

## Details of current service provision

### Schools in financial difficulty and exceptional unforeseen costs

#### **Schools in financial difficulty**

The LA's Staffing Reduction panel with key disciplines represented continues to meet (virtually) to consider requests for redundancies and access to those funds. The LA's policy of charging schools for a share of redundancy costs, includes a potential contribution to be made from this budget for maintained schools that are likely to overspend within the next two financial years if no action is taken.

In 2022/23, redundancy expenditure was £0.030m for maintained primary schools against the budget of £0.209m – this supported two maintained primary schools.

At the end of March 2023, 15 primary maintained schools were in a financial deficit.

#### **Intervention Support (schools in financial difficulties)**

The DfE expects a de-delegated budget for exceptional unforeseen costs to finance those costs which it would be unreasonable to expect governing bodies to meet.

Further detail on the use of the following funds is set out below:

#### **Primary Maintained Intervention Funding**

##### The purpose

The Intervention Fund supports maintained primary schools to make rapid, identified improvements where school finances would otherwise prevent this from happening. The funding enables schools identified as vulnerable, to continue to be good schools or to rapidly improve to become a good school.

##### Amount of funding received and spent

For 2022/23, £0.112m funding was utilised against a budget of £0.253m. These needs were identified through a combination of locality leads or strategy meetings.

Schools bid for specific amounts and submit plans which detail the amount, the specific purpose and the expected impact of the additional funding. The school has to demonstrate that they do not have the funding in their own budget to enable them to make the necessary improvements or changes.

The following process exists:

- Specific school bids that meet threshold and address school improvement priorities.

- Supporting the commissioning of intervention and resources to improve outcomes for pupils.
- Ensure schools remain connected within the sector led system and support school improvement where action needs to be taken.

Locality Leads continue to target intervention bids where they are appropriate and support leaders' bid writing to ensure it is focused on appropriate priorities to have the most impact. Locality Leads monitor the impact of the intervention over time and maintain a view of the school moving forward to ensure that improvements are rapid and sustained so that the legacy of the funding can be seen.

### How funding was spent

The Intervention Funding budget enabled maintained schools facing financial difficulty who needed access to school improvement support. Schools were required to show that bids would be sustainable and would improve outcomes for pupils. The School Intervention Funding policy was applied consistently and appropriately over the course of the financial year. The applications were reviewed by the Head of Education Strategy and Head of School Standards.

Individual bids were very specific to each school, but activity included:

- Targeted, high quality CPD for staff through LEAD Teaching School Hub and related curriculum Hubs.
- Provision for expert teaching and leadership support to improve quality of education, personal development, behaviour and attitudes and leadership and management.
- Support external partnership and networking activity to encourage collaborative working and connection with the broader sector
- Curriculum development to ensure schools are well placed to provide a broad balanced curriculum
- Governance training through the Strengthening Governance Offer via National Leaders of Governance and partners

### **School Improvement Services**

The focus of the service is on intervening early and supporting schools in driving school improvement activity. The added capacity to the Locality Lead team has resulted in a greater number of visits to our maintained schools at higher risk. Sixty-one schools have received up to an additional 6 days of support per year and all of our schools now receive at least three visits every year. This means that compared with the previous year, 124 more schools are now receiving support from an education adviser. The positive impact of this additional capacity is already being seen. The percentage of pupils achieving Reading, Writing and Maths above the expected standard in Maintained schools is higher on average than those in Academies, Academy Converters, Academy Sponsored and MATs. Our maintained school Ofsted outcomes at Good or better are 6% higher than academies. Nine of our most vulnerable schools are receiving an additional 12 days of support each from an additional Locality Lead in order to deliver focussed and targeted intervention and challenge to ensure that the schools do not remain vulnerable to unfavourable Ofsted outcomes and pupil outcomes improve.

## **Support to underperforming ethnic groups and bilingual learners**

### **Ethnic Minority and Traveller Education Team (EMTET)**

#### The Service Area

The Ethnic Minority and Traveller Education Team support schools to accommodate the needs of ethnic minority and Traveller children. The officers support schools to work with families and ensure that they are able to access services available to their children, particularly education. They support the integration of specific children as well as help schools to develop and maintain systems that are needed to provide a fully inclusive and safe environment for these particular groups of young people. The team have been a valuable and necessary resource to ensure the settlement of children from our recent new communities from Afghanistan and Ukraine as well as supporting schools with the growing number of asylum seeker and refugee children. The service receives very positive feedback from schools, services and families.

#### Background to need

Approximately 10% of pupils in Lincolnshire schools have English as an Additional Language. A high number of these have been in the country for a relatively short period of time or have started reception as an EAL learner. A large number of these EAL learners are in maintained schools across the county. In some of the schools there are only a few pupils making it challenging for these schools to resource the need and grow the expertise within their setting. The unpredictability and unique needs of the asylum seeking families has seen an unprecedented demand on some of our maintained schools. EMTET have supported these schools to be as welcoming as possible.

EMTET work with those schools that lack knowledge or experience of good practice in supporting Ethnic Minority pupils, Travellers or pupils with EAL, or where the school has tried a number of strategies and seeks specialist support for further advice. There is a growing demand for support in relation to communication with parents, children with special needs and integration of Traveller children.

The Support consists of:

- Help with contacting vulnerable families whose first language is not English with the support of bilingual volunteers and professional interpreters.
- Acting as regularly contact with asylum seeking families to support communication with schools.
- Liaising with the Traveller community to ensure wellbeing and access to services.
- Supporting Traveller families with their understanding of elective home education, ensuring an education is being provided and supporting reintegration back into school if necessary.
- Information on key areas of attending school available to families in different languages.
- EAL specific resources and information created and made available to schools to provide to families.
- Work with the Early Years team to provide support around primary transition.
- Advice and guidance to schools and families on racist bullying and discrimination.
- Training for other LCC school services.

## The purpose of the Service

The overall aim of the EMTET is to provide a service to schools and families that support the following objectives:

- Improving the safety and well-being of Ethnic Minority and Traveller children (supporting families to find a school place and settle into education).
- Improving access to learning particularly those with EAL (advising schools of good EAL practice through training and consultancy).
- Supporting transition (supporting family's knowledge of school admissions, school systems, transport, free school meals etc.).
- Improving conditions for learning that reflect culture and lifestyle, and value diversity - training and workshops to school staff and young people, working with parents to improve integration.

## Budget received/ spent

The service is funded, in part, by a de-delegated contribution (from maintained primary schools) of £0.186m. This is a fixed budget with an annual consideration of number of maintained schools/pupils. The service has 1.6fte team leaders and 4.4fte officers all on 38 week contracts. The £0.186m funds approx. 80% of the total service cost. The remaining part of the service supports the emergency work required i.e. getting a child a school place, support around Traveller sites. Additional funding was provided from external sources in 2022/23 to support schools with Afghan and Ukrainian children.

## Outcomes for the Service (September 2022 to August 2023)

- 126 referrals for support were received from maintained schools at a ratio of 80% EAL and 20% Travellers.
- 26% of the overall referrals were related to EAL and Special Educational Needs. 39% related to school admissions including children missing from education.
- Approx 90 asylum seeking children are supported in schools at any one time. This number can fluctuate weekly.
- 34 workshops were delivered.
- Training and consultancy advice for schools and school staff on supporting pupils with EAL and cultural awareness.

## Future Developments

- Continue to support schools with asylum seeking children ensuring access to basic needs and receipt of an education.
- Continue to provide and develop appropriate workshops for schools to provide knowledge and information and raise awareness.
- Monitor the progress of Ukrainian and Afghan children in schools ensuring their needs re education are still being met.
- Produce policy and guidance on attendance of Traveller children and support for Refugee and Asylum Seekers.