning Disability • SEMH • Attachment & trauma/Nurture Approaches <p>Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe.</p>		<ul style="list-style-type: none"> • CPD. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge • Transition support from Mainstream Primary to Secondary • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners.
<ul style="list-style-type: none"> • ASC but cognitively in line with Mainstream peers • ASC with MLD • ASC with SLD • Pre-verbal children • Heightened responses presented due to sensory needs, attachment needs, anxiety and the need to feel safe. 	<p>Hinderton School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • CPD • Supporting Mainstream schools when a breakdown of placement seems likely. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge

Ellesmere Port Primary Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC but cognitively in line with Mainstream peers • ASC with MLD • ASC with SLD • Pre-verbal children • Heightened responses presented due to sensory needs, attachment needs, anxiety and the need to feel safe. 	Hinderton School	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • CPD • Supporting Mainstream schools when a breakdown of placement seems likely. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<ul style="list-style-type: none"> • Global Developmental Delay (GDD) • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD 	Dorin Park School	<ul style="list-style-type: none"> • In year support for pupils in Key Stages specified • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Supporting Mainstream schools when a breakdown of placement seems likely • CPD
<p>KS2 Pupils</p> <ul style="list-style-type: none"> • Emotionally based school non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	Archers Brook School	<ul style="list-style-type: none"> • In year support for pupils in KS2 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive.
<p>EYFS, KS1 & KS2 Pupils</p> <ul style="list-style-type: none"> • Severe Learning Disability • Physical Disability 	Dee Banks School	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support within Mainstream

<ul style="list-style-type: none"> • PMLD • ASC with Severe Learning Disability • Global Developmental Delay (GDD) • Pre-verbal children • Complex Moderate Learning Disability • SEMH • Heightened responses presented due to sensory needs, attachment needs, anxiety and the need to feel safe. 		<ul style="list-style-type: none"> • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Transition support from Mainstream Primary to Secondary • Attachment & trauma/Nurture Approaches • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
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Chester Rural Area Primary Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC but cognitively in line with Mainstream peers • ASC with MLD • ASC with SLD • Pre-verbal children • Heightened responses presented due to sensory needs, attachment needs, anxiety and the need to feel safe. 	Hinderton School	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • CPD • Supporting Mainstream schools when a breakdown of placement seems likely. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
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<p>KS2 Pupils</p> <ul style="list-style-type: none"> • Emotionally based school non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	Archers Brook School	<ul style="list-style-type: none"> • In year support for pupils in KS2 • Transition support from Mainstream Primary to Secondary

		<ul style="list-style-type: none"> • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive.
<p>EYFS, KS1 & KS2 Pupils</p> <ul style="list-style-type: none"> • Severe Learning Disability • Physical Disability • PMLD • ASC with Severe Learning Disability • Global Developmental Delay (GDD) • Pre-verbal children • Complex Moderate Learning Disability (CMLD) • SEMH • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support into Mainstream from Nursery • Transition support within Mainstream • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Attachment & trauma/Nurture Approaches • Transition support from Mainstream Primary to Secondary • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge

Northwich and Frodsham Area Secondary/High Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC with MLD • ASC but cognitively in line with Mainstream peers 	Greenbank School	<ul style="list-style-type: none"> • In year support for pupils in KS 3 and 4 • CPD • AET training.
<ul style="list-style-type: none"> • Global Developmental Delay (GDD) • Complex Moderate Learning Disability (CMLD) • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD. 	Oaklands School	<ul style="list-style-type: none"> • CPD • In year support for pupils in KS 3 and 4 • Task and Finish projects around inclusion in a specific area e.g. phonics/PE.
<ul style="list-style-type: none"> • ASC with Severe Learning Disability • Global Developmental Delay • Pre-verbal children • Severe Learning Disability • Physical Disability • Complex Moderate Learning Disability • SEMH • Post-lockdown trauma/reintegration difficulty • Emotionally school based non-attendance. • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 	The Russett School	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary • Supporting Mainstream schools when a breakdown of placement seems likely • CPD • Task and Finish projects around inclusion in a specific area e.g. reading/PE • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<ul style="list-style-type: none"> • PMLD 	Dee Banks School	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary & Secondary to college • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely

		<ul style="list-style-type: none">• CPD.• Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners.
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Winsford Area Secondary/High Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • Global Developmental Delay (GDD) • CMLD • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD. 	Oaklands School	<ul style="list-style-type: none"> • CPD • In year support for pupils in KS 3 and 4 • Task and Finish projects around inclusion in a specific area e.g. phonics/PE.
<ul style="list-style-type: none"> • ASC with MLD • ASC but cognitively in line with Mainstream peers 	Greenbank School	<ul style="list-style-type: none"> • In year support for pupils in KS 3 and 4 • CPD
<ul style="list-style-type: none"> • ASC with SLD • Global Developmental Delay • Pre-verbal children • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe.. 	Hebden Green School	<ul style="list-style-type: none"> • In year support • Transition support from Mainstream Primary to Secondary • Task and Finish projects around inclusion in a specific area e.g. SEND reading/PE • Supporting Mainstream schools when a breakdown of placement seems likely • CPD • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally based school non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	Archers Brook School	<ul style="list-style-type: none"> • In year support for pupils in KS3 and 4 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing

		sensory dysregulation express themselves through behaviours which can challenge
<ul style="list-style-type: none"> • Profound and Multiple Learning Difficulties (PMLD) 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary & Secondary to college • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners.

Chester Area Secondary/High Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • ASC with MLD • ASC with SLD • Pre-verbal children • Global Developmental Delay (GDD) • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD • Post-lockdown trauma/reintegration difficulty. 	<p>Dorin Park School</p>	<ul style="list-style-type: none"> • In year support for pupils in KS3-5 • Supporting Mainstream schools when a breakdown of placement seems likely • CPD
<ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally based school-non-attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	<p>Archers Brook School</p>	<ul style="list-style-type: none"> • In year support for pupils in KS3-4 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<p>KS3, KS4 & KS5</p> <ul style="list-style-type: none"> • Severe Learning Disability • Physical Disability • PMLD • ASC with Severe Learning Disability • Global Developmental Delay • Pre-verbal children 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary & Secondary to college • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely

<ul style="list-style-type: none"> • Complex Moderate Learning Disability • SEMH • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 		<ul style="list-style-type: none"> • CPD. • Attachment & trauma/Nurture Approaches • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
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Ellesmere Port Secondary/High Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • Global Developmental Delay • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD 	<p>Dorin Park School</p>	<ul style="list-style-type: none"> • In year support for pupils in KS3-5 • Supporting Mainstream schools when a breakdown of placement seems likely • CPD
<p>KS2 Pupils</p> <ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally Based School Non-Attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	<p>Archers Brook School</p>	<ul style="list-style-type: none"> • In year support for pupils in KS3 and 4 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
<p>KS3, KS4 & KS5</p> <ul style="list-style-type: none"> • Severe Learning Disability • Physical Disability • PMLD • ASC with Severe Learning Disability • Global Developmental Delay • Pre-verbal children • Complex Moderate Learning Disability • SEMH 	<p>Dee Banks School</p>	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary & Secondary to college • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Attachment & trauma/Nurture Approaches

<ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 		<ul style="list-style-type: none"> • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners.
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Chester Rural Area Secondary/High Schools

Pupil Need	Link Outreach School	Services Offered
<ul style="list-style-type: none"> • Global Developmental Delay • CMLD • SLD • Physical Disability • Visual Impairment and MLD/SLD • Hearing Impairment and MLD/SLD 	Dorin Park School	<ul style="list-style-type: none"> • In year support for pupils in Key Stages specified • Transition support into Mainstream from Nursery • Transition support from Mainstream Reception into KS1 • Supporting Mainstream schools when a breakdown of placement seems likely • CPD
<ul style="list-style-type: none"> • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. • Emotionally Based School Non-Attendance • SEMH • Post-lockdown trauma/reintegration difficulty 	Archers Brook School	<ul style="list-style-type: none"> • In year support for pupils in KS2 • Transition support from Mainstream Primary to Secondary • To increase the resilience/understanding of Mainstream settings in order that pupils can increasingly remain in Mainstream and thrive. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
KS3, KS4 & KS5 <ul style="list-style-type: none"> • Severe Learning Disability (SLD) • Physical Disability 	Dee Banks School	<ul style="list-style-type: none"> • In year support for pupils • Transition support from Mainstream Primary to Secondary & Secondary to college

<ul style="list-style-type: none"> • PMLD • ASC with Severe Learning Disability • Global Developmental Delay (GDD) • Pre-verbal children • Complex Moderate Learning Disability (CMLD) • SEMH • Heightened responses presented due to sensory needs, attachment needs, anxiety, and the need to feel safe. 		<ul style="list-style-type: none"> • Task and Finish projects around inclusion in a specific area e.g. Sensory development, Manual Handling • Supporting Mainstream schools when a breakdown of placement seems likely • CPD. • Attachment & trauma/Nurture Approaches • Support with specialised curriculum delivery including Engagement Profile and non-subject specific learners. • Positive behaviour support and de-escalation of situations in which distressed or traumatised C/YP or those experiencing sensory dysregulation express themselves through behaviours which can challenge
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Agenda Item 4

Dedicated Schools Grant (DSG) 2020-2021 Final Outturn

Purpose of the Report

1. The purpose of the report is to report on the 2020-2021 final outturn position for the centrally held DSG budget and reserve.

Recommendations

2. The Forum is asked to note the final outturn on the 2020-2021 centrally held DSG and reserve.

Final Outturn

3. The final reported outturn for the centrally held DSG for 2020-21 is an overspend of £1.458m. This is a decrease of £0.154m from the position reported at Third Review (November 2020) when a forecast overspend of £1.612m was reported.
4. In summary, the overspend is largely due to increased spend on High Needs provision (£2.318m) and Early Years entitlements (£0.349m). These overspends have been partially offset by vacancy savings (£0.320m), underspends against centrally held school budgets (£0.092m), slippage in expenditure on inclusion and transition projects delayed due to Covid-19 priorities (£0.460m), underspends on non pay budgets across the service (£0.200m), and lower than expected calls on de-delegated school contingencies (£0.137m).
5. Further explanation of the variances is as follows:
 - In the Schools Block, there were underspends against centrally held schools related budgets (£0.228m), mainly for reduced need and eligibility for growth funding for expanding schools and an underspend on the de-delegated school budgets for contingencies.
 - The overspend on High Needs provision is, as previously reported, due to an increase in the numbers of pupils accessing additional support for education in mainstream provision and specialist provision. The overspend is largely due to increased demand for top up funding and personal budgets for support in Borough (£1.589m). There are also overspends arising from increasing demand and placement costs in high needs provision in other authorities (£0.445m), post 16 support in further and specialist provision (£0.587m) and other support for additional learning needs (£0.021m). These overspends have been partially offset by an underspend against the budget for placements in independent and non maintained school settings as placements increased towards the end of the financial year (£0.305m) and in respect of the Speech and Language Therapy contracts (£0.019m).

- In the early years block, there was an overspend of £0.349m which was due to the Local Authority's agreement to fund providers based on the higher of the autumn term 2020 or 2019 take up of the funded hours to support with uncertainty from Covid restrictions. There was a significant amount of movement in take up between providers which cost considerably more than the £0.03m incurred to duplicate funded places during the summer term. The outturn position also reflects an expected reduction in funding of £0.214m in the final DSG allocation (to be confirmed in July) due to lower take up reported at the January 2021 census. This has been accommodated in year by underspends the early years inclusion fund, disability access funding and pupil premium allocations due to the reduced take up.
- Other key variances in central spend relate to an underspend on staff vacancies and non pay budgets across the central services (£0.423m), slippage in expenditure on inclusion and transition projects delayed due to Covid-19 priorities (£0.460m), and the Education Improvement Board allocation (£0.098m) which has not been fully spent.

6. The main variances and changes from the position at Third Review are summarised in the table below.

Funding block	Budget	Third review (Nov 2020)	Third review (Nov 2020) Total Block	Final outturn	Final outturn Total Block
		£000	£000	£000	£000
Schools block	Rates	15	-186	-3	-228
	Growth funding	-88		-88	
	De-delegated budgets	-113		-137	
High needs	16-25 top up payments	690	2,595	587	2,318
	Top up payments	1,213		1,449	
	Independent and non maintained special schools	137		-305	
	Inter authority placements	469		445	
	Additional learning needs	31		21	
	Alternative provision	76		140	
	SALT contract	-21		-19	
Early Years	Early years entitlements			349	349
Central School Services	CWEIB budget			-98	-98
Cross service	Staffing vacancies	-297	-797	-320	-883
	Non pay			-103	
	Inclusion projects	-500		-460	
Total			1,612		1,458

Position of the DSG Reserve

7. As a consequence of the overspend in year position and use of reserves, the cumulative overspend on the DSG reserve at the end of the year is £1.032m. The following tables summarise the cumulative position on the centrally held DSG reserve including the current year variances and agreed use of reserves in 2020-2021.

Budget heading	Total DSG reserve 2019-20	In year Allocations 2020-21	In year Variance 2020-21	Total DSG reserve 2020-21
	£000	£000	£000	£000
CWEIB allocation	-150	104	-98	-144
Staffing vacancies	-613		-320	-933
Non pay budgets (e.g. travel, equipment)	0		-93	-93
Designated teacher funding	-27		-10	-37
Personal Education Allowances	-66		0	-66
PFI contributions	-32		0	-32
School improvement advisers	-379		0	-379
Growth fund	24		-88	-64
Rates/Central schools	-454		-3	-457
High Needs Block	660		2,438	3,098
Non SEN Independent School Fees	-310		-120	-430
Early years entitlement budgets	-649	245	349	-55
De-delegation	-66	66	-71	-71
Inclusion projects	0	177	-460	-283
Allocated in year	1,044			1,044
Total	-1,018	592	1,458	1,032

	£000
DSG reserve brought forward	-1,018
Planned allocation of reserves	
Ring-fenced De-delegation allocated to 2020-2021	66
CWEIB allocation - Carry forward for CWEIB to carry out planned work on transitions (agreed 2018-19)	104
School intervention - Allocate funding to support the work of the Averting Exclusions Task Group in developing strategies to reduce the number of exclusions in the Borough.	177
Implementation of the early years hub	45
Additional 15p temporary funding for early years providers	200
Total planned allocations	592
In year overspend	1,458
DSG reserve carried forward	-1,032

Next Steps

8. As reported to Forum at the February meeting, having forecast the overall deficit position arising, officers will be taking forward the development of a DSG recovery plan over summer term for 2022-2023. This will take into account the DfE funding announcement for the next financial year, operational guidance and updated demand and cost information for high needs in consultation with the Finance Sub Group and High Needs Sub Group.

Agenda Item 5

Maintained School Balances Financial Year 2020-2021 and Academy Balances 2019-2020

Purpose of the Report

1. To inform Schools Forum of the final outturn position of maintained schools in the Borough for the 2020-2021 financial year. Also, as requested by Schools Forum, this report also includes academy balances for the latest reported position for the 2019-2020 academic and financial year accounts.

Recommendations

2. For Schools Forum to note the outturn position and movement in balances for both schools and academies and the mechanisms in place to support schools with deficit balances (maintained schools only).

Background

3. Under the Scheme for Financing Schools, schools can carry forward from one financial year to the next any surplus or deficit relative to the school's budget share. Following the closure of accounts for the financial year, a cumulative surplus or deficit is determined for each school to be transferred to the school in the following financial year. This balance represents the funds available to an individual school at a determined point in time at the end of the financial year.

Outturn Position 2020-2021 for maintained schools

4. The net surplus in maintained school balances for 2020-2021 is £15.4m (7.4% of gross expenditure budgets). A summary of the balances by sector is shown in the table below with individual school balances included as an annex to this report.

School Balances outturn position 2020-2021 (subject to audit)

	Primary Schools	Secondary Schools	Special Schools	Alternative Provision	All Schools
	£000	£000	£000	£000	£000
Revised Budget	122,444	64,940	19,758	2,282	209,423
Net Expenditure	113,334	60,807	17,890	1,947	193,979
Net Surplus	(9,109)	(4,133)	(1,867)	(335)	(15,445)
% surplus to budget	(7.4%)	(6.4%)	(9.5%)	(14.7%)	(7.4%)

5. The net surplus is made up of £16.4m of surplus balances across 109 schools (compared to £10.7m across 94 schools in 2019-2020) and £1m of deficit balances (reduced from £1.3m in 2019-2020). There are 13 schools with deficit balances which is

a decrease from 31 in 2019-2020. A breakdown by sector and the number of schools with surplus and deficit balances is shown in the table below.

	Primary Schools	Secondary Schools	Special Schools	Alternative Provision	All Schools
	£000	£000	£000	£000	£000
Total Surplus	(9,514)	(4,710)	(1,867)	(335)	(16,428)
Total Deficit	405	578	0	0	983
Net Surplus	(9,109)	(4,133)	(1,867)	(335)	(15,445)

Number of schools with a surplus balance	92	7	8	2	109
Number of schools with a deficit balance	11	2	0	0	13
Total number of maintained schools	103	9	8	2	122

Movement in School Balances

6. The overall position shows a significant increase in school balances of £7.2m since the end of 2019-2020 when the net surplus balance was £8.2m. The movement in balances held by sector is included in the table below.

Financial Year	Primary Schools	Secondary Schools	Special Schools	Alternative Provision	All Schools
	£000	£000	£000	£000	£000
2020-2021	(9,109)	(4,133)	(1,867)	(335)	(15,445)
2019-2020	(4,817)	(2,130)	(1,098)	(190)	(8,235)
Change	(4,292)	(2,003)	(769)	(145)	(7,210)
% change	89%	94%	70%	76%	88%

7. Primary school balances have increased by £4.2m. There are 4 schools who converted to academy during the year and account for £0.037m of the previous year's deficit balances. Of the maintained schools, deficit balances have reduced by £0.435m from £0.840m with 11 primary schools ending the year with deficit balance, a decrease to 29 from the previous year. Balances range from a deficit of £185,438 to surplus of £417,131.
8. Secondary school balances have increased by £2m net of a £0.1m increase in deficit balances. Two secondary schools have deficit balances, unchanged from last year. Balances range from a deficit of £418,748 to surplus of £1,140,678.
9. Balances for special and alternative provision schools have increased by £1.3m with no schools ending the year in a deficit position. Balances range from the £110,132 to £470,176.

Balance Control Mechanism

10. In agreement with Schools Forum in 2015, the Balance Control Mechanism (BCM) and requirement for schools to submit plans for unspent balances was not operated in the 2020-2021 financial year. This was largely a decision based on equity with academies that are not subject to caps on balances or clawback. In view of the excessive surplus balances held by some schools, Schools Forum requested that more strategic challenge and questioning should take place between head teacher colleagues through the heads associations. Schools Forum representatives have fed back previously on those discussions with no actions arising.

Maintained Schools with Deficit Balances

11. The number of schools ending the year with deficit balances has decreased from 2019-2020 from 31 to 11. Most of these schools are set to recover those balances in the next financial year. There are currently 6 schools unable to set a balanced budget for 2021-2022 all of which either have recovery plans agreed and or are progressing with those plans. All schools setting an overall deficit budget for 2021-2022 are having their budgets approved individually where they need to demonstrate that setting a balanced budget would be detrimental to the operation of the school. Schools with approved deficit budgets are being issued with a Notice of Concern which is an internal control on the agreed budget plan. These school budgets will be monitored regularly and deviations approved by the Local Authority.

Academy Balances

12. At the meeting in July 2017, Forum requested that the balances for academies in the Borough as reported in their audited accounts be presented on an annual basis along with those of maintained schools. In order to present a comparable balance to that of maintained schools, the balances reported are only for the general unrestricted and restricted funds and exclude pension and fixed asset funds. The balances for 2018-2019 and 2019-2020 are included in appendix A with surplus balances of £8.7m reported at the end of the 2019-2020 academic year in Cheshire West and Chester academies.

13. Forum members should note that in the same way as the balances for maintained schools, these are balances held at a defined point in time (i.e. at the end of the academic and financial year). They do not represent the financial viability of the academy and in the absence of further context, do not explain the way the academy is operating or represent future spending plans or pressures.

Next Steps

14. To publish maintained school balances on the Schools Forum internet site and for feedback from the heads associations to be reviewed at the next Schools Forum meeting.

Agenda Item 6

Updated guidance on the Scheme for Financing Schools for 2021-2022

Purpose of the Report

1. The purpose of this report is to update the Schools Forum on the changes in the latest guidance on Schemes for Financing Schools issued by the Department for Education (DfE) in April 2021 and the amendments to be incorporated in the Cheshire West and Chester Scheme.

Recommendations

2. The Schools Forum (maintained schools only) is asked to approve the revisions to the scheme which will be reflected in the updated Scheme to be published July 2021.

Background

3. The DfE issues statutory guidance on local authority Schemes for Financing Schools which is updated as required. The guidance includes provisions which a local authority's scheme must, should or may include. Schools Forum approval must be obtained for changes made to the local published schemes.

Changes from issue 13 for 2021-2022

4. There are no directed revisions for issue 13 of the guidance although the DfE have made the following updates to reflect current policy positions and changes in legislation:

Schools financial value standards (SFVS)

Due to the coronavirus (COVID-19) outbreak, DfE has decided that the SFVS return should be delayed this year. This is to take account of the current pressures schools and local authorities are facing. For the financial year 2020 to 2021, schools should submit their SFVS to their local authority by no later than 28 May 2021. Local authorities should submit their assurance statement to DfE within 6 weeks, by no later than 9 July 2021.

Borrowing by schools

The introduction of IFRS 16 was postponed in relation to 2020 to 2021. It has been postponed again until April 2022.

Licensed deficits

In circumstances where a school requires a budget share advance in order not to be overdrawn at their bank, this should be treated as a cash advance and not a loan. This will have no effect on the school's budget and outturn statements.

Changes from issue 12 effective for the 2021-2022 scheme

5. Following the outcome of the consultation on financial transparency, in August 2020 the DfE proposed the following scheme changes to be effective for 2021-2022. The outcome of the consultation including these changes was reported to Schools Forum in January 2021.

Submission of financial forecasts

6. DfE guidance - Following consultation that closed on 30 September 2019, from the 2021 to 2022 funding year each school must submit a 3-year budget forecast each year, at a date determined by the local authority between 1 May and 30 June.
7. Proposed Scheme change - CW&C already requests a 3 year budget forecast from each school on a termly basis. This will be formally added to the scheme, with the summer term date aligned to the submission of budgets of 1 June.

Planning for deficit budgets

8. DfE guidance - Following consultation that closed on 30 September 2019, the Secretary of State directs that the text below shall be incorporated into the schemes of all local authorities in England, however due to coronavirus (COVID-19) the directed revision to follow will only be expected to be enforced from the 2021 to 2022 funding year.
9. Schools must submit a recovery plan to the local authority when their revenue deficit rises above 5% at 31 March of any year. Local authorities may set a lower threshold than 5% for the submission of a recovery plan if they wish. The 5% deficit threshold will apply when deficits are measured as at 31 March 2021.
10. Proposed Scheme change - CW&C already requires a recovery plan for all deficits and therefore no change is proposed to the current scheme.

Local Updates to the Scheme

11. The following updates are proposed to ensure the Scheme reflects current practices in CW&C
 - a. Business Finance Scheme – references updated to state that this scheme is not currently in operation

- b. Deposit Savings Scheme – references updated to state that this scheme is not currently in operation
- c. Change to calculation of abatement charge for Local Bank Account schools in view of low interest rates
Current scheme - This factor is multiplied by the Local Authority's banker's base rate (at 1 March preceding the budget year) plus 1% to obtain the interest percentage abatement that will be applied to the year's budget advance.

Proposed change - This factor is multiplied by the Local Authority's market rate at the time of each advance (March, July and December) to obtain the interest percentage abatement that will be applied to each advance.
- d. Scheme specific references to be updated for Unit 4 implementation, including:
 - change of references to order forms and purchase orders raised through the finance system
 - change of references to invoice processing where clarification is required
 - addition of use of purchase cards for items under £50

Next Steps

- 12. Officers to publish the revised Scheme for Financing Schools on the Council's website in July 2021 to reflect the updated changes and a communication to schools to be included in the next School Bulletin. Schools Forum representatives are also responsible for communicating revisions to maintained schools.

Agenda item 7

Annual review of the Cheshire West and Chester Schools Forum's membership, constitution and terms of reference

Purpose of the Report

1. The purpose of this report is to review the Schools Forum's membership, constitution and terms of reference and ensure that the composition of the Schools Forum is compliant with the regulations.

Appendix 1: Revised Constitution and terms of reference

Appendix 2: Schools Forum Membership

Appendix 3: Finance subgroup terms of reference and membership

Appendix 4: High Needs subgroup terms of reference and membership

Appendix 5: Early Years Reference group terms of reference and membership

Recommendations

2. The Schools Forum is asked to note
 - i. that Officers have determined that the pupil ration does not warrant a revision in the Schools Forum membership at this time;
 - ii. Forum will no-longer require a Nursery School representative as of 1 September 2021;
 - iii. the changes to the constitution and terms of reference to make permanent provisions to enable schools forums meetings to be held remotely (Appendix 1 – paragraph 8 -9); and
 - iv. the Early Years reference groups' revised membership.

Background

3. The Schools Forum's constitution requires that the membership, constitution and terms of reference be reviewed annually.
4. Officers have reviewed the pupil numbers based on the current make up of schools and academies to ensure that the composition of the Schools Forum is compliant with the Schools Forums (England) Regulations 2012 which states that 'primary schools, secondary schools and academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered at them'.
5. Officers have determined that the pupil ration does not warrant a revision in the Schools Forum membership at this time.
6. However, Schools Forum membership will be reduced to 32 as of 1 September 2021; the authority will no longer have any Nursery Schools following the amalgamation of St Mary's Community Nursery School and Overleigh St Mary's Church of England Primary School.

7. The School and Early Years Finance (England) Regulations 2021 amended The Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable schools' forums meetings to be held remotely.
8. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming. Where a schools forum decides to hold a public meeting by remote means only, the forum should provide support or make alternative arrangements so that any interested parties who do not have telephone or online access can attend virtual meetings.

The regulations can be accessed at:

<http://www.legislation.gov.uk/uksi/2012/2261/contents>

9. The Schools Forum's Constitution and terms of reference have been revised to reflect these changes (Appendix 1 – paragraph 8-9).

Next Steps

10. Schools Forum clerk to publish revised Schools Forum Constitution and Terms of Reference on the Schools Forum website.

Appendix 1

Cheshire West and Chester Schools Forum

Constitution and Terms of Reference (revised June 2021)

Definitions

The Forum is the Schools Forum for the area covered by Cheshire West and Chester Council. The Constitution complies with The Schools Forum (England) Regulations 2012, and in its procedures and terms of reference takes account of advice issued by the Department for Education (DFE).

The Council is Cheshire West and Chester Council in its role as Local Authority.

Membership

1. The Cheshire West and Chester Schools Forum (the Forum) will consist of 33 Members made up of 25 school members and academies members and eight non-school members made up as follows: -

School Members (18)

- one representative from St Mary's Nursery School
- 10 primary representatives (five headteachers, five governors)
- four secondary representatives (two headteachers, two governors)
- two special school representatives (one headteacher, one governor)
- one Pupil referral units representative

Academy (including free schools) Members (seven)

- six primary/secondary representatives
- one special representative

The proportion of school members and academy members will always be at least two thirds of the membership of the forum.

Non School Members (eight)

- one Roman Catholic Diocese representative
- one Church of England Diocese representative
- two Private, voluntary or independent sector provider representatives
- one 16-19 provider representative
- two Trades Union representative
- one Chair of the Association of Primary Headteachers (if not a serving headteacher)

In addition, the following are entitled to attend and speak at meetings of the School Forum, but are not members and have no voting rights:

Observers

- The Education and Children Portfolio Holder of the Council
 - The Resources Portfolio Holder of the Council
 - Director of Children's Services of the Council or their nominated representative
 - Chief Finance Officer of the Council or their nominated representative
 - Education and Skills Funding Agency (ESFA) representative
2. The term of office for Forum Members will be four years from the date of appointment/election at which time elections will take place for school and academy members and nominations will be sought for the non-school members. Should a resignation be tendered from the Forum, an election (or nominations where appropriate) will be held for the vacancy which will ensure that the representational balance is maintained or improved. Each representative group (Headteachers and Governors by phase) will be responsible for the method by which they elect and nominate school and academy member representatives.
 3. The Academy members represent the governing bodies of the Academies situated in the authority's area, so do not necessarily have to be a Principal or a governor. It is for the governing bodies of the Academies concerned to elect their members; if there is only one Academy in the authority's area, its governing body will select the member.
 4. The Council will maintain a written record of the composition of the Schools Forum including the method by which representatives are elected or nominated. The Council will inform all schools of the membership of the Forum and will provide details of any non-school Member appointed to the Forum within one month of appointment. This will be carried out when constituting the Forum and after the appointment of any new or replacement Member.
 5. Elected Members who hold an executive role within the Council and officers who have a role in strategic resource management of the authority are unable to be members of the Forum (these restrictions do not apply to officers employed as teachers or who work for, and those who directly manage, a service which provides education to individual children and/or advice to schools on learning and behavioural matters).
 6. The Education and Children Portfolio Holder of the Council and a representative of the Education Funding Agency will be invited to attend meetings of the Forum as observers.

Meetings and proceedings of the Schools Forum

7. There will be a minimum of four meetings per school year.
8. Schools forums meetings may take place by remote means. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming.¹

¹The School and Early Years Finance (England) Regulations 2021 amended The Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable schools forums meetings to be held remotely.

9. Where a schools' forum decides to hold a public meeting by remote means only, the forum should provide support or make alternative arrangements so that any interested parties who do not have telephone or online access can attend virtual meetings.
10. The meetings of the Forum will be open to the public. Exceptionally, the Chair of the Forum may determine that a meeting or part of a meeting will be held in private. Prior to making any such determination, the Chair must take legal advice and the determination must be in accordance with this legal advice. The reasons for this determination must be recorded in the minutes of the meeting.
11. Participation by local authority members and officers will be limited to a Lead Member for education and children's services, a Lead Member for resources, Director of Children's Services (or their representative), Chief Finance Officer (or their representative) or officers who are providing specific financial or technical advice to Schools Forum. Other individuals (including Council officers) will be able to participate where they are presenting a report, but their participation must be limited to their specific agenda item.
12. The meetings are quorate if at least 40% of the total membership (excluding vacancies) is present at the meeting. In the event of a meeting not being quorate, members present may by majority vote decide to continue the meeting and thus be able to offer advice to the Council and/or respond to any consultation, but will be unable to exercise any of the decision making powers of the Forum.
13. The Council will consult the Forum annually on arrangements for substitutes.
14. Each group of Schools Members will agree two named substitutes and provide this information to the clerk. Agendas and papers for meetings will be sent to named substitutes as a matter of course. It is up to individual members of the Forum to contact a substitute if they are unable to attend meetings.
15. In exceptional circumstances Headteachers' substitutes can be drawn from senior members of staff (a deputy headteacher, bursar or other person responsible for the financial management of the school).
16. Members of the Forum are required to make declarations of interest on appointment and when, for example, the Forum is considering matters relating to contracts.
17. Meetings of the Forum will be called allowing at least two weeks notice. Supporting papers will be sent out at least five working days before the meeting.
18. The Council shall appoint a Clerk for the Schools' Forum who shall be in attendance at each meeting of the Forum and will take minutes. Meetings may be recorded for the purposes of the accuracy of the minutes only.
19. Minutes of meetings will be placed on the Council's website and all schools and associated groups will be informed when new minutes are available. All schools and associated groups will be informed of action taken by the Council on Forum advice.
20. Claiming of expenses for Forum Members will be in accordance with the Forum expenses policy document and claims will be made on the specific claim forms and duly authorised. In case of dispute, the official record of attendance signed at the meeting will be used to determine attendance, and mapping tools used to determine mileage claimed.
21. An appropriate budget will be available for each financial year for costs associated with the operation of the Forum e.g. hiring a venue, refreshments and other expenses and clerking costs.

This will be a charge against the Council's Schools Budget within the centrally retained budgets. The level of the budget will be reviewed annually by the Council in consultation with the Forum.

22. The Schools Forum may convene various task and finish sub groups to look at specific topics for discussion and consultation and to report back with outcomes and recommendations. The membership of any sub group to be agreed by Schools Forum.

Items for Forum Discussion

23. The Forum will discuss and be consulted upon the following matters:-

Consultation on School Funding Formula

- a) The Council shall consult the Forum on any proposed changes in relation to the factors and criteria that were taken into account, or the methods, principles and rules that have been adopted, in their formula made in accordance with regulations made under section 47 of the School Standards and Framework Act 1998, and the financial effect of any such change.
- b) Consultation shall take place in sufficient time to allow the views expressed to be taken into account in the determination of the Council's formula and in the initial determination of schools' budget shares before the beginning of the financial year.

Consultation on Contracts

24. The Council shall, at least one month prior to the issue of invitations to tender, consult the Forum on the terms of any proposed contract for supplies or services being a contract paid or to be paid out of the Council's schools budget where the estimated value of the proposed contract is not less than the threshold which applies to the authority for that proposed contract pursuant to regulation 8 of the Public Contracts Regulations 2006.

Consultation on Financial Issues

25. The Council shall consult the Forum annually in respect of its functions relating to the schools' budget, in connection with the following:

Financial issues relating to:

- arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
- arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;
- arrangements for early years provision;
- administration arrangements for the allocation of central government grants

Consultation on other matters

26. The Council may consult the Forum on such other matters concerning the funding of schools as they see fit.

27. The Forum shall also have the following powers:

- a) De-delegation for mainstream primary/secondary schools for:
 - contingencies
 - administration of free school meals
 - insurance

- licences/subscriptions
- staff costs – supply cover
- support for minority ethnic
- pupils/underachieving groups
- behaviour support services
- library and museum services
- School improvement

b) in exceptional circumstances only:

to recommend changes to the Council's funding formula subject to approval by the Education and Skills Funding Agency

28. Should a judgment be necessary on whether a matter falls within the remit of the Forum, for example whether an item has financial implications, the Council's Chief Finance Officer and The Director of Education and the Chair of the Forum shall jointly make the necessary determination.
29. For decision-making purposes each Forum member will be entitled to 1 vote on all matters put to the vote other than matters relating to the funding formula in which case only schools members (which includes mainstream schools, Academies, special schools and PRUs) and representatives of the Private, Voluntary and Independent (PVI) sector will be able to vote. In the case of an equal number of votes for and against a proposal, the Chair shall have a second or casting vote.
30. Where an urgent proposal needs to be considered in advance of a meeting, the Forum may be consulted via post or e-mail.
31. The Constitution, Terms of Reference and Membership of the Forum will be reviewed annually.
32. A Chair and Vice-Chair will be elected by the Forum from its voting membership every two years, or at the first meeting following any resignation. A voting Member who is also an elected Member or officer of the Council may not be elected Chair or Vice-Chair. At any meeting where both the Chair and Vice-Chair are absent, the Forum shall elect, from those voting Members present, a person to take the Chair for that meeting only.

Appendix 2

Chair: Duncan Haworth **Vice chair:** John Freeman

The Cheshire West and Chester model comprises 33 members in total, representing both schools and non-schools sectors and is constituted as follows:

School members (18)

Primary heads (five)

		Term of office ends
Alan Brown	Oldfield Primary School	March 2023
Julie Chambers	Willaston Church of England Primary School	July 2023
Sarah Curtis	Meadow Primary	November 2024
Ian Devereux Roberts	Frodsham Manor House Primary	September 2021
Kate Docherty	Rivacre Valley Primary	September 2023

Substitutes

Kerry Forrester	Tarporley Church of England Primary	
David Wallace	St Oswald's Church of England Aided Primary School	

Primary governors (five)

Sharon Broughton	Overleigh St Marys C of E Primary School	November 2024
Duncan Haworth	Woodfall Primary	December 2024
Nick Lacey	Whitby Heath Primary	December 2024
David Nield	Lostock Gralam CE Primary School	June 2023
Vacancy		

Substitutes

Heather Lewis	Meadow Primary	
Lisa Rigby	Antrobus St Mark's Church of England Primary	

Secondary heads (two)

David Curry	Bishop Heber High	November 2021
Mike Holland	Hartford CE High	January 2023

Substitute

Vacancy

Secondary governors (two)

John Freeman	Weaverham High	June 2023
Rob Williams	Blacon High	January 2025

Substitute

David Rowlands	Upton High School	
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Special school head and governor (two)

Mike McCann	Greenbank School	March 2021
Philip Hopwood	Greenbank School	November 2024

Substitute

Alison Ashley	Hebden Green School Head	
Peter Gaskell	Hebden Green School Governor	

Nursery school (one)

Katie Tyrie	St Mary's Community Nursery	August 2021
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Pupil referral units

Andy Stewart	(one) The Bridge Short Stay School	July 2021
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Substitute

Sian Thomas Ancora House School

Academies (including Free Schools) members (seven)

Primary/Secondary (six)

Darran Jones	The Learning Trust	April 2024
Sarah Connolly	Concordia Multi-Academy Trust	April 2024
Luci Jones	Cheshire Academies Trust	September 2023
Jason Lowe	Tarporley High School and Sixth Form College	March 2022
Helen Studley	The Samara Trust	December 2023
Lyndsay Watterson	The Learning Trust	August 2021

Substitutes

Steven Ellis	Cheshire Academies Trust
Chris Priddey	Create Learning Trust

Special (one)

Marie Allen	The Russett School	June 2021
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Substitutes

Vacancy

Non-schools members (eight)

Chair of Primary Headteachers Association (one)

Rob Pullen	CWAPH	August 2021
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Diocesan authorities (two)

Kathryn Magiera	Witton Church Walk CE School	October 2023
Caroline Vile	Ellesmere Port Catholic High School	April 2024

Private, voluntary and independent early years' providers (two)

Sue Anderson	The Beeches Pre-school	January 2025
Cat Hirst	Guilden Sutton Day Nursery	October 2024

Substitute

Angela Thornton	Dandelions
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Trade unions (two)

Greg Foster	Joint Consultative Negotiating Panel	December 2024
Geoff Wright	Joint Consultative Negotiating Panel	May 2021

Substitute

Bevanie Robinson

16-19 providers (one)

Vacancy

Total: 33

Non-voting observers

Councillor Robert Cernik	Cabinet Member for Children and Families
Education and Skills Funding Agency (ESFA) representative	

Clerk Charlotte Fenn	Schools Monitoring Officer
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Appendix 3

Schools Forum Finance Sub-Group

Terms of Reference: -

1. To keep under review the formula and allocation of the DSG.
2. To act as a point of scrutiny and interrogation regarding policy options in the DSG, Government consultations and policy.
3. To provide detailed examination of issues identified by the Schools Forum.
4. To make recommendations to the Schools Forum.

Membership:

Chair of Schools Forum	Duncan Haworth
Primary Headteacher	Kate Docherty
Secondary Headteacher	Lyndsay Watterson
Special Headteacher	Mike McCann
Two Governors	John Freeman David Nield
Trade Union Representative	Geoff Wright

If not included in any of the above, an academy representative and a maintained school representative.

Local Authority officers as appropriate.

Observers:

Chairs of the Headteacher and Governor Associations, if members of the Schools Forum.

Appendix 4

Schools Forum High Needs sub-group

Terms of Reference:-

1. To find alternative proposals to address the high needs block overspend
2. To provide detailed examination of issues identified by the Schools Forum
3. To make recommendations to the Schools Forum

Membership

Secondary Headteacher	Mike Holland
Secondary Headteacher	tbc
Primary Headteacher	Sarah Curtis
Primary Headteacher	Kate Docherty
CWASSH Chair	Mike McCann or Alison Ashley (vice chair)
Secondary Governor	John Freeman
Primary Governor	Duncan Haworth
PRU	Andrew Stewart

Observers:

Rob Pullen CWAPH Chair
Katie Tyrie Nursey School Rep
Rachel Hudson Blacon HS

Local Authority Officers as appropriate

Debbie Freeman Senior Manager SEN

Appendix 5

Cheshire West and Chester Council Early Years Reference Group Terms of Reference

1. Introduction

The Early Years Reference Group (EYRG) was brought together in 2007 as a sub-group of the Cheshire West and Chester Schools' Forum in response to the Governments plans for Nursery Education Funding reform.

Key to successful delivery of the free entitlement is for local authorities to achieve a balance in their priorities; securing sufficiency, quality and accessibility in free provision. Critical to achieving this is a strong partnership between LAs and providers in all sectors; private, voluntary, independent, maintained and childminders, to enable them to assess and meet demand according to local circumstances and market.

2. Purpose

The purpose for the EYRG is to offer advice, experience, information and recommendations to the Local Authority and the Cheshire West and Chester Schools' Forum to ensure early years and childcare funding follow national and local requirements and priorities to secure the best possible outcomes for children by delivering an entitlement which is high quality, flexible and accessible, and gives parents choice about what is best for their children.

The group will:

- Promote sustainability and preservation of a mixed market, as well as encouraging clear terms of engagement with parents as key delivery partners;
- Act as the principal channel by which those involved in ownership and management of early years settings may convey their views;
- Monitor the impact of the single formula including undertaking ongoing costing analyses of the free early years entitlement as necessary, and reviewing its operation for future funding periods, including impact assessment;
- Provide a view on the arrangements for the administration of central government grants for early years and childcare administered locally.

The group will meet termly and cover matters relating to:

- The Early Years Single Funding Formula (EYSFF)
- compliance with the Early Years Statutory Guidance for Local Authorities
- the Early Education Funding Provider Agreement.
- Early Education Funded places for 2, 3 and 4 year olds.
- Communication methods.

The group will report to Schools Forum (incl. Finance Sub Group) as required and invite relevant guest speakers/attendees as required to attend the group

3. Membership

The membership of the EYRG should be representative of the different types of early years education providers across the county who are eligible and registered to offer free entitlement nursery education. The table below details membership for 2021/22.

Required number of EY provider representatives	Representatives 2021/22
4 Private sector nursery providers	Cat Hirst Guilden Sutton Day Nursery
	David James S4YC
	Claire Taylor Jigsaw Curzon Park/Jigsaw Ashtree Farm
	Nicki Conway Busy Bees
2 Preschools	Estelle Hooper Huntington under 5's
	Helen Walters Weaverham Academy Preschool
1 Childminder	Sarah Nejaz Sarah's Jungle Tots
4 LA primary schools with nursery units	Kelsey Morte Tilston Primary
	Sue Mills Cuddington Primary
	Jane Bramhan Woodfall Primary and Nursery School
	Kate Docherty Rivacre Valley Primary School
Council Officer – Education	Bo White – Early Years Commissioner (Chair) Sarah Lister - Early Years Team Manager/ Dan Spry – Early Years Consultant
Council Officer – Finance	Natalie Cole – Finance Manager Childrens Services
Council Officer – Early Years Specialist Services	Cath Shaw – SEN Manager Fiona Lunnon – Lead Teacher Early Years Specialist Teaching Service

Members will be selected by inviting expressions of interest from all nursery education providers and selected by the LA in consultation with the chair of the Schools' Forum with a view to maintaining a spread of provider types across the Early Years sector. Membership is refreshed annually in line with representation on the Schools Forum (who make decisions on early years funding guided by recommendations from the reference group).

The group will be supported by officers of Cheshire West and Chester Council as determined by the Director for Education.

The council will provide the services of a clerk to the EYRG.

4. Conduct

It is important that Reference Group members take a strategic view of the issues they are considering when contributing to the Group's business by focussing on the needs of the children and young people of Cheshire West and Chester generally (0-19).

Members of the group must confirm or send their apologies if they are unable able to attend a meeting.

If a member does not attend two consecutive meetings they will lose their right to be a member of the Early Years Reference group.

Members are permitted to send a representative on their behalf, as long as they are from the same setting, fully briefed and the appropriate person to attend the meeting.

Agenda items will be set prior to the meeting, either by email request and/or set at previous meeting.

Meetings will include budget information, presentations (where applicable) and group discussions.

Members of the group shall ensure that all matters discussed during the time duration of meetings remain confidential and information is only shared with other colleagues where necessary and appropriate.

All members of the group must be aware that a conflict of interest may arise from time to time in respect of their personal position or in respect of their organisation. Such conflicts of interest may arise, for example, where a member has an existing or recent financial, business, personal or family involvement with an early years setting. Group members should disclose any such conflict of interest with the chair when/where relevant.

Non-members will be invited to attend the group if deemed necessary by the members. Information and resources will be shared via email or during the meetings.

All members of the group must adhere to equal opportunity and human rights principles in accordance with the policies and procedures set out from time to time by the LA and will adopt and maintain anti-discriminatory practices in the furtherance of the aims.

5. Approval

The above proposals were endorsed by the Early Years Reference Group. Schools Forum adopted these Terms of Reference as set out above.

**Cheshire West and Chester
Schools Forum
6 July 2021**

Agenda item 10

Schedule of meetings 2021-2022

Schools Forum – all meetings 4.30pm – 6.30pm

Date	Venue	Proposed agenda
Tuesday 19 October 2021	MS Teams	<ul style="list-style-type: none"> • School Funding Arrangements 2022-2023 • Final Allocation of the Dedicated Schools Grant for 2021-2022 • Dedicated Schools Grant (DSG) 2021-2022 Forecast Outturn at First Review
Tuesday 7 December 2021	MS Teams	<ul style="list-style-type: none"> • DSG 2021-2022 Forecast Outturn at Mid-Year Review • Initial Planning for DSG Allocations for 2022-2023 and Budget Setting
Tuesday 11 January 2022	MS Teams	<ul style="list-style-type: none"> • Dedicated Schools Grant (DSG) budget setting 2022-2023 • Draft of 2022-2023 School Funding Formula for January submission • Combined Budgets and Miscellaneous Expenditure • De-delegation – Proposals for 2022-2023 • DSG 2021-2022 Forecast Outturn at Third Review
Tuesday 8 February 2022	MS Teams	<ul style="list-style-type: none"> • Early Years Funding for 2022-2023 • Arrangements for funding from the High Needs Block 2022-2023 • Central Spend budgets 2022-2023
Tuesday 5 July 2022	MS Teams	<ul style="list-style-type: none"> • School funding arrangements for 2023-2024 • DSG 2021-2022 outturn including schools' balances • Directed revisions to schemes for financing schools • Education – Basic Need Capital Programme 2021-2025 • Annual review of Schools Forum membership, constitution, and terms of reference

Schools Forum Finance sub-group

Date	Time	Venue
Monday 27 September 2021	10.00 – 12.00 pm	MS Teams
Tuesday 16 November 2021	2.00 – 4.00 pm	MS Teams
Tuesday 14 December 2021 (if required)	2.00 – 4.00 pm	MS Teams

Tuesday 18 January 2022	2.00 – 4.00 pm	MS Teams
Tuesday 14 June 2022	2.00 – 4.00 pm	MS Teams

Schools Forum High Needs sub-group

Date	Time	Venue
Tbc	tbc	MS Teams