



County Offices
Newland
Lincoln
LN1 1YL

12 January 2022

In accordance with the powers granted by Regulation 8(1A) of the Schools Forum (England) Regulations this meeting will be held through remote means.

Lincolnshire Schools' Forum

A meeting of the Lincolnshire Schools' Forum will be held on **Thursday, 20 January 2022 at 1.00 pm as a Virtual - Online Meeting via Microsoft Teams** for the transaction of the business set out on the attached Agenda.

Access to the meeting is as follows:

Members of the Lincolnshire Schools' Forum and officers of the County Council supporting the meeting will access the meeting via Microsoft Teams.

Members of the public and the press may access the meeting via the following link: [Agenda for Lincolnshire Schools' Forum on Thursday, 20th January, 2022, 1.00 pm \(moderngov.co.uk\)](https://www.moderngov.co.uk/agenda-for-lincolnshire-schools-forum-on-thursday-20th-january-2022-1-00-pm) where a live feed will be made available on the day of the meeting.

Yours sincerely

A handwritten signature in black ink, appearing to read 'DBarnes'.

Debbie Barnes OBE
Chief Executive

Membership of the Lincolnshire Schools' Forum

SCHOOLS' MEMBERS

Nursery (1)

Amy Stancer (Head Teacher, St Giles Nursery School, Lincoln)

Special (1)

Kyna Adkins (Head Teacher, St Christopher's School)

Primary Maintained (6)

Primary Maintained Head Teachers (3)

Callum Clay, (Head Teacher, Sleaford Church Lane Primary School)

Catherine Stratton (Head Teacher, Saxilby C E Primary School)

1 vacancy

Primary Maintained Governors (3)

Alan Howe, (Governor, Sutton on Sea County Primary School)

Tony Stevens, (Governor, The Holt Primary School, Skellingthorpe)

1 vacancy

Secondary Maintained Head Teacher (1)

Michele Anderson (Head Teacher, Spalding High School)

Secondary Academies (7)

Secondary Academies Head Teachers (4)

Steven Baragwanath (Head Teacher, University Academy, Holbeach)

Frances Green (Head Teacher, Somercotes Academy)

Simon Pickett (Head Master, The King's School, Grantham)

1 vacancy

Secondary Academies Governors (3)

Rachel Barrett FCCA (Governor, North Kesteven Academy, North Hykeham)

Professor Ken Durrands CBE, (Governor, The King's School, Grantham)

Jo Slessor (Governor, Carres Grammar School, Sleaford)

Primary Academies (5)

Primary Academies Head Teachers (3)

Gavin Booth (Head Teacher, Boston St Thomas' C E Primary School) **CHAIRMAN**

Katie Grivil (Head Teacher, Kirkby la Thorpe C E Primary Academy)

Simon Morley (Head Teacher, Boston West Academy)

Primary Academies Governors (2)

Daniel Callaghan (Principal, Hartsholme Academy, Lincoln)

1 vacancy

Special Academies (2)

Special Academies Head Teacher (1)

Leandra Mason (Executive Head Teacher, Lincolnshire Wolds Federation)

Special Academies Governor (1)

Dr Stephen Hopkins (Trust Chair of Communities Inclusive Trust)

Alternative Provision Academy (1)

Josh Greaves (Deputy Chief Executive Officer, Wellspring Academy Trust) **VICE-CHAIRMAN**

NON-SCHOOLS' MEMBERS

Faith Groups (1)

Peter Tomlinson (Diocese of Lincoln)

Providers of 16 to 19 Education (1)

Vicki Locke (Deputy Principal, Boston College)

Staff Trade Unions (1)

Andrew Watts (NEU)

Early Years Providers (1)

Julia Merivale (Trinity Day Nursery, Gainsborough)

LINCOLNSHIRE SCHOOLS' FORUM AGENDA
THURSDAY, 20 JANUARY 2022

Item	Title	Pages
1	Apologies for Absence/Replacement Members	
2	Declarations of Members' Interest	
3	Minutes of the Lincolnshire Schools' Forum meeting held on 7 October 2021	7 - 16
4	Chairman's Announcements	
5	Nomination of a Lincolnshire Schools Forum Representative to the Lincolnshire Learning Partnership Board	
6	School Funding Arrangements 2022/23 <i>(To receive a report from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, which provides the Schools' Forum with an update on the school funding arrangements for 2022/23)</i>	17 - 36
7	Early Years National Funding Formula <i>(To receive a report from Mark Popplewell, Head of Finance – Children's Services, which provides the Schools' Forum with a summary of the Early Years National Funding Formula for 2022/23; provides details of the funding distribution for early years providers in Lincolnshire in 2022/23; and seeks agreement for the Local Authority's proposals relating to the allocation and distribution of the centrally retained budgets)</i>	37 - 50
8	Schools Sector Led Update <i>(To receive a report from Sue Williams, Head of Education Strategy, which provides the Schools' Forum with an update on changes in the sector led system over the last year and information about the current position with schools)</i>	51 - 98
9	Behaviour Outreach Support Service (BOSS) <i>(To receive a report from Sara Gregory, Commissioning Manager – Children's Strategic Commissioning, which provides the Schools' Forum with an overview of the findings from the review of the Behaviour Outreach Support Service and seeks support on the recommendations to recommission a Behaviour Outreach Support Service and continue its finding from the High Needs block of the Designated Schools Grant)</i>	99 - 106

- 10 Healthy Minds Lincolnshire Service** 107 - 114
(To receive a report from Sara Gregory, Commissioning Manager – Children’s Strategic Commissioning, which provides the Schools’ Forum with an update on the Healthy Minds Lincolnshire Service and seeks support on the future funding recommendations for Healthy Minds Lincolnshire from the High Needs block of the Designated Schools Grant)
- 11 Autism and Learning Difficulties Service** 115 - 124
(To receive a report from Sara Gregory, Commissioning Manager – Children’s Strategic Commissioning, which provides an overview of the findings from the review of the Autism and Learning Difficulties Services and seeks support on the recommendation to recommission an Autism and Learning Difficulties Service funded from the High Needs block of the Designated Schools Grant)
- 12 Academies and Trust Update** 125 - 128
(To receive a report from Mark Popplewell, Head of Finance – Children’s Services, which provides the Schools’ Forum with an update on the latest number of academies and pupils in academies, and academy trusts)
- 13 Lincolnshire Schools' Forum - Work Programme** 129 - 132
(This item provides the Schools’ Forum with an opportunity to discuss potential items for future meetings)

<u>Democratic Services Officer Contact Details</u>	
Name:	Katrina Cope
Direct Dial	07385 463994
E Mail Address	katrina.cope@lincolnshire.gov.uk

Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>

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LINCOLNSHIRE SCHOOLS' FORUM 7 OCTOBER 2021

PRESENT: GAVIN BOOTH (CHAIRMAN)

Amy Stancer (Headteacher, St Giles Nursery School, Lincoln), Ian Randall (Head Teacher, Reepham Church of England Primary School), Catherine Stratton (Head Teacher, Saxilby Church of England Primary School), Michele Anderson (Head Teacher, Spalding High School), Rachel Barrett FCCA (Governor, North Kesteven Academy), Professor Ken Durrands CBE (Governor, The King's School, Grantham), Steve Baragwanath (Executive Principal, University Academy Holbeach), Frances Green MA (Oxon) (Head Teacher, Somercotes Secondary Academy), Simon Pickett (Head Master, The King's School, Grantham), Sarah Wilson (Executive Principal, Stamford Welland Academy), Katie Grivil (Head Teacher, Kirkby la Thorpe Church of England Primary Academy), Simon Morley (Head Teacher, Boston West Academy), Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth), Josh Greaves (Deputy Chief Executive Officer, Wellspring Academy Trust) (Vice-Chairman), Martin Shelton (College Principal, Linkage Community Trust), Andrew Watts (NEU) and Julia Merivale (Manager, Trinity Day Nursery).

Officers in attendance:-

Elizabeth Bowes (Strategic Finance Manager, Schools Finance Team), Katrina Cope (Senior Democratic Services Officer), Mark Popplewell (Head of Finance (Children's Services)), Tony Warnock (Operations and Financial Advice Manager) and Sue Williams (Head of Educational Strategy).

14 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

Apologies for absence were received from Daniel Callaghan (Primary Academy Governor, Hartsholme Academy, Lincoln), Dr Stephen Hopkins (Special Academy Governor, Trust Chair of Communities Inclusive Trust), Jo Slessor (Secondary Academy Governor, Carres Grammar School, Sleaford) and Peter Tomlinson (Faith Group Representative).

An apology for absence was also received from Martin Smith, (Assistant Director for Children's Education).

15 DECLARATIONS OF MEMBERS' INTEREST

There were no declarations of members' interest made at this stage of the proceedings.

16 MINUTES OF THE LINCOLNSHIRE SCHOOLS' FORUM MEETING HELD ON 24 JUNE 2021

RESOLVED

That the minutes of the Lincolnshire Schools' Forum meeting held on 24 June 2021 be agreed and signed by the Chairman as a correct record.

17 CHAIRMAN'S ANNOUNCEMENTS

The Chairman, advised that recent elections had seen the return of Michele Anderson and himself back to the Forum.

The Chairman also welcomed to the Forum Andy Watts (Union Representative) and Peter Tomlinson (Faith Representative) to their first Lincolnshire Schools' Forum meeting.

The Chairman extended thanks to outgoing members: Martin Kyle, Helen Stokes and Paul Thompson for all their contributions to the Forum.

It was noted that a further election would be held towards the end of October, start of November to recruit to the current vacancies.

18 SCHOOLS FORUM SELF-ASSESSMENT TOOLKIT

The Chairman invited Mark Popplewell, Head of Finance - Children's Services to present the report, which was detailed on pages 19 to 22 of the report pack.

The Forum were reminded that at the 24 June 2021 meeting, consideration had been given to the revised constitution and membership of the Forum, which was subsequently formally approved by the Executive Councillor Children's Services Community Safety and Procurement on 10 September 2021.

Minute number 7(2) from the 24 June 2021 meeting requested that the Department for Education documents on powers and responsibilities should be circulated to all members of the Forum, which was done following the meeting; and that further consideration should be given by the Forum to the self-assessment checklist.

It was reported that officers had consulted the Chairman on the questions and answers as detailed on pages 19 to 22 of the report pack.

Overall, it was felt that the Forum was running in accordance with the guidance and expectations as set out by the Department for Education. Members' attention was drawn to question 11, which made reference to the availability of an induction pack or training programme for new members. The Forum was advised that an induction pack was in place, but that training for new and existing members was something that had been in place previously, but had been identified by the toolkit, as an area that needed to be updated further. Reassurance was given this this piece of work would be taken forward in the new year, so that new members and existing members who felt they needed to up skill or required refresher training had the opportunity to access the necessary training.

The Forum was asked to consider and comment on the checklist document presented. It was suggested the roles and responsibilities document should be circulated annually to members, to act as an aide memoir as to the roles and responsibilities of the Forum. The Forum were reminded that the Constitution and membership was scheduled to be reviewed annually (at the June meeting), and that the circulation of the roles and responsibility document could be done as part of that process.

RESOLVED

That the schools forum self-assessment checklist presented; and the comments raised be received and noted.

19 NATIONAL FUNDING FORMULA FOR SCHOOLS - UPDATE FOR 2022/2023

The Chairman invited Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team to present the item, which provided a summary of the updates from the Department for Education (DfE) relating to the national funding formula for schools, central schools services, high needs and early years for 2022/23.

The Forum noted that 2022/23 was the final year of the £14bn investment in primary and secondary education announced by the government in 2019. It was noted further that at the moment, the local authority was the decision-maker on the funding formula within the DfE funding framework and that the local authority had replicated the formula since its introduction in 2019/19. However, in 2021/22, although the local authority was able to replicate the formula in terms of monetary value, Lincolnshire had to set the minimum funding guarantee at half of a percent due to the increase in free school meals, as a result of the pandemic, in order to ensure the formula was affordable.

It was reported that in July 2021, the DfE had announced their funding intentions for 2022/23. It was highlighted that the dedicated schools grant would continue to consist of four blocks which were the schools block; central schools services block; high needs block; and the early years block. Details of the provisional allocation for 2022/23 were detailed on page 24 of the report pack.

The Forum was advised that the schools block was calculated by aggregating schools' national allocations under the national funding formula with a separate rate for primary and secondary for each local authority. The report highlighted (at the top of page 25) that Lincolnshire's position had continued to improve but was still below the national average.

It was noted that changes to the formula within the schools block were detailed on pages 25 and 26 of the report pack. Some changes highlighted included that the key formula factors would be increased by 3%, the free schools meals would be increasing by 2%; the minimum per pupil funding levels would increase to £4,265 for primary schools and £5,525 for secondary schools; that every school would attract an increase in their pupil led funding of at least 2%, that the local authority would continue to set the minimum funding guarantee between 0.5% and 2%, the rate would be subject to affordability; that following the rates

consultation the methodology for paying rates bills would be changing for all schools and academies; that further financial support would be provided to small and rural schools through an increase to the monetary value of the Sparsity Factor; that free school meals funding would be based on the October census rather than the preceding January (Appendix A to the report provided funding comparison information relating to the national funding formula factors from 2021/22 to 2022/23); and that for 2022/23, as there were minimal changes to the formula, and the Forum had agreed in the past to replicate the NFF, if the local authority was able to replicate the funding formula in full with no funding issues, there would not be a requirement to consult.

For the central school services block the Forum noted that funding would continue for the two elements: on-going responsibilities and historic commitments. Further details of the on-going rates were showed on page 27 of the report which included a further reduction in the historical element of the funding by a further 20%..

It was highlighted that within the high needs block, the provisional allocation for 2022/23 had increased by £7.630m to £110.294m. This increased funding was welcomed by the local authority, however, budget setting and detailed trajectory work was still needed to be undertaken in the autumn to substantiate the requirements of the high needs spending, as there continued to be concerns regarding long-term affordability of the high needs block.

It was noted that information regarding the early years block was expected in the autumn; and that updates to nursery schools funding had still not been published by the DfE.

The Forum noted further that the pupil premium would continue for 2022/23, however, rates were still to be confirmed.

In conclusion, the Forum was advised that the funding announcements were positive news for Lincolnshire schools for 2022/23. Page 29 of the report provided the Forum with details of the next steps, which included that the local authority was still awaiting receipt of the modelling tool to allow officers to undertake financial modelling and to fully understand the impact of the funding announcements as detailed in the report presented. It was highlighted that the local authority had also provided a response to the DfE's initial consultation on the next stage of reforming the formula, the DfE direction of travel was to remove local decision-making powers, however, the local authority was not in favour of such a move due to the vital role local authorities make in the setting of the formula to meet local needs.

The Chairman extended thanks on behalf of the Forum to the Strategic Finance Manager, Schools Finance Team for her presentation.

RESOLVED

That the National Funding Formula for Schools – Update 2022/2023 report as presented, be noted.

20 DE-DELEGATION OF MAINTAINED PRIMARY SCHOOL BUDGETS 2022/23 AND 2023/24

The Forum considered a report, which sought approval from the maintained primary school representatives of the Forum to the local authority's proposals for the de-delegations of certain budgets in 2022/23 and 2023/24.

The Chairman invited Mark Popplewell, Head of Finance - Children's Services to present the item to the Forum.

The Forum noted that the government's decision to implement the national funding formula still allowed for de-delegation arrangements for maintained schools to continue.

Details of the de-delegations for the previous financial year 2020/21 were showed on page 34 of the report pack.

The Forum noted further that the de-delegation budgets for 2021/22 had been agreed by the maintained primary school representatives at the Schools Forum meeting held in October 2020. Details of the final per pupil rates using the October 2020 census were set out on the top of page 35; and information regarding the current services provided was set out in Appendix 1 to the report.

The Forum noted that the primary maintained schools 'Contingency termed' budgets were demand-led in nature and required a degree of prudence, and therefore the local authority proposed to retain a £0.300m provision within the available cumulative underspend. This provision would ensure certainty in de-delegation amounts for primary maintained schools where unexpected costs arose due to the delivery of services, i.e., an increased demand from primary maintained schools.

It was highlighted that Lincolnshire's children had performed less well than most of their peers nationally and statistical neighbours and that early intervention was necessary to ensure the on-going development of young children as they moved through their school career. The Forum noted that the local authority proposed to deliver a two-year programme to increase pupils' fluency in reading by Year 2 and then working towards providing a sustainable model to ensure the on-going development of this approach in Lincolnshire. It was noted further that the remaining reserves would be earmarked for this project (£0.31m) It was reported that this initiative was seen as being of benefit to all primary schools across Lincolnshire, and that stand-alone primary academies and those within multi-academy trusts would be encouraged to purchase this programme from the selected provider.

Page 37 of the report provided details of the per pupil rates for 2022/23.

These were as follows:-

Contingency	£29.93 per pupil
Ethnic Minority and Traveller Education Team	£6.97 per pupil

This would finance:

Termination of employment costs	£0.213m
Interim headteachers	£0.218m
Primary maintained Intervention Funding	£0.263m
Intervention Locality Lead	£0.090m
 Ethnic Minority and Traveller Education Team	 £0.186m

It was highlighted that the charges for 2023/24 (in principle) would continue to be at the baseline amounts per pupil for the de-delegation budget.

The maintained school representatives on the Forum were asked if they agreed to the proposal for the use of de-delegation reserves; and for the delegation of the budgets for the period 2022/23 and 2023/24 (in principle) as detailed on page 37 of the report. It was noted that through the identified funding, the local authority was proposing to appoint one additional school improvement professional to deliver school improvement expertise on the ground.

During discussion, the following comments were raised:

- The potential of the national funding formula not allowing for de-delegation, or not as much de-delegation in the future and the implications arising from it and whether there was evidence that the hybrid model would work. Confirmation was given that the future of the national funding formula was contained within the consultation and that there was no timescale set as to when the national funding formula would move to the hard formula; but it was clearly the direction of travel from central government. Reassurance was given that there would be the opportunity for the local authority to put their views in going forward and that localism was something that had been included in the consultation response to ensure these types of arrangements could continue. It was hoped that the government would see the importance of de-delegations, in helping maintained schools to recover, should the need arise;
- Some concern was expressed to the earlier fact that primary schools had performed less well; and whether this related to all primary schools; and what plans were in place to resolve the situation. Confirmation was given that from the data, the poor performance related to all schools. It was however highlighted that the data referred to was two-year-old data, however, it had provided an indication of the position that schools were in. To address the declining position the local authority planned to support schools better to improve, particularly the maintained schools sector. It was highlighted that evidence had shown that where schools had received help, they had improved. It was noted that closer working with schools had already commenced;
- One member enquired as to where evidential findings had seen the most impact. The Forum was advised that the local authority did not have any direct evidence from academies; however, there were outcomes for academies and the outcomes from

Ofsted inspections for academies. The Forum also noted that the local authority worked very closely with Chief Executive Officers of academies and any concerns about an academy within a trust would be shared. Also, the local authority worked with the (DfE) relating to any concerns with academies. It was confirmed that there was no analysis data. The Forum noted that schools that received support and were involved in projects tended to improve their outcomes; and that was why the proposal was to look at working with all schools going forward.

RESOLVED

1. That the proposals for the use of de-delegation reserves be agreed.
2. That the de-delegation of the budgets for the period 2022/23 and 2023/24 (in principle), as set out above be agreed.

21 REVISED SCHOOLS BUDGETS 2021/22

The Chairman invited Mark Popplewell, Head of Finance – Children's Services, to present the item which advised the Forum of the revised Schools Budget for 2021/22 and sought support for the proposed use of the cumulative underspending from 2020/21.

The Forum were reminded that the Dedicated Schools Grant (DSG) was a ring-fenced grant that could only be spent for the purposes as outlined in the Department for Education Schools and Early Years Finance (England) Regulations.

It was highlighted that a revision to the Schools Budget was necessary each year to reflect the under or overspending arising on the DSG in the previous financial year and adjustment to the DSG once the Early Years figures had been confirmed. The Forum was advised that under the DfE regulations, underspends were carried forward automatically to the following financial year, and that the local authority had to consult with the Schools Forum over its plans to utilise underspends, or address overspendings.

Page 50 provided details of the carry forward for 2020/21. The Forum noted that the cumulative underspend carried forward as of March 2021 was £10.542m. The uncommitted sum of the underspend was £4.573m which represented 0.71% of Lincolnshire's 2021/22 overall DSG (£646.900m). This reflected the net overspends of £1.142m on budgets in 2020/21 held centrally within the DSG. Details of which were shown in Appendix A to the report. The Forum considered Appendix A, which outlined the financial year variances.

The Forum was advised that a thorough review of existing commitments had taken place, and that prudent financial estimates had been made. Details of the existing commitments were shown in Appendix B to the report, which totalled £5.969m. The Forum gave consideration to Appendix B.

Details relating to the proposal for use of the uncommitted sum of £4.573m were shown on pages 50 to 52 of the report and these were considered by the Forum.

In conclusion, the Forum was advised that an increasing number of local authorities continued to incur deficits on their overall DSG account, largely because of overspends on their High Needs blocks. It was highlighted that Lincolnshire was not in that position, as it had available reserves. However, the local authority could not be complacent, and that in setting prudent arrangements and supporting transformational activity were seen as important measures to securing a financially sustainable DSG.

The Forum were invited to note the report and to support the local authority's proposed use of the uncommitted sum, as outlined in section five of the report.

During consideration of the report, the Forum raised the following comments:-

- Thanks were expressed for an excellent report;
- Some concern was expressed regarding the costs of out of county placements. The Forum was advised that the purpose of the special school's strategy was to create more places for children with special needs. However, because of the needs and complexities of some children and young people, some outside placements would still be required. The Forum noted the budget figures for the cost of out of county placements could be made available to the Forum after the meeting;
- The Alternative Provision place funding underspend. The Forum was advised that the initial arrangement was for two years; and that a base budget had been created to meet this ongoing cost. The Forum noted that work was also being undertaken with regard to dual and single registration and how that data was being captured for funding purposes; and
- The pressures faced by special schools and alternative provision and whether these settings would be guaranteed a positive minimum funding guarantee, or would they remain at a standstill position. The Forum was advised that this would be included in budget work being undertaken during the autumn. It was highlighted that the intention was to try and support those special schools and alternative provision settings with the increasing costs they are facing.

RESOLVED

1. That the revised Schools Budgets 2021/22 Report be noted.
2. That support be given to the Local Authority's proposed use of the uncommitted sum, as outlined in section 5 of the report presented.

22 ACADEMIES AND TRUST UPDATE

The Forum received an update from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, on the latest number of academies and pupils in academies, and academy trusts.

Since the last report (1 June 2021) Horncastle Primary School had joined Wellspring Academy Trust and Gedney Church End Primary Academy and Lutton St Nicholas Academy had joined Keystone Academy Trust as converter academies on 1 September 2021. Therefore, on known information 30,358 (53.1%) FTE primary pupils were now educated in non-maintained schools.

It was noted that overall, currently 51.8% FTE (77,547) pupils were now educated in non-maintained schools.

Page 63 of the report provided details as to the number of academy trusts that currently had the greatest number of academies and free schools in Lincolnshire. It was highlighted that there were 35 active multi-academy trusts operating within Lincolnshire and a total of 148 Lincolnshire academies that were members of multi-academy trusts.

Further information relating to the largest trusts nationally that operating in Lincolnshire was shown at the bottom of page 63 of the report.

RESOLVED

That the Academies and Trust Update report presented be noted.

23 LINCOLNSHIRE SCHOOLS' FORUM - WORK PROGRAMME

The Chairman invited the Forum to comment on the work programme presented.

From previous discussions, it was noted that there would be an update of the Sector Led Approach; and Broadband.

RESOLVED

That the Work Programme presented be received.

24 FUTURE MEETING DATES

The Forum was asked to consider the future meeting dates as detailed on the agenda page.

It was highlighted that the June date clashed with one of the Lincolnshire Show dates, Officers agreed to look at an alternative date.

RESOLVED

That the following future meeting dates be agreed and that an alternative date be found for the June meeting date.

Thursday 20 January 2022 at 1.00pm;
Thursday 21 April 2022 at 1.00pm; and

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LINCOLNSHIRE SCHOOLS' FORUM

7 OCTOBER 2021

Thursday 6 October 2022 at 1.00pm.

The meeting closed at 2.18 pm



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	School Funding Arrangements 2022/23

Summary:

The purpose of this report is to brief the Schools' Forum on the school funding arrangements for 2022/23.

Recommendation(s):

The Schools' Forum is asked to:

- (1) Note the contents of the report, and
- (2) agree the Local Authority's (LA) proposals relating to a number of centrally held budgets.

The views of the Schools' Forum relating to the proposed schools funding arrangements for 2022/23 will be reported to Children's Services Directorate Leadership Team and Executive Councillor for Children's Services, for final consideration.

Background

The Government first introduced the national funding formula (NFF) in 2018/19 for mainstream schools and its purpose is to create consistency in funding across all schools nationally ensuring a fairer settlement for each school. Since its introduction, Local Authorities (LAs) have continued to be responsible for agreeing and calculating schools funding allocations however, LAs were strongly encouraged to move to the NFF arrangements so that schools' allocations were on a sensible trajectory towards the 'hard' formula, subject to floors and ceilings due to a re-distribution of funding nationally.

In 2020/21, the Government made available sufficient funding to LAs to replicate the NFF so that all schools would attract at least their full allocations under the formula. Only 73 out of 150 LAs have however mirrored the NFF in 2021/22. Lincolnshire is one of those

LAs. Since the introduction of the NFF in 2018/19, Lincolnshire has replicated the Government's NFF due to the increased per pupil funding levels that has been received. It currently remains the LA decision on setting its schools funding formula within the DfE's funding framework.

In 201/22, Lincolnshire continues to replicate the monetary values of the NFF factors, however due to the significant increase in Free School Meals (FSMs) recorded on the October 2020 census resulting from the pandemic, of which LAs were expected to finance this increase through its Schools block allocation, the Minimum Funding Guarantee (MFG) had to be applied at +0.5% (within the MFG range) to support the formula being affordable. This decision was made by the Executive Councillor on the 20 January 2021.

School funding announcements

On 19 July 2021, the Government announced its funding intentions for 2022/23 including the publication of the Schools Revenue Funding 2022/23 Operational Guidance and the provisional Dedicated Schools Grant (DSG) allocations for 2022/23. 2022/23 is the final year of the three-year funding package for schools (aged 5 to 16), which included a £7.1bn funding increase compared to 2019/20 levels, or a £2.6bn increase from 2021/22. A report presented to the Schools Forum in October 2021 detailed the amendments to schools funding arrangements for 2022/23 (see agenda item 6 of the October 2021 Schools Forum).

An updated version of the government's schools NFF funding intentions and DSG settlement were released on 16 December 2021, and as expected there were minimal changes to the version published in July. The DSG settlement included updated datasets.

The Government has however announced as part of the spending review that additional funding to the DSG allocations will be made out to the schools sector to support with unforeseen costs, such as the Health and Social Care Levy. Nationally, mainstream schools will receive an additional grant in 2022/23 worth £1.2bn, and £325m will be made available to LAs to support high needs spending. More information is included within the Supplementary Funding section of the report.

2022/23 Dedicated Schools Grant allocations

The DSG remains a ring-fenced grant that can only be used in accordance with the School's and Early Years Finance (England) Regulations.

The DSG will continue to comprise of four blocks – Schools block, Central School Services Block (CSSB), High Needs block and Early Years block, each of these blocks continue to be determined by a separate national funding formula.

The Schools block continues to be ring-fenced. LAs are able to transfer up to 0.5% of their Schools block to an alternative block with the agreement of their Schools Forum following consultation with all schools and academies.

The DSG allocations announced by the DfE on 16 December 2021 are set out below:

Table 1: Lincolnshire's 2022/23 DSG allocations:

Block	Lincolnshire (£m)
Schools Block	518.089 ¹
Central School Services Block	4.950 ²
Early Years block	40.976 ³
High Needs block	111.161 ⁴
Total	675.176

Overall Assessment

Lincolnshire's overall funding levels across the four blocks have increased in 2022/23.

The Schools block is allocated to LAs to fund schools delegated budgets. The key NFF Schools block funding updates include: the increase in pupil-led formula factor values by 3%; each school receiving 2% more for pupil-led factors compared to 2021/22; an increase in the minimum per pupil formula factor and an increase in the sparsity factor of up to £10,000.

The High Needs block has seen an increase due to the funding floor being set at +8.0% compared to the prior year's funding levels.

The initial DSG allocation for 2022/23 compared to 2021/22 has seen an increase of c.4.50% (£646.119m in 2021/22⁵).

Schools block

LA Schools block allocations are calculated by aggregating schools' notional allocations under the NFF. Schools block allocations are expressed as separate per pupil primary and secondary rate for each LA. Both the primary and secondary ranked positions for Lincolnshire have improved from a national context (out of 150 LAs) for 2022/23. Although the rates have increased, they are however still below the England national average, as a result of the indices being used:

¹ This includes Growth and Premises funding of £9.507m. Within this budget there is £4.837m of non-domestic rates funding that the LA expects to be recouped from the LA due to the changes in the funding of non-domestic rates from 2022/23.

² This includes £3.527m for the LAs ongoing responsibilities for school central services and £1.423m funding for historic commitments.

³ This includes indicative allocations of £24.429m for 3 & 4 year old funding (up to 15 hours); £10.741m for additional 15 hours entitlement for eligible working parents of 3 & 4 year olds; £4.616m for disadvantaged 2 year old funding; £0.537m for early years pupil premium funding; £0.237m of disability access funding and £0.416m supplementary funding for maintained nursery schools.

⁴ This includes the actual High Needs allocation through national funding formula £98.978m; basic entitlement £10.755m, the provisional import / export adjustment of -£1.269m and Hospital education and AP teachers' pay grant and teachers' pension employer contribution grant of £2.697m.

⁵ The final 2021/22 DSG allocation.

2021/22	Lincolnshire's Unit of Funding	England National Average	Difference	Rank
Primary	£4,570	£4,665	-£95	81
Secondary	£5,724	£6,046	-£322	50
2022/23				
Primary	£4,735	£4,786	-£51	96
Secondary	£5,899	£6,213	-£314	54
Difference				
Primary	£165	£121	£44	15
Secondary	£175	£167	£8	4

The Schools block will also include funding for premises factors (e.g. PFI and split-site). The starting position for this is based on prior year spend. Following a consultation on the methodology of paying rates bills, the process will change for 2022/23. Rates will be paid by the Education and Skills Funding Agency (ESFA) directly to billing authorities on behalf of all maintained schools and academies. Officers are awaiting further guidance regarding how schools and academies should treat this cost in their financial accounts.

LAs will receive growth funding via a formulaic method based on the actual growth in pupil numbers experienced from the October 2021 census and the prior year census. The allocation will however not take into account any known growth in pupil numbers expected in 2022/23.

The funding that LAs receive for growth is to cover two elements of funding:

- Explicit growth – funding that LAs allocate through their growth fund.
- Implicit growth – LAs adjust the pupil count used to allocate funding in the Authority Proforma Tool (APT) when determining school budgets. This will reflect only significant increases in pupil numbers.

Lincolnshire has schools reorganisation policies to allocate funding to both the primary and secondary sector, copies of these policies were presented to the Schools Forum in January 2019 as part of the School Funding Arrangements 2019/20 paper. The policies are important in order to ensure the LA can fulfil its strategic and statutory responsibilities to provide sufficient school places for pupils in Lincolnshire.

Central school services block (CSSB)

The LA is allocated funding via the CSSB for central services provided to schools to reflect the ongoing LA role in education.

Funding will continue to cover two distinct elements which are treated separately within the formula:

- Ongoing responsibilities: distributes funding to LAs using a simple formula which distributes 90% of funding according to a per-pupil factor and 10% of funding according to a deprivation factor. The funding supports: admissions service; servicing the Schools Forum; nationally agreed schools copyright licences, and Education Service Grant retained duties for all schools. The DfE has continued to fund in the CSSB the cost of centrally employed teachers' employer pension

increases. Lincolnshire's CSSB 2022/23 allocation is £3.526m for ongoing responsibilities, which is comparable to 2021/22.

- Historic commitments: as previously detailed, the historic commitments category of funding will continue to reduce in line with ESFA expectations that contracts are starting to have reached their natural conclusion. The ESFA confirmed a further 20% reduction compared to the 2021/22 baselines, which will result in a reduction of £0.356m for the LA in 2022/23. This will be a challenge for LAs to ensure a sustainable outcome is achieved for the remaining long-term contract in place, namely PFI school buildings. It is forecast that the 2022/23 funding levels will be sufficient to meet next year's historic commitments.

High Needs block

The basic structure of the High Needs national funding formula for 2022/23 is not changing.

The formula is made up of:

- Basic Entitlement: to provide a per pupil amount of £4,660 for all pupils in special schools taken from the school census data collection in the October prior to the year for which allocations are made.
- Historic funding: to allocate 50% of the 2017/18 actual spend following a recent consultation exercise rather than 2017/18 planned spend.
- Proxy factors: the remaining high needs funding uses a selection of proxy factors, such as population, low prior attainment, deprivation factors etc.

The Government is continually moving to a basis for distributing funding to LAs for children and young people with high needs, taking into account an up-to-date assessment of the level of need in each area as opposed to funding on the basis of historic spending. LAs will be protected under the formula by seeing a minimum increase of 8% per head in 2022/23 compared to their 2021/22 funding baseline level⁶. The High Needs block allocation is £111.161m for 2022/23, which is a rise in funding of £8.497m from the prior year. Lincolnshire will receive protection monies of £8.807m within its High Needs block allocation. LAs are still however waiting for the outcomes of the DfE 2019 SEN review and Call for Evidence exercise, which are fundamental to securing a long-term financial plan for high needs.

There are a number of budgets within the High Needs block that are large, demand-led, and can be difficult to estimate (e.g. SEND related budgets, including out of county placements, top up funding for Education, Health and Care (EHC) plans for mainstream schools, special school placements, and meeting the education needs for pupils through alternative provision arrangements). There continues to be a growing trend nationally, and this is being seen in Lincolnshire, with more young people requiring specialist support which is having a material financial impact on the High Needs block. This remains a significant financial risk, particularly at a time of growing demands. Like many LAs,

⁶ The baseline used for the funding floor and gains calculation in 2021/22 is an LA's actual high needs allocations in 2021/22 less the Basic Entitlement of Funding and import / export adjustments.

Lincolnshire faces a significant challenge in establishing a sustainable High Needs block budget going forward.

Transformational work commenced in 2019 to consider the way partners across Lincolnshire work together to support children and young people with SEND. Key activities to support this strategy include SEND Advice line (SALL); rollout of the Valuing SEND; revised graduated approach guidance; strengthening the Local Offer; a new performance framework, to name a few. This transformational work is starting to have an impact and is intended to secure further improved outcomes for young people with SEND through a truly integrated approach, whilst also securing an offer for Lincolnshire that is more financially sustainable within its central Government allocation. The Building Communities of Specialist Provision Strategy is also part of the work to secure improved value for money.

Lincolnshire's special schools funding formula is currently being reviewed and refined as a matter of best practice for 2022/23. Engagement with the sector and a sector working group have been undertaken during 2021. The current funding formula is robust and is underpinned by key cost drivers and their costs based on theoretical school models. The formula has been as a result of extensive consultation with special school leaders and other parties over the years. The last significant change to the formula was made in 2018/19. The underlying principles and formula factors will remain in place for 2022/23 but the formula will respond to the inflationary cost rises facing the sector, and refinements to the formula to maintain fairness in its distribution to reflect current needs and practices, which will support the ambitions of the sector. Alternative Provision and Hospital Schools that are funded on the basis of the special schools formula will also be considered in this process. The funding requirements will be considered in the context of overall high needs spending priorities.

Other areas of high needs funding are being kept under review to ensure appropriate delegations are made.

Early years block

The Government implemented the early years national funding formula in 2017/18. Lincolnshire continues to be funded on the 'minimum funding rate' which has increased in 2022/23 to £4.61 per hour. LAs are required to have a universal rate for all providers of early years entitlement, and a mandatory deprivation supplement.

The Early Years block covers the 15 hours 3 & 4 year old free entitlement; the additional hours for working families up to 30 hours; disability access fund, early years pupil premium, and disadvantaged 2 year old funding.

As part of the 2021 Spending Review the Government confirmed the continuation of maintained nursery schools supplementary funding throughout the Spending Review period, giving the sector a level of certainty over the medium-term. For 2022/23, the Government will financially support an increase in funding for the maintained nursery schools. This is an important step forward for maintained nursery schools and is the first

year of increased hourly rate funding since 2016/17. The LA will work with the ESFA and the sector to agree its base funding levels for 2022/23.

The Schools Forum paper on the Early Years National Funding Formula paper sets out the funding proposals for 2022/23.

Pupil Premium announcement

Pupil Premium will continue in the 2022/23 financial year. Funding for 2022/23 will increase in line with the latest inflation forecasts:

1. £1,385 per primary pupil who is currently eligible for free school meals (FSM) or have been eligible for FSM in the past 6 years (except where the pupil is allocated the LAC or post-LAC premium).
2. £985 per secondary pupil who is currently eligible for free school meals (FSM) or have been eligible for FSM in the past 6 years (except where the pupil is allocated the LAC or post-LAC premium).
3. £2,410 for Looked-after Children. Eligibility criteria includes those pupils who are in the care of, or provided with accommodation by, an English LA defined in the Children's Act 1989, or; have left care under a special guardianship order, a residency order, a child arrangement order, or because of adoption.
4. £320 per pupil for Service Premium. Eligibility criteria includes one parent serving in the regular armed forces.
5. £0.60 per hour early years pupil premium for each eligible three and four year old up to the full 570 hours of free education entitlement.

The October census will continue to be used as the point upon which the allocations are based.

Universal Infant Free School Meals

The grant for universal infant free school meals (UIFSM) funds a meal rate of £2.34 for the 2021/22 academic year. Rates for 2022/23 academic year have not yet been published.

Supplementary Funding

The Autumn 2021 spending review confirmed schools supplementary grant funding for 2022/23. In addition to the DSG, nationally mainstream schools will receive an additional grant in 2022/23 worth £1.2bn. The grant is being provided in respect of the Health and Social Care Levy, however primary and secondary schools can use the grant towards other cost pressures. Schools will have flexibility to prioritise the spending of this grant to best support the needs of their pupils and staff.

The grant will continue in each year of the spending review period, although it is categorised as a separate grant for 2022/23. The ESFA have indicated they intend to incorporate the funding into schools core funding from 2023/24 where possible, for primary and secondary schools this will mean incorporating into the NFF for 2023/24.

The base funding rates for 5-16 schools will be:

- Basic per-pupil rate of £97 for primary pupils

- Basic per-pupil rate of £137 for key stage 3 pupils
- Basic per-pupil rate of £155 for key stage 4 pupils
- Lump sum of £3,680 per school
- FSM6 per-pupil rate of £85 per eligible primary pupil
- FSM6 per-pupil rate of £124 per eligible secondary pupil

The base per-student funding rate for 16-19 provision in schools, including 16 to 19 schools and academies, will be £35 per student.

The base per-pupil funding rate for early years provision in schools, and for maintained nursery schools, will be £24 per pupil.

School-level allocations and the conditions of the grant will be published in Spring 2022, for Lincolnshire this will be £15m.

An additional allocation on top of the published DSG High Needs block allocation has also been announced to support additional costs LAs and schools will face in the coming year, which were not foreseen in the original High Needs block publication, including the Health and Social Care Levy. Of the overall national distribution of £325m, Lincolnshire will receive £4.082m in 2022/23. At the time of writing the report, officers are currently considering the position. Engagement with the sector will take place to ensure unforeseen cost pressures are supported including using objective mechanisms for allocating funding.

The schools supplementary grant will only be payable to public sector employers. This means that further education colleges, sixth form colleges, independent learning providers, as well as private and voluntary sector early years providers will not be eligible to receive this funding.

DSG School Budgets 2022/23

The LAs proposals are to continue adopting the NFF in 2022/23 (subject to affordability) by adopting the following:

- Key formula factors will increase by 3% in monetary value.
- A positive minimum funding guarantee of +2.0% per pupil protection (subject to affordability). The MFG range is between +0.5% and +2.0% per pupil in 2022/23
- No gains ceiling cap (subject to affordability).
- The minimum per pupil funding levels will be set at £4,265 for primary schools and £5,525 for secondary schools.
- Adoption of the increase in Sparsity Funding to a maximum of £10,000 per school.
- Adoption of the new methodology of the payment of non-domestic rates bills. Officers are awaiting further guidance regarding how schools and academies should treat this cost in their financial accounts under the new payment methodology.

Appendix A provides a funding comparison of the NFF factors from 2021/22 to 2022/23.

The fundamental principles of the NFF are not changing for 2022/23. The formula refinements from the DfE are recognising inflationary rises (namely, key formula factors in the NFF will increase by c.3%), and changing of the sparsity measure to road distance, an increased maximum funding allocation and tapering methodology. These sparsity changes better reflect sparsity challenges and are seen as positive steps to better reflect costs that will be incurred by schools. This is an important step forward for Lincolnshire's small and rural schools.

The sector and Schools Forum have previously supported the decision for Lincolnshire to replicate the NFF due to the increased per pupil funding levels being seen in all mainstream schools. The LA still does however consider local flexibility and decision-making powers important to best respond to local needs and demands on a timely basis within reasonable DfE parameters.

In accordance with the 20 January 2021 Executive Councillor decision, and sector support through the consultation exercise to continue replicating the NFF, the LA plans to replicate the NFF in 2022/23, which will include the modest changes identified above. This will of course be subject to affordability of the Schools block, due to the government's application of lagged funding arrangement for LA Schools block funding.

The latest October schools census information for determining schools budgets was shared with the LA Finance department in late December. The LA are working on completing the Authority Proforma Tool (APT) to determine schools budgets and the assessment of affordability, before submitting to the ESFA for compliance by 21 January 2022. This therefore left limited time for engagement with the sector on the impact of specific measures to address affordability, if necessary. Schools responses have previously been mixed on affordability matters, however MFG; considering other DSG budget in the Schools block and Central Schools Services block, and the ceilings cap have been the preferred solutions. The latter being what the DfE used to introduce the NFF in 2018/19. The LA would favour adopting the same approach and principles, if affordability issues arose for 2022/23. At the time of writing the report, officers were still working on completing the APT and therefore cannot confirm the affordability position. The affordability position will be shared with the Schools' Forum on the 20 January 2022 meeting including the mitigating measures to address this and the schools impact, if applicable.

DSG Central Budgets 2022/23

As stated in previous years, it is important that the LA takes a prudent approach to the setting of central budgets within the DSG. Following the £0.719m Early Years clawback mechanism for 2020/21 reflecting the January 2021 data, the net overspend on the DSG for 2020/21 increased to £1.861m. It is important to note the following:

1. Since the 2013/14 school funding reforms, the LA has been able to retain far fewer budgets centrally, and so there will inevitably be lower levels of underspendings in future years and therefore less capacity to respond to any significant emerging issues.

2. LAs limitations in movement of funding between blocks to respond to arising cost pressures.
3. There are a number of budgets that are difficult to estimate and control (e.g. SEN related budgets, including out of county placements, top up funding for Education Health Care plans for mainstream pupils, special school pupil placements, and meeting the education needs for pupils through alternative provision placements).
4. There continues to be a significant growth in the demands for more specialist support for young people, which is having a material financial impact on those centrally held budgets of the High Needs block. Although the government has responded to the financial demands placed upon the High Needs block in 2022/23, financial sustainability in the medium term is unclear.
5. The government has consulted on amendments to the conditions of the DSG for LAs to carry forward the whole of overspends to the schools budget in future years to address. Therefore, overspends need to be managed within the overall DSG.

DSG Deficits and DSG Management Plans

Where a LA has a substantial in-year overspend or cumulative DSG deficit balance at the end of the financial year, a LA management plan should bring the overall DSG account into balance within a timely period. The ESFA has published a deficit recovery plan format for applicable LAs to complete. The report must be discussed with Schools Forum and signed by the Chief Finance Officer.

It has previously been reported to the Forum that an increasing number of LAs are incurring a deficit on their overall DSG, largely due to overspends on their High Needs block. Some of these DSG deficit balances are material in value. The ESFA has agreed financial support to selected LAs that have the highest DSG deficits. Under these agreements, those councils are expected to agree to a plan of action to make them more sustainable in the long-term and stop deficits growing.

Budget Setting Review

The LA has conducted its annual review of the DSG central budgets, although further refinement continues to take place. The area of refinement is focused on those demand-led budgets within the High Needs block, which includes analysis of activity data and trajectory planning. The affordability position for all the blocks of the DSG will be finalised over the coming weeks. The LA does not seek to make a Schools block transfer to the High Needs block in 2022/23.

The DfE regulations contain a number of provisions in relation to the setting of central budgets within the DSG:

1. The High Needs block and central licences negotiated by the Secretary of State can be retained by the LA before allocating the DSG to school budgets. Schools Forum approval is not required.
2. Funding for significant pre-16 growth to meet basic need can be retained centrally with the agreement of the Schools Forum.
3. Budgets for admissions and servicing of the Schools Forum can be retained. The Schools Forum is required to confirm the amount for each budget line.

In light of these regulations, Tables 2 to 4 below set out the budgets requiring Schools Forum approval.

Table 2: Budgets requiring Schools Forum decisions – Schools Block:

Budget	Key points	Proposed budget 2022/23 £
	<i>Under DfE regulations, the following budgets can be set at any monetary value.</i>	
Funding for significant pre-16 growth	<ul style="list-style-type: none"> The budget is essential so that the LA can fulfil its strategic and statutory responsibilities to provide sufficient school places for pupils in Lincolnshire. Schools will not receive funding through this budget in instances where schools simply have the opportunity to offer more places above their PAN. It must be commissioned and supported by the LA. This budget is to fund both explicit and implicit growth (as detailed above). Implicit growth funding is allocated through the LAs Authority Proforma Tool. Lincolnshire has a Schools Re-organisational Policy to allocate funding to both the primary and secondary sector. Funding will be allocated in accordance with these policies. This is when, as part of its strategic planning of places, the LA needs to ask a school to take in additional pupils above its planned admission number (PAN) temporarily or permanently. It will continue to be the case that funding could be allocated to maintained schools or academies. DSG funding for increases to pupil numbers is lagged for LAs until the following financial year, therefore earmarked funding is required to meet this obligation. At the time of writing this report, work is underway in calculating and validating growth allocations to individual schools. The LA has therefore set the budget as per the funding received within the DSG until the position is clear. 	£3.480m

Table 3: Budgets requiring Schools Forum decisions – CSSB ongoing commitments:

Budget	Key points	Proposed budget 2022/23 £
	<i>Under DfE regulations, the following budgets can be set at any monetary value.</i>	
Admissions	<ul style="list-style-type: none"> The LA has a statutory duty to operate the admissions arrangements in county schools. Without this budget, the LA would be unable to fulfil its statutory duties. 	£0.646m
SACRE	<ul style="list-style-type: none"> Expenditure in connection with the LAs functions in relation to the standing advisory council on religious education constituted by the authority under section 390 of the 1996 Act(b). 	£0.030m
LA Retained Duties for all schools	<ul style="list-style-type: none"> This relates to the statutory responsibilities LA's hold for all schools. The retained duties rate includes: Statutory & Regulatory Duties: revenue budget preparation, preparation of income & expenditure relating to education; authorisation and monitoring of expenditure not met by the schools budget shares; formulation and review of LA schools funding formula; director of children's services duties relating to schools, planning for the education services as a whole, to name the key duties. Education Welfare: functions in relation to the exclusion of pupils from schools, and school attendance. Asset Management: management of the LA's capital programme; review of an asset management plan, including private finance transactions, and, general landlord duties for all buildings owned by the LA, including those leased to academies. The government transferred £117m for ESG retained duties into the DSG Schools block in 2017/18. Lincolnshire's share was £1.530m, which is now included within the CSSB. 	£1.530m
Servicing of the Schools Forum	<ul style="list-style-type: none"> Historically, the cost has been very modest. Without this budget, the Schools Forum would find it difficult to operate effectively. It is proposed that the same budget is set for 	£0.020m

	2022/23 as set for 2021/22.	
Centrally employed teachers' employer pension contributions	<ul style="list-style-type: none"> The DfE included funding into the CSSB to fund the increase in the employer contribution rate of teachers' pension scheme from 16.4% to 23.6% (September 2019). This budget supports the additional cost for centrally employed teachers'. 	£0.342m

Table 4: Budgets requiring Schools Forum decisions – CSSB historic commitments:

Budget	Key points	Proposed budget 2022/23 £
	<i>Under DfE regulations, the following budgets can only be set at historic costs, they are not permitted to increase.</i>	
Schools Broadband	<ul style="list-style-type: none"> The budget supports the final 7 months of the contract for the aggregated broadband provision to all schools (including academies) ending on the 30 October 2022. From 1 November 2022, in accordance with the DfE conditions on the ending of historic commitments, schools will be required to fund the costs of broadband provision going forward through a direct relationship. The LA is undertaking a tendering exercise following the decision by the Council to procure a new contract for managed connectivity services for use by the Council, districts and schools to procure, to retain high quality services and also achieve a competitive market price. An update letter has been shared with all schools on week commencing the 10 January 2022. 	£0.643m
Private Finance Initiative (PFI) Schemes	<ul style="list-style-type: none"> This funds the PFI contractual commitments for the seven schools built under PFI a decade ago. Without this budget, the LA would be unable to finance the on-going costs of these historic, contractual commitments. The contract is in place until 31st August 2032. In response to the government's changes to historic funding levels, the LA created a 	£0.573m

	<p>mainstream schools PFI formula factor in 2020/21 to support the affordability gap / unavoidable costs.</p> <ul style="list-style-type: none"> • The remaining sum of £0.573m will meet the affordability gap / unavoidable costs for the four special schools built under PFI. 	
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The budgets proposed above are prudent and have been determined following a detailed review.

Some minor refinements to the overall budgets above may be necessary in light of officers' on-going work. In accordance with established practice, the LA will report to Schools Forum in June 2022 the final budgets for 2022/23 as set out in the Section 251 budget statement which has to be published by 30 April 2022. Any material changes from the figures reported here will be communicated to the Schools' Forum at that time.

Members of the primary maintained schools section of the Schools Forum agreed the delegation of a number of budgets at its meeting on 7 October 2021. Those decisions will be reflected in the LA APT that will be submitted to the DfE on the 21 January 2022.

Education Services Grant - General Duties

The general duties relate to the statutory responsibilities LA's hold for maintained schools only. The LA continues to make the decision not to retain funding in the Schools block for statutory duties relating to maintained schools only. The LA will continue to review this on an annual basis.

The general duties rate functions include:

1. Statutory and Regulatory Duties: monitoring compliance with requirements in relation to the scheme for financing schools; consistent financial reporting; investigations of employees or potential employees; HR corporate duties; compliance with duties under health and safety; investigations and resolution of complaints relating to maintained schools.
2. Asset Management: general landlord duties for all maintained schools to ensure the buildings have appropriate facilities; reasonable weather resistance; safe escape routes; adequate water supplies and drainage; playing fields to the appropriate standard; general health & safety duty as an employer for employees etc.
3. Monitoring national curriculum assessments.

School Improvement Monitoring and Brokering Grant

The Department for Education (DfE) launched a consultation between 29 October to 26 November 2021 on removing the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools. The estimated grant value had expected to be £0.585m in 2022/23. The DfE consultation proposed a 50% reduction in 2022/23 and the removal of the funding entirely in 2023/24. The Council has responded strongly to this consultation opposing such a

change, as have Council's across the country. The Council has raised concerns over the rationale of removing the grant funding; the inequity this will provide when comparing the Regional Schools Commissioner role in supporting academies; the short timescales for responding to such a significant change in funding; the impact this will have on maintained schools including our small schools, and the Council does not agree with the DfE solution of maintained schools bearing an additional financial burden on their schools budgets. The Council considers its investment in the education sector as a strategic priority to enable all children to prosper across all Lincolnshire schools, and supports the continuation of the current delivery, which is considered a lean school improvement support model. The Council has an important role in driving standards and joined up arrangements in the local area, which has been evident throughout the pandemic in supporting all schools on the ground when they most needed it. The DfE confirmed on 11 January 2022 that following consultation it intends to press ahead with these reforms. The Council overall will manage the impact of these grant funding changes.

The financial outlook for the Council and Children's Service

The Executive is currently consulting on a single year financial plan for revenue and capital budgets. This is reflective of the fact that the provisional Local Government Finance Settlement only covers one year and the continuing financial uncertainties about our future levels of funding.

At its meeting on the 5 January 2022, the Executive approved the proposals for the Council's revenue and capital budgets to be put forward as a basis of consultation.

For 2022/23 the budget is balanced, however in 2023/24 there is a budget shortfall of £9.335m, in 2024/25 there will be a budget shortfall of £6.480m, and in 2025/26 a budget shortfall of £6.909m. The budget includes unavoidable cost pressures which will support the delivery of Council services, and a number of savings and efficiencies which do not impact negatively on services.

There are two particular cost pressures relating to Children's Services:

- Children in Care (CiC): a £3.013m proposed cost pressure reflecting the impact of the pandemic from increased CIC numbers, which has also been seen nationally, and a requirement to secure more specialist external placements.
- Home to Schools Transport: a £6.546m cost pressure for the delivery of home to schools transport to meet the LAs statutory and policy requirements due to challenging market conditions and circumstances.

Transformational activity is taking place in both of these work streams.

Next Steps

The LA has received the final version of the APT that includes October 2021 census information including new sparsity information (based on the new methodology of calculation), and the rise in FSMs through the pandemic including the impact this has on FSM Ever 6.

At the point of writing the report, officers are unable to provide an update on affordability of the NFF, however a further update will be provided at the meeting, including the steps the LA proposes to take should the formula not be affordable. The APT will be submitted to the ESFA by 21 January 2022 for compliance.

School budget shares must be published by 28 February 2022.

The Government has conducted its initial consultation on how further reforms to the NFF can be implemented with the intention of moving to a 'hard' formula. The proposals suggest that the DfE would set the formula for all schools, removing all LA responsibility in the setting of school budgets. The LA has responded to this initial consultation concluding the importance of retaining local flexibility and decision-making powers for all aspects of schools funding. LAs in working with the sector are best placed to respond to local needs and demands on a timely basis within reasonable DfE parameters rather than through a centralised system. What the NFF has achieved is a move to greater consistency in how LAs are funded, which the LA considers to be extremely important in ensuring fair and equitable funding for the schools sector in each area.

Officers will continue to engage in dialogue with the ESFA regarding the treatment of non-domestic rates for 2022/23.

Officers will continue to review the Government's publications that implicate 2022/23 funding including amendments to the DfE's School and Early Years Finance Regulations, to ensure full compliance is achieved in 2022/23.

Conclusion

The LA plans to continue adopting the NFF in 2022/23 (subject to affordability).

The LA requires the approval of budgets from Schools Forum in Tables 2 to 4 in accordance with the DfE regulations. Further budget work will continue in light of on-going work to secure the financial sustainability of the DSG. The LA will report to Schools Forum in June 2022 the final budgets for 2022/23.

The funding announcements of increased per pupil funding and additional supplementary funding are welcomed and positive for Lincolnshire schools.

The High Needs block continues to be an area of concern and will require careful and prudent management.

Consultation

a) Risks and Impact Analysis

The affordability of the Schools block in replicating the NFF for 2022/23 will be finalised during the completion of the APT that contains the latest census information. The preferred options for addressing affordability have been outlined in the body of the

report and school impact analysis will be carried out to support this.

CSSB historical commitment funding reductions will continue to be reviewed including having dialog with the Department to secure a long-term solution for the PFI contract ending in August 2032.

High Needs Funding continues to see growth in the demand for more specialist support for young people, which is having a material financial impact on those centrally held budgets on the HN block. Although the government has again responded to the financial demands placed on the High Needs block, spending levels continue to grow. The SEND Transformation Board is governing the transformational process and its key work streams, including monitoring or progress against our ambitions.

Appendices

These are listed below and attached at the back of the report	
Appendix A	Funding comparison of the NFF factors from 2021/22 to 2022/23

Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Schools Broadband Services	https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&MIId=5163&Ver=4
De-Delegation of Maintained Primary School Budgets 2022/23 and 2023/24	(Public Pack)Agenda Document for Lincolnshire Schools' Forum, 07/10/2021 13:00 (moderngov.co.uk)
National Funding Formula for Schools – Update for 2022/23	(Public Pack)Agenda Document for Lincolnshire Schools' Forum, 07/10/2021 13:00 (moderngov.co.uk)
School Funding Arrangements 2021/22	(Public Pack)6.0 School Funding Arrangements 2021/22 Agenda Supplement for Lincolnshire Schools' Forum, 14/01/2021 13:00 (moderngov.co.uk)

This report was written by Elizabeth Bowes, who can be contacted on or elizabeth.bowes@lincolnshire.gov.uk.

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Funding comparison of the NFF factors from 2021/22 to 2022/23

	Description	2021/22 Rates		2022/23 Rates			
		Amount Per Pupil		Amount Per Pupil		Percentage Change	
1) AWPU	Primary (Years R-6)	£3,123		£3,217		3%	
	Key Stage 3 (Years 7-9)	£4,404		£4,536		3%	
	Key Stage 4 (Years 10 - 11)	£4,963		£5,112		3%	
	Description	Primary amount per pupil	Secondary amount per pupil	Primary amount per pupil	Secondary amount per pupil	Primary	Secondary
2) Deprivation	FSM	£460	£460	£470	£470	2%	2%
	FSM Ever 6	£575	£840	£590	£865	3%	3%
	IDACI Band F	£215	£310	£220	£320	2%	3%
	IDACI Band E	£260	£415	£270	£425	4%	2%
	IDACI Band D	£410	£580	£420	£595	2%	3%
	IDACI Band C	£445	£630	£460	£650	3%	3%
	IDACI Band B	£475	£680	£490	£700	3%	3%
	IDACI Band A	£620	£865	£640	£890	3%	3%
3) Looked After Children (LAC)	LAC X March 19	£0		£0			
4) English as an Additional Language (EAL)	EAL 3 Primary	£550		£565		3%	
	EAL 3 Secondary		£1,485		£1,530		3%
5) Mobility	Pupils starting school outside of normal entry dates	£900	£1,290	£925	£1,330	3%	3%
6) Prior Attainment	Primary Low prior attainment	£1,095		£1,130		3%	
	Secondary pupils not achieving (KS2 English or Maths)		£1,660		£1,710		3%
7) Lump Sum		£117,800	£117,800	£121,300	£121,300	3%	3%
8) Sparsity		£45,000	£70,000	£55,000	£80,000	22%	14%
Minimum Per Pupil Funding Level		£4,180	£5,415	£4,265	£5,525	2%	2%
Minimum Funding Floor		2%	2%	2%	2%		
Minimum Funding Guarantee		+0.5% - +2.0%		+0.5% - +2.0%			



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Early Years National Funding Formula

Summary:

The purpose of this report is to:

1. Provide a summary of the Early Years National Funding Formula for 2022/23
2. Detail the funding distribution for early years providers in Lincolnshire in 2022/23
3. Seek agreement for the Local Authority's proposals relating to the allocation and distribution of the centrally retained budgets

Recommendation(s):

Schools Forum is asked to:

- A. Note the content of the report
- B. Agree the Local Authority's proposals for centrally retained funding

Background

Since its introduction in April 2017, the government's Early Years National Funding Formula (EYNFF) has set the hourly funding rates that each Local Authority is paid to deliver the universal and additional entitlements for 3- and 4-year-olds.

The spending review provides an extra £160m nationally for early years education in 2022/23 to increase the hourly rate paid to childcare providers for the government's free hours offers. National early years education spending is planned to be £3.609bn in 2022/23.

The 2022/23 extra £160m government announcement has ensured an uplift to the minimum funding rate by £0.17p to £4.61 per hour for 2022/23. Lincolnshire is currently funded on the minimum funding rate.

The starting point for calculating the 2022/23 rates are the EYNFF rates before protections are applied – Lincolnshire's hourly rate is £4.30 before such protection. Rates are then

uplifted from this starting point by £0.17. The government then top up all rates to an increased minimum funding floor of £4.61.

The government provides Local Authorities with six relevant funding streams which together form the Early Years block of the Dedicated Schools Grant (DSG).

These are:

- the early years universal entitlement for 3- and 4-year-olds.
- the early years additional entitlement (30 hours) for 3- and 4-year-old children of eligible working parents;
- supplementary funding for Maintained Nursery Schools.
- the Early Years Pupil Premium (EYPP).
- the Disability Access Fund (DAF), and
- the early years entitlement for disadvantaged 2-year-olds.

National Funding to Local Authorities for Early Years Core Funding

The formulaic approach to funding Local Authorities 3- and 4-year-old entitlement uses early year's factors of 'base rate' funding and 'additional needs' factors before applying an area cost adjustment. Lincolnshire will be funded at the minimum funding rate in 2022/23 which is rising to £4.61 per pupil per hour, which is a £0.17p per pupil per hour increase from 2021/22 funding levels. Lincolnshire is one of 48 out of 150 Local Authorities funded on the minimum funding rate. The national average hourly rate across Local Authorities is £5.83 per pupil through the formulaic rate.

Lincolnshire's hourly funding rate of £4.61 per pupil will provide indicative funding of £35.170m for 3- and 4-year-old entitlement. This is made up of the universal 15 hours early years entitlement funding of £24.429m and the additional 15 hours for 3- and 4-year-old children of eligible working families of £10.741m.

The early years funding of £35.170m for Lincolnshire is indicative, since final funding allocations for 2022/23 will be based on 5/12th of January 2022 pupil numbers (to cover the April 2022 to August 2022 period) and 7/12th of the January 2023 pupils' numbers (to cover the September 2022 to March 2023 period).

The government's indicative allocations are however based on the January 2021 pupil census data, which was during the height of the pandemic and lockdown measures. This resulted in participation levels being lower than planned. For budgeting purposes, the Local Authority felt it reasonable to base the indicative budget for 2022/23 using the January 2020 pupil census information, prior to the pandemic. Participation levels are expected to rise during 2022/23. The indicative funding is therefore revised upwards to £36.889m for 3- and 4-year-old entitlement. This is made up of the universal 15 hours early years entitlement funding of £25.540m and the additional 15 hours for 3- and 4-year-old children of eligible working families of £11.349m.

Overview: Early Year's National Funding Formula (EYNFF) to Providers and Schools

The EYNFF continues to require Local Authorities to have a local universal rate across all types of providers, which was a significant shift away from the previous arrangements where cost differences between different types of providers were recognised.

Since the introduction of the EYNFF, Local Authorities have received supplementary funding for maintained nursery schools (MNS) on top of their EYNFF allocation, to protect their MNS funding at their 2016 to 2017 level for the universal 15 hours.

As part of the 2021 Spending Review the Government confirmed the continuation of MNS supplementary funding throughout the Spending Review period, giving the sector a level of certainty over the medium-term. For 2022/23, the Government will financially support an increase of 3.47% in supplementary funding. This is an important step forward for MNS and is the first year of increased hourly rate funding since 2016/17. The Local Authority will work with the ESFA and the sector to agree its base funding levels for 2022/23.

Other key requirements to the EYNFF for funding providers and schools:

- a single local universal base rate for delivering early years entitlement for both the universal 15 hours and the additional 15 hours for working parents.
- to pass-through at least 95% of 3- and 4-year-old funding directly to providers;
- must have a mandatory deprivation supplement in the local 3- and 4-year-old funding formula, and any other supplements used must fall within one of the allowable categories;
- must ensure that no more than 10% of the total value of planned funding for 3 and 4 olds goes through supplements funding.
- must have a Special Educational Needs Inclusion Fund for 3- and 4-year old's;
- to pass on Early Years Pupil Premium (EYPP) in full to providers for eligible 3 and 4 year old's, and
- to pass on Disability Access Fund (DAF) funding in full to providers for eligible 3- and 4-year-olds.

The DfE will monitor compliance with the above through Section 251 (s.251) returns.

The following DSG Early Years block funding streams are not included in the 95% pass-through calculation:

- funding for the entitlement for disadvantaged 2-year-olds.
- payments to MNS from the MNS supplementary funding allocation;
- the Disability Access Fund (DAF), and
- the Early Years Pupil Premium (EYPP).

Lincolnshire's Early Years Funding Formula

When determining the local universal rate per hour, it was important that it is underpinned with detail and that justification can be provided on how the rate is determined.

The Local Authority adopted the following approach:

- Develop a typical cost model approach, based on agreed staffing ratios and setting characteristics.
- The typical cost model considers all activities it takes to provide early years entitlement and costs these.

The theoretical funding model approach was recommended as best practice to Local Authorities by the government when the early year's single funding formula was first established in 2011/12.

For background information, the theoretical model that determined the local universal rate is based on the following:

- A Private, Voluntary & Independent (PVI) sector delivery model. The early year's entitlement is delivered substantially by the PVI sector, therefore the Local Authority has modelled the prescribed local universal rate per hour on a PVI model.
- The staffing ratio is based on a 1 to 8 ratio. The model includes a graduate leader and three nursery assistants for 24 children delivering 15 hours. The graduate leader does not deliver the free entitlement but supports the operations by being a supernumerary to underpin the delivery of quality provision.
- The national living wage is to increase by 6.6% from £8.72 to £9.50 per hour for employees aged 23 and over from April 2022. The financial model budgets for £9.75 per hour within the 2022/23 local universal rate calculation for the nursery assistants.
- The graduate leader starting salary assigned to the current teacher main scale 1 pay scale plus an assumed 2% pay increase.
- Staffing costs include both employer national insurance and employer pension contributions for providers. Employer pension contribution costs have been based on the full basic salary cost of the staff member using a 5% contribution. This is in excess of the current percentage threshold level of 3% prescribed by the government.
- The roles of staff have remained using previous analysis to assess how many hours are required to support the delivery of the free entitlement, e.g. in terms of set up time, SENCO support, administration, etc. This has then been costed up at the appropriate rates of pay.
- The model supports inclusive practices for children working within the graduated approach to meeting the needs of children with identified delays in the prime areas of learning.
- Non-staffing costs have been increased by 2% from previously analysed cost drivers to ensure that these are funded adequately, e.g. play equipment, administration services, subsidised training rate, etc. Non-staffing costs include rental costs sourced from a Local Authority partner specialising in this area, which are based on a 52-week agreement.

The key components of Lincolnshire's early years funding formula builds quality within the model, and considers current and potential cost pressure, e.g. pension auto-enrolment and the national living wage. The new hourly rate is expected to provide financial capacity in the delivery of 3- & 4-year-old entitlement.

The 2022/23 hourly rate has been determined at the following level:

Local universal base hourly rate per pupil	£4.20
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The hourly rate will increase by £0.16p per hour per pupil in 2022/23 from £4.04 to £4.20. The increase is supported through the governments additional funding of £0.17 per hour per child for 2022/23.

The government funds Local Authorities through a January snapshot, which is a different methodology to funding providers on a participation-led basis through monthly payments.

The local universal base rate will fund the direct delivery of early year's entitlement. The same hourly rate will be applied for the additional hours for working families up to 30 hours. Funding to the sector will continue to be based on participation. The term participation refers to both the number of children accessing the free entitlement along with the number of hours being taken up (i.e. up to the agreed entitlement level) across the agreed funding period. Funding for 2022/23 will be based on monthly data returns made by providers during the summer 2022, autumn 2022 and spring 2023.

The Local Authority is mindful of the sensitivities of the January 2022 census participation levels, which will be used for Local Authorities April to August funding levels. Participation levels are expected to grow as confidence builds which is forecast to see it go back to pre-pandemic levels. There is likely to be a time lag, therefore it is important the Local Authority provide appropriate stewardship of the Early Years block and it does not overspend, therefore prudence is being applied. The remainder of the funding increase (£0.01 per hour per child) will be added to the fluctuation contingency fund to respond to growing participation levels during 2022/23 across providers.

Supplements

The Local Authority will continue to only use the mandatory Deprivation Supplement.

Providers were requested since 2019/20 to complete a monitoring form to provide details of how funding was utilised to understand the impact the deprivation supplement.

In July 2018, the Secretary of State for Education explained that 28% of children finish their reception year still without the early communication and reading skills they need to thrive. The ambition is to cut that number in half over the next ten years. Tackling this must be a shared priority, as explained further here:

<https://www.gov.uk/government/speeches/education-secretary-sets-vision-for-boosting-social-mobility>. The Local Authority has advised providers to consider this when determining the use of the deprivation supplement funding.

A review of deprivation monitoring previously identified a lack of understanding regarding the most vulnerable children attending. The Local Authority planned to change to the way deprivation funding was allocated to providers in future, using a child-led approach to support the effective use of this funding. Following the Covid-19 pandemic, the Local Authority chose to engage with providers in the summer 2021. The evaluation of spend in 2021/22 will take place in summer 2022, with a view of implementing changes from 2023/24 if required.

Deprivation supplement

In 2022/23, the Local Authority will continue to use the same deprivation factor that are currently in place in 2021/22. To ensure the government's funding increase is proportionately distributed through the EYNFF, 2.75%¹ of the increased funding will be distributed through the deprivation factor through a £7 increase in Deprivation Band 1. The increase is proportionately applied across the other Deprivation Bands 2-6. The Local Authority will continue to provide advice on its use and monitor its effectiveness in settings. This approach will allocate £0.839m through the deprivation funding formula in 2022/23.

The IDACI deprivation measure determines the probability of a child coming from a deprived area, using the child's postcode. For example, a child with an IDACI score of 0.2 has a 20% chance of coming from a deprived area; a child with an IDACI score of 0.8 has an 80% chance of coming from a deprived area. The IDACI pupil information has been taken from the October 2021 funding claims. A monetary sum per pupil is assigned to the deprivation bands 1 to 6. Only pupils with an IDACI score of 0.2 or above will trigger deprivation funding, therefore targeting funding at those children deemed to be more deprived.

The following table shows the deprivation scores and associated funding:

Table 1

Deprivation Band	IDACI Score lower limit	IDACI score upper limit	Funding Per Pupil
1	0.2	0.25	£157
2	0.25	0.3	£314
3	0.3	0.4	£471
4	0.4	0.5	£628
5	0.5	0.6	£785
6	0.6	1.0	£942

The October 2021 data collection information and IDACI 2019 datasets have been used to determine the 2022/23 annual deprivation funding allocation.

The Local Authority will monitor deprivation levels through 2022/23, since deprivation data and funding have been based on October data, as is usually the case. The pandemic may have impacted the overall sum being distributed through deprivation, therefore consideration will be made during the year whether the Local Authority needs to respond by increasing the deprivation funding to providers to respond to potential increased demands of deprived children. This could be financed through fluctuation contingency funding if available, or an alternative available funding source. The universal hourly rate will remain for 2022/23.

¹ The percentage is determined based on the 2021/22 planned spending through the deprivation funding compared to deprivation and the universal rate funding.

SEN Inclusion Fund

Local Authorities are required to have SEN inclusion funds for all 3- and 4-year-olds with special educational needs (SEN) who are taking up the free entitlements, regardless of the number of hours taken. This funding is intended to support the Local Authority to work with providers to address the needs of individual children with SEN.

In Lincolnshire, the SEN Inclusion Fund has been reviewed in line with the national guidance and is available through an application process.

The universal base rate is provided to meet the needs of children, including those with mild additional needs which are able to be met within the graduated approach and provision that is routinely available.

The inclusion funding model provides a top up payment based upon a percentage increase of the universal base rate, for every hour the child attends the setting for their early years entitlement (up to a maximum of 30 hours based on a child's eligibility). A two-tier approach which comprises 50% top up for emerging 1 needs and 100% top up for emerging 2 needs has been in place since the review in 2017/18.

The rates for 2022/23 are as follows to reflect the increasing universal base rate:

- Emerging 1 needs - £2.10
- Emerging 2 needs - £4.20

The planned funding allocation using the current protocol is remaining the same for the financial year 2022/23 at £0.650m per annum, which represents £0.081 per pupil per hour.

Fluctuation Contingency Fund

Local Authorities are able to hold back funding to act as a contingency fund, this is to support the Local Authority to fund providers throughout the year. Early years funding to Local Authorities is funded based on 5/12th of January 2022 pupil numbers (to cover the April 2022 to August 2022 period) and 7/12th of the January 2023 pupils' numbers (to cover the September 2022 to March 2023 period), which is a different methodology to funding providers on a participation-led approach on a monthly basis. The government approach to funding Local Authorities identifies the January count as the average across the year, however local participation may not replicate this, and indeed may not be the case during 2022/23 due to the impact of the pandemic. The Local Authority is required to fund all participation-led funding and therefore a fluctuation contingency fund is required to meet any additional demand above the January average that may occur during the academic year and to avoid overspends occurring on this budget. For 2022/23, the contingency fund has increased, to reflect the ongoing pressures and uncertainty caused by the pandemic.

The annual budget of £0.231m is required, which equates to £0.029 per pupil per hour.

Local Authority Centrally Retained Funding

£1.561m

The government requires Schools' Forums to agree 2022/23 central spend for early years by the 28 February 2022. The Local Authority has conducted its annual review of DSG budgets. An increase of £0.053m is proposed to reflect the anticipated 2% pay award for Early Years and Childcare Support team staff and maintenance costs with supporting the monthly payment process to providers.

The Department for Education (DfE) places a number of statutory duties upon Local Authorities in relation to the provision of support for Early Years Education and Childcare provision. In order for the Local Authority to fulfil these duties, the Early Years and Childcare Support team provides a range of support services across the sector. The support available includes direct face to face support; the delivery and commissioning of subsidised training; information advice and guidance, and special educational needs and disabilities (SEND) support to early years providers across the sector e.g. PVI, childminders, schools and academies.

In light of the regulations, the following budgets require Schools Forum approval:

Early Years Entitlement & Securing Sufficient, Sustainable Provision
£473,901

The EYE team ensure the effective delivery of the Early Years Entitlement funding for 2-, 3- and 4-year-olds including the 30 hours entitlement, EYPP, MNS supplements, DAF and Inclusion Funding. This ensures all childcare providers in Lincolnshire receive timely and accurate payments for the delivery of the early year's entitlement. The team manages the system and processes while providing advice, support and guidance to all settings to deliver the offer effectively. The team works closely with other teams including Performance and Finance to ensure providers receive the support they need. Resource levels for this area of work have been maintained to enable us to deliver the expectations and requirements set out by national policy including the move to a monthly payment system. The number of early year's providers delivering funded education places in Lincolnshire includes 577 private, voluntary and independent providers, 51 maintained schools and 37 academies.

The government places a duty on Local Authorities to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children). To ensure there is sufficient, accessible, and affordable provision available to support families, the Local Authority continues to monitor the market place and support providers to offer additional places where demand is identified.

Following publication of the Local Authority's annual sufficiency report, where any gaps are identified, the team of development consultants work with the sector to address the needs of local families. The team supports expansions and new provision where needed and encourages providers to take a sustainable business approach to place planning, this includes signposting providers to external resources to support them with future sustainability. This team supports the delivery of capital funding applications, investments, lease and rent agreements and governance arrangements where it is needed across Lincolnshire.

It is evident that the pandemic has had an impact on the occupancy levels across one or more age ranges accessing childcare. Whilst many childcare providers have experienced some financial losses as a result of the pandemic, the marketplace remains sustainable in Lincolnshire to meet the needs of children and families.

There is an ongoing demand on the service to support providers with their financial concerns and business sustainability. As part of the Local Authority's duty to secure sufficient, accessible places for children and families in Lincolnshire, this area of work has been a priority area for the service. This work is expected to continue throughout 2022/23.

EYFS Quality Improvement, Advice, Support, Workforce & Training for the Sector

£1,010,220

Changes to the statutory duty placed on Local Authorities in September 2014 means that all new early year's providers are able to deliver the early years entitlement upon opening. This supports the Local Authority to meet its sufficiency duty, however the Local Authority is responsible overall for the outcomes of the Ofsted inspection. A programme of support is in place to give new providers the best chance of achieving a good or better judgement at their next inspection and thus maintaining a sufficient supply of good quality funded childcare places.

For providers with a "less than good" Ofsted outcome, there are bespoke targeted quality support programmes made available in line with the Early Education and Childcare Statutory guidance for Local Authorities (June 2018). Providers are also able to self-refer into the EYCC for support with meet identified needs in order to maintain the quality of their provision.

In addition to this the statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 28 June in that term. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The outcomes for Lincolnshire children at the end of the foundation stage are below the national average and that of our statistical neighbours. In order we do the best for all of our children, this team works with the sector and schools to ensure the provision available is providing children with the best opportunities to reach their full potential, increasing their life chances as they transition to school and then move from reception to year 1.

Support is offered to ensure providers can maintain compliance with EYFS safeguarding, welfare and related requirements and enable children to have maximum opportunities to learn and develop. The service continues to identify the impact on quality following the pandemic and the impact on children's development. This work also supports providers who are either due an inspection or have not been inspected for the longest period, to feel equipped to demonstrate how they have met the challenges and continue to demonstrate good early years practice.

Lincolnshire commissions and provides a comprehensive programme of courses at a subsidised fee to assist the sector to fulfil EYFS and Ofsted requirements, and to provide and maintain high quality provision. The training includes a range of face-to-face events and e-learning modules to support the learning styles of users and ensures training is accessible. This reduces barriers to learning, contributing to the delivery of improved practice across the county in order that we underpin the professional development of the sector.

SEND Local Offer

£77,289

The government required all Local Authorities to establish an SEN inclusion fund following the introduction of the revised funding formula to provide top up grants to providers to support the county's children identified as having an additional need. As part of Lincolnshire's SEND Local Offer, early years inclusion funding supports the government's strategy by enabling early intervention and removing barriers to learning faced by children with SEND. The system and process for the allocation of inclusion funding has been fully reviewed and a new system implemented, in conjunction with a review of the funding allocations for children attending early years with a significant and profound SEND as assessed through the Education, Health and Care Plan assessment process. The continued co-ordination and oversight of this is within a dedicated post with management oversight.

Summary of central spend

The proposed funding to be centrally retained for all those services detailed above, that directly support the early years sector in the delivery of early years entitlement is £1.561m. This represents 4.23% of the overall planned early years funding of £36.889m and is below the threshold of 5%.

Lincolnshire therefore meets the pass-through threshold of ensuring that at least 95% of early years funding is passed onto providers in the form of the local universal base rate; mandatory deprivation funding; inclusion funding, and fluctuation contingency fund. The 3 functions of the service will be maintained in 2022/23 for management purposes. We have distributed the resources and allocated responsibilities across the management team under these key areas - Quality Improvement & Workforce Development, Sufficiency, sustainability and the Early Years Entitlement funding, and Inclusion & SEND local offer.

Lincolnshire's Early Years Funding Distribution for 3- and 4-year-olds

Table 2

Activities	Overall Funding	Hourly Rate
3- and 4-year-old funding for 15 hours early years entitlement	£25.540m	£4.61
3- and 4-year-old funding for additional hours for eligible working families	£11.349m	£4.61
Total Funding	£36.889m	£4.61

Activities	Spending Plan	Hourly Rate Converted
Local Universal Basic Rate	£33.608m	£4.200
Deprivation Funding	£0.839m	£0.105
Inclusion Fund	£0.650m	£0.081
Fluctuation Contingency Fund	£0.231m	£0.029
Total Spending Plan for passing onto providers	£35.328m	£4.415
Centrally Retained Funding for Direct Early Years Services	£1.561m	£0.195
Total Spending on Early Years Activities	£36.889m	£4.61

Key government criteria met:

- Pass-through funding of 95.77% to providers in 2022/23
- The value of all supplements and provider delegations (outside the local universal base rate), as a percentage of the total value of planned formula funding to providers is below the 10% threshold at 4.87%.

Disability Access Funding (DAF)

The Local Authority must comply with the provisions of the Equality Act 2010 in finding suitable provision for eligible disabled children.

The Disability Access Fund (DAF) was introduced in April 2017 to support disabled children's access to the 3- and 4-year-old entitlements. Providers will receive £800 per eligible child per year. The funds can be used to support providers in making reasonable adjustments to their settings and / or helping with building capacity, be that for the child in question or for the benefit of children as a whole attending the setting.

Children do not have to take up their full early education entitlement in order to receive the DAF. Children will be eligible where they take up any period of free entitlement and receive Disability Living Allowance.

Early years providers are responsible for identifying eligible children and are encouraged to notify the Local Authority using the online Early Years Provider Hub to ensure they receive funding at the earliest opportunity.

Early Years Pupil Premium (EYPP)

The Early Years Pupil Premium (EYPP) gives providers additional funding to support disadvantaged 3- and 4-year-olds. The EYPP remains distinct from the EYNFF.

Local Authorities will fund all providers with eligible children at the national rate of £0.60 per pupil per hour for 38 weeks up to a maximum of 570 hours (or £342.00 per year). This

is an increase of 0.07p from 2021/22. In the small number of cases where a child is also eligible for the additional 15 hours entitlement for working parents, EYPP is paid on the universal 15 hours only, up to a total of 570 hours in the year.

2-Year-Old Funding

Lincolnshire's funding for the most disadvantaged 2-year-olds in 2022/23 has increased by £0.21 per hour to £5.23 per hour per child.

Lincolnshire's indicative allocation for 2022/23 is £4.616m using the January 2021 census data. This was during the height of the pandemic and lockdown measures. The indicative budget has been adjusted upwards for 2022/23 using the January 2020 pupil census information, prior to the pandemic. This is consistent with the treatment of the 3- and 4-year-old budget. Participation levels are expected to rise during 2022/23. The revised indicative budget is £5.975m.

There is no 'pass-through requirement' for 2-year-olds as s.251 data demonstrates that the vast majority of such funding is already being passed through to providers. There are no compulsory supplements for 2-year-olds, and Local Authorities are encouraged to fund providers on the basis of a flat hourly rate for all providers. In addition, Local Authorities are not required to establish a SEN Inclusion Fund for 2-year-olds.

Fluctuation Contingency Fund

The Local Authority has retained funding for a contingency fund before determining the funding rate to providers to avoid overspends occurring on this budget.

The 2-year-old entitlement does not replicate the same participation trends across the year in the same way as the 3- and 4-year-old entitlement, therefore the January census count that determines the level of funding to Local Authorities is not always representative of the allocations made to providers for 2-year-old participation. In fact, Lincolnshire's analysis continues to identify an increase in take up in the summer and autumn terms, but a lower take up in the spring term. It is therefore necessary to hold back funding to act as a contingency fund for fluctuations in attendance, for passing onto providers later in the year, otherwise the overall 2-year-old funding will overspend.

An annual budget of £0.321m is required, which represents 5.41% of the overall budget. This is consistent with 2021/22.

The Local Authority continues to make representations to the government to ensure funding received by the Local Authority is representative of the funded participation levels – this would allow the hourly rate to be retained at a higher level. This will be reviewed annually considering available data to ensure the budget provision is set accurately. The DfE continues to review the 2-year-old entitlement patterns of take-up across Local Authorities and is considering termly census returns to administer funding more accurately in the future.

Local Authority Centrally Retained Funding

Following the Local Authority's annual review of early year's budgets, a contribution towards central costs has been identified to support 2-year-old funding requirements. The cost is £0.044m which represents 0.73% of the total budget.

2-Year-Old Funded Rate

The 2022/23 hourly rate has been determined at the following level:

Local universal base hourly rate per pupil £5.23

The hourly rate will increase by £0.21 per hour per pupil in 2022/23 from £5.03 to £5.03. The increase is made up of the governments additional funding of £0.21 per hour per child for 2022/23.

Lincolnshire's Early Years Funding Distribution

Table 3

Activities	Overall Funding	Hourly Rate
2-year-old funding for 15 hours early years entitlement	£5.975m	£5.57

Activities	Spending Plan	Hourly Rate Converted
Local Universal Base Rate	£5.610m	£5.230
Fluctuation Contingency Fund	£0.321m	£0.299
Total Spending Plan for passing onto providers	£5.931m	£5.529
Centrally Retained Funding for Direct Early Years Services	£0.044m	£0.041
Total Spending on Early Years Activities	£5.975m	£5.57

Conclusion

The Local Authority continues to apply the EYNFF through its hourly rates for 3- and 4-year-olds and for the disadvantaged 2-year-olds, and proposes to increase the hourly rates, as set out in the main body of the paper.

The Local Authority requires approval from the Schools Forum for those centrally retained early years budgets.

Consultation

a) Risks and Impact Analysis

The Local Authority has revised upwards the indicative participation budget allocations for 3- and 4-year-olds and for the disadvantaged 2-year-olds to reflect pre-pandemic participation levels and those expected during 2022/23, since the January 2021 pupil census data was impacted by the pandemic and lockdown measures.

The Local Authority is mindful of the sensitivities of the January 2022 census participation levels, which will be used for Local Authorities April to August funding levels. Participation levels are expected to grow as confidence builds which is forecast to see it go back to pre-pandemic levels. There is likely to be a time lag, therefore it is important the Local Authority provide appropriate stewardship of the Early Years block and it does not overspend; therefore prudence is being applied. Funding is earmarked within the fluctuation contingency funds to support an increase in provider payments.

The Local Authority will monitor deprivation levels through 2022/23, since deprivation data and funding have been based on October data, as is usually the case. The pandemic may have impacted the overall sum being distributed through deprivation; therefore consideration will be made during the year whether the Local Authority needs to respond by increasing the deprivation funding to providers to respond to potential increased demands of deprived children.

The Local Authority recognises the financial demands placed on the early years sector through increased costs and participation fluctuations in 2022/23 and has applied a rate increase from the government's financial settlement to fairly reflect this.

Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Early Years Funding Publications 2022-23	https://www.gov.uk/government/publications/early-years-funding-2022-to-2023

This report was written by Geraldine O'Neill, who can be contacted on 077477 57533 or geraldine.o'neill@lincolnshire.gov.uk.



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Schools Sector Led Update

Summary:

This report is presented to School Forum to give an update on changes in the sector led system over the last year and information about the current position with schools. It explains some of the challenges faced by schools and highlights the position in Lincolnshire for outcomes data from validated performance data from 2019 and current data on Ofsted inspections compared with national averages. It goes on to give an update on the Lincolnshire Learning Partnership and explain the different way the local authority is working with its maintained schools and the changes in the system with the de-designation of Teaching Schools and the new Teaching School Hub.

Recommendation(s):

It is recommended that School Forum members note the contents of the report.

Background

1. Background

Ofsted

School inspection outcomes

Routine school inspections ceased during the pandemic. Ofsted conducted a limited number of inspections of schools during the pandemic and returned to routine inspections from September 2021.

As of 30 November 2021, the proportion of Lincolnshire schools judged as good or better by Ofsted has increased from 83.9% to 84.4%. This is now higher than our statistical neighbours at 84.1%. However, this remains lower than the national average of 86.8%.

75.9% of secondary schools and 84.6% of primary schools are judged as good or better.

78.6% of academies are judged as good or better compared with 90.3% of maintained schools.

The highest proportion of secondary schools judged as good or better is in Lincoln with 100% judged as good or better with the lowest proportion of secondary schools judged as good or better in Boston at only 40%. The highest proportion of primary schools judged as good or better is North Kesteven with 91.5% compared with the lowest proportion of primary schools judged as good or better in South Holland at 72.3%.

Outcomes

Statutory National Curriculum Assessment and Examinations

No external examination or qualification data has been made available to Local Authorities throughout the pandemic for years 2020 or 2021, due to the cancellation of school-based examinations and assessments. For this reason, data presented is from 2019 only. It is reasonable to suggest that this remains broadly reflective of the current position and performance of Lincolnshire's schools and settings in relation to national and statistical neighbours.

Early Years (Aged 5)

Good Level of Development (GLD) is used as the key measure to judge outcomes for children at the end of the Early Years Foundation Stage (EYFS). Children are defined as having reached a 'Good Level of Development' at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

The Good Level of Development in Lincolnshire was 69.6% in 2019 compared to 69.1% in 2018. This is lower than that of the statistical neighbours at 71.1%. National increased to 71.8% in 2019 from 71.5% in 2018. The percentage of children achieving a good level of development has increased by 0.5% since 2018 and has dropped below National by 2.2%.

Phonics Screening Check (Aged 6)

The proportion of pupils meeting the expected standard by Year 1 was 81.0% in 2019. This is in line with Statistical neighbours and below national by 1%.

Key Stage 1 (Aged 7)

The proportion of pupils achieving the expected standard in Reading, Writing and Mathematics combined decreased to 61.5% in 2019 from 62.2% in 2018. The national average in 2019 was 64.9%, decreasing from 65.3% in 2018. The gap between Lincolnshire and National is broadly the same year on year. Writing is the weakest area in this Key Stage.

Key Stage 2 (Aged 11)

The proportion of pupils reaching the expected standard in Reading, Writing and Mathematics combined improved to 61% in 2019 from 60% in 2018. Whilst there has been an upward trend over the last three years of data, Lincolnshire remains below the national average of 65%.

Key Stage 4 (Aged 16)

A standard pass is deemed a grade 4 and a good pass a grade 5. The subjects are grouped to give Attainment 8 and Progress 8 scores. The eight subjects include double weighted English, Mathematics and then a combination of Science or Computer Science, Geography or History and a Modern Foreign Language along with a wider choice of subject areas to complete the eight subjects.

Lincolnshire's average Attainment 8 score was 46.8 in 2019 which was above national at 44.7 and Statistical Neighbours at 45.68.

The Average Progress 8 score in Lincolnshire is -0.03. We are in line with National, East Midlands and Statistical Neighbours Average of -0.03, -0.06 and -0.06.

Data Summary

There remains a wide spread of performance across schools and districts in the county. City Of Lincoln followed by Boston remain the lowest performing districts by most measures for schools and Boston district the lowest for EYFS. North Kesteven generally performs the best at all key stages and measures. Lincoln and Boston are both districts with some of the highest levels of deprivation affecting children and North Kesteven the least.

The Strategy for School Improvement

In order to support school leaders within our sector led system and to support the COVID recovery, The Strategy for School Improvement has been refreshed so that, unlike previous years, all maintained schools now receive at least one termly visit from their Education Locality Lead to ensure that their school is in a strong position moving forward.

Locality Leads also support schools to engage with and benefit from the Government's range of programmes and funding to support recovery in schools, which include:

- Training for Early Years Staff
- Nuffield Early Language Intervention (NELI)
- Catch Up Premium (Summer catch up)
- Recovery Premium (Disadvantaged pupils)
- Holiday education: summer schools
- National Tutoring Programme
- Early Career Framework Training and new suite of NPQs
- CPD for teachers

- 16 to 19 Tuition fund.

Education Locality Leads are supporting school leaders to develop their curriculum so that as we begin to recover from the pandemic, pupils are able to learn from wider experiences such as educational visits and visitors to the school. Schools will be supported to prioritise their teaching so that missed content is addressed so that this will allow pupils to make sense of later work in the curriculum. Curriculum adjustments will be informed by both an understanding of the critical content for progression in each subject and what pupils do and do not know or have missed out on due to the pandemic.

Where assessments reveal significant gaps in learning, Locality Leads are working with school leaders to develop targeted support and interventions making sure that pupils catch up. The Education Team supports schools to understand how the Recovery Premium can be used to supplement high-quality teaching. The National Tutoring Programme provides additional, targeted tuition support for disadvantaged children and young people who have been hardest hit by disrupted education. Leaders are also supported to use the Education Endowment Foundation's Teaching and Learning Toolkit to identify further support.

In addition to this, the Education Team continues to work with a range of partners in the sector led model.

The Schools' Forum maintained primary school representatives supported the recommendation to use base de-delegation funding to deploy an additional school improvement professional within the sector to deliver school improvement expertise in supporting leaders and teachers. In addition, the LA is to deliver a two year programme to increase pupils' fluency in reading by year 2. Positive steps are therefore being taken to support the primary maintained school sector.

The Lincolnshire Learning Partnership (LLP)

The Lincolnshire Learning Partnership (LLP) is a vital part of a sector-led model of school improvement. All Lincolnshire schools and academies are part of the LLP.

The Lincolnshire Learning Partnership Board (LLPB) is a strategic board of Lincolnshire headteachers from a range of schools and academies, who alongside colleagues from Lincolnshire County Council and the Diocese of Lincoln, represent a partnership of over 360 Lincolnshire schools and academies.

The LLPB mission is that:

- All children and schools in Lincolnshire are our collective responsibility
- Every child and school is known, valued and supported to achieve
- No school is more important than an individual child's needs

The LLPB acts as our governance of the system and has been instrumental in driving policy change in Lincolnshire and in ensuring that headteachers have a collective voice.

The previous chair of the LLP, Suzanne Scott, Headteacher of Ellison Boulsters Church of England Academy, remained in post through the pandemic and lockdown periods combining leadership of the partnership with that of her own school. The LLPB maintained an overview of the whole system throughout the pandemic, including the coordinated response. She resigned in the summer. I would like to extend our thanks for her for her leadership of the board and remaining in post through the pandemic.

We have a new chair for the LLPB, Catherine Stratton, Headteacher of Saxilby Church of England Primary School, who is looking to support the board refreshing its work for the next stage of our sector-led system in Lincolnshire. The LLPB convened twice as a board in the autumn term and they continue to assess the conditions that school leaders face. Their main aim at the current time is to first and foremost understand the challenges school leaders face in running their school, supporting them and planning for the future system.

We are proud of the relationships across the sector with both maintained schools and academies. Chief Executive Officers in national academy groups are positive about the relationships with the local authority in Lincolnshire.

LLPB, supported by the local authority, provides regular leadership briefings for school leaders which continue to be well attended by leaders in both maintained schools and academies.

The LLPB is currently working alongside the County Council, LEAD Teaching School Hub and the CEO network (who represent our Multi Academy Trusts) to continue to review the progress we have made in developing a sector-led system of education provision and school improvement.

In addition to the board's existing funding commitments, the County Council also committed £0.670m to address identified schools needs at a system-wide scale. This has meant that the LLPB has not utilised its remaining funds of £0.683m at this stage. The table below shows funds identified funding agreed by the board for specific projects.

Item	Term	Annual Cost	Total
Chair of the LLPB	5 Years	£15000.00	£75000.00
Annual Conference	5 Years	£20000.00	£100000.00
LLP Recovery Conference	1 Year	£50000.00	£50000.00
TOTAL			£225000.00

The LLPB continue to be aware of the pressure school leaders are facing due to the pandemic. The pandemic has lasted longer than expected and the LLPB has not committed their remaining funds at this point to allow them to understand the landscape with the new Teaching School Hub and national programmes of support in place to help recovery such as Covid-19 Catch Up Premium funding and the National Tutoring Programme. The

LLPB will revisit the use of their remaining funding this year once the impact of the pandemic on schools in Lincolnshire is understood to support schools on their next stage of improvement and to improve outcomes in the future.

Teaching Schools Commissioned Support

Our Teaching Schools were the Local Authority's strategic partner for school improvement activity until August 2021 when the national designation of Teaching Schools ended. They worked closely together as Lincolnshire Teaching Schools Together to ensure there was a joined-up offer for schools. The Teaching Schools were commissioned by the LLPB to deliver a programme of work developing research-informed practice in schools. In the initial year, this looked at the development of Teaching Assistants in schools and more recently offered a broader range of research-led programmes to schools.

During the pandemic, the programme was amended to deliver trauma-informed training for teachers to support pupils returning to school. These focused on trauma-informed transition, staff well-being and behaviour as communication and were well attended by schools.

We amended our school improvement commission to focus on 'Recover Lincolnshire' with bespoke sessions for school leaders supporting them in dealing with the pandemic and the additional challenges they faced. We focused programmes on curriculum recovery, particularly in English and mathematics with specialised programmes for small schools.

A project was commissioned to support schools in the City of Lincoln. This is focused around four aims and continues to run this year. The aims are to create and build a team around the city connecting school leaders, business and charity leaders, higher and further education as well as city and council services together to create a city which is a great place to be and be from. The second aim is the team around the school ensuring schools leaders are supported to lead great schools. The third aim is the team around the teacher ensuring teachers have access to high quality professional development and the fourth aim is the team around the learner focusing on transitions.

L.E.A.D. Teaching School Hub Lincolnshire

We are proud that one of our Teaching Schools was successful in their application to the DfE as a Teaching School Hub and that we have a Lincolnshire school as a key strategic partner in this new DfE initiative. There have been 87 Teaching School Hubs designated across the country with L.E.A.D Teaching School Hub Lincolnshire designated to provide teacher and leadership development to schools within Lincolnshire.

Our Teaching School Hub has worked with partners to provide a central front door for access to DfE programmes such as Early Career Teachers (what used to be called NQTs) and the new National Professional Qualifications (NPQs) which span specialist NPQs such as NPQLT which is for leading teaching or NPQLBC which is about leading on behaviour and culture to the NPQH for headship and NPQEH for Executive Headship. The Teaching School Hub is also the central place for schools to access other curriculum hubs and

nationally designated specialist centres. The Hub also provides DfE approved and quality assured additional professional development programmes for teachers.

The Local Authority has an officer on the strategic group for the Teaching School Hub to ensure joined up working in the authority. The local authority, LLPB and the Teaching School hub are working closely together to ensure that we build on the strengths of the sector led system moving forward.

Local Authority School Improvement Monitoring and Brokering Grant

The Department for Education (DfE) launched a consultation between 29 October to 26 November 2021 on removing the funding for Local Authorities School Improvement Monitoring and Brokering Grant for school improvement activities supporting maintained schools. The estimated grant value had expected to be £0.585m in 2022/23. The DfE consultation proposes a 50% reduction in 2022/23 and the removal of the funding entirely in 2023/24. The DfE proposal was that this is funded by maintained schools delegations. The Council has responded strongly to this consultation opposing such a change, as have Council's across the country. The Council has raised concerns over the rationale of removing the grant funding; the inequity this will provide when comparing the Regional Schools Commissioner role in supporting academies; the short timescales for responding to such a significant change in funding; the impact this will have on maintained schools including our small schools, and the Council does not agree with the DfE solution of maintained schools bearing an additional financial burden on their schools budgets. The outcome of this consultation was released on 11 January and unfortunately, despite much challenge across the country, the decision has been made to withdraw this funding with the proposal that maintained schools fund this. It should be noted the 50% reduction will commence from April 2022.

The Council considers its investment in the education sector as a strategic priority to enable all children to prosper across all Lincolnshire schools, and supports the continuation of the current delivery, which is considered a lean school improvement support model. The Council has an important role in driving standards and joined up arrangements in the local area, which has been evident throughout the pandemic in supporting all schools on the ground when they most needed it. The Council overall will manage the impact of any grant funding changes at this time and will consider longer term implications of this grant withdrawal.

3. Consultation

a) Risks and Impact Analysis

This is an update paper on the current position so this is not required.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Early Years Foundation Stage Profile Lincolnshire Outcomes 2019
Appendix B	Key Stage 4 Revised Statistical Release 2019 Main
Appendix C	Key Numbers Report 2019

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sue Williams, who can be contacted on 07785922706 or suee.williams@lincolnshire.gov.uk.

Lincolnshire

Early Years Foundation Stage Profile Outcomes 2019

Purpose of report

The purpose of the report is to inform School Readiness Hub about the Early Years Foundation Stage Profile (EYFSP) outcomes for 2019. This will inform an understanding of areas of strength and areas for development in Early Years educational achievement.

Summary

Early Years Foundation Stage Profile (EYFSP) outcomes across Lincolnshire increased by 0.5% to 69.6% in 2019.

Early Years Foundation Stage (EYFS) Profile results 2019

This report is based on the *Statistical First Release (DfE)* and Primary Data Cuts (Lincolnshire Performance Assurance) used by Lincolnshire to gather data on local authority level results for the Early Years Foundation Stage Profile (EYFSP) assessments for 2019.

How Foundation Stage outcomes are measured:

'Good Level of Development' (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

Communication and language and literacy must be assessed in English. Other areas of learning may be assessed using a child's home language.

In the final term of the EYFS, practitioners review information from all sources to make a judgement for each child for 17 Early Learning Goals (ELG) across 7 areas of learning.

Teachers observe the child and make a "best fit" judgement of either:

Emerging (not yet at the level of development expected at the end of EYFS)

Expected (at the level of development expected at the end of EYFS)

Exceeding (beyond the level of development expected at the end of EYFS)

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn five during the academic year.

Good Level of Development (GLD)

Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose by 0.3% from 71.5% in 2018 to 71.8% in 2019.

In the East Midlands, the GLD rose by 0.6% from 69.8% in 2018 to 70.4% in 2019.

In Lincolnshire, the GLD rose by 0.5% from 69.1% in 2018 to 69.6% in 2019.

There is now a 2.2% gap between the National and Lincolnshire's GLD.



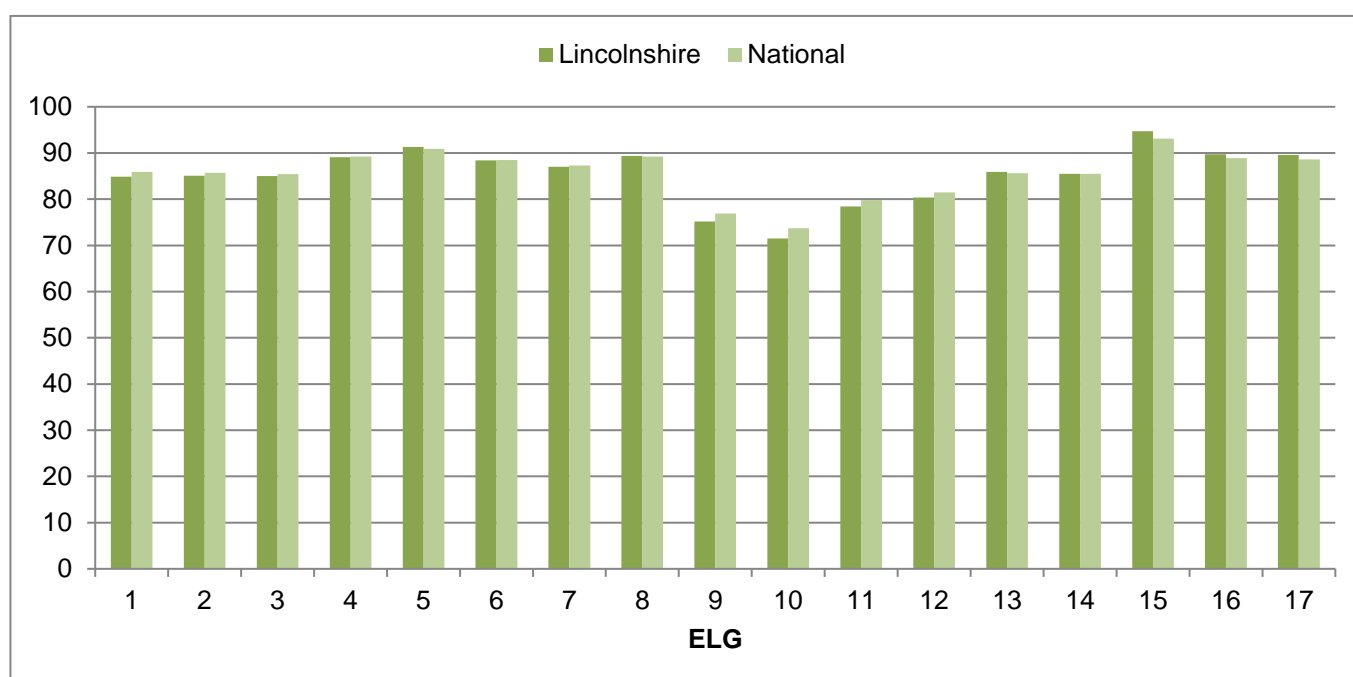
Aspects of Learning - Table 1

		Lincs 2017	East Mids 2017	National 2017	Lincs 2018	East Mids 2018	National 2018	Lincs 2019	East Mids 2019	National 2019
Prime Areas of learning		% Expected and Exceeding								
Communication and Language	Listening and attention	86.2%	85.3%	86.2%	85.4% (-0.9)	85.4%	86.3%	84.9% (-1)	84.8%	85.9%
	Understanding	85.8% (-0.1)	85%	85.9%	85.4% (-0.6)	85.3%	86%	85% (-0.7)	84.8%	85.7%
	Speaking	85.4%	84.5%	85.4%	85% (-0.5)	84.9%	85.5%	85% (-0.4)	84.8%	85.4%
Physical Development	Moving and handling	90.3% (0.7)	88.9%	89.6%	89.1% (-0.5)	88.8%	89.6%	89% (-0.2)	88.5%	89.2%
	Health and self-care	91.8% (0.5)	90.8%	91.3%	91% (-0.2)	90.6%	91.2%	91.3% (0.4%)	90.5%	90.9%
Personal, Social and Emotional Development	Self-confidence and self-awareness	89.8% (0.7)	88.4%	89.1%	88.5% (-0.4)	88.3%	88.9%	88.4% (-0.1)	87.9%	88.5%
	Managing feelings and behaviour	88.7% (0.7)	87.4%	88.0%	87.3% (-0.6)	87.3%	87.9%	87% (-0.3)	86.6%	87.3%
	Making relationships	90.3% (0.6)	89%	89.7%	89.4% (-0.3)	89.1%	89.7%	89.4% (0.2)	88.6%	89.2%
Specific areas of learning		% Expected and Exceeding								
Literacy	Reading	76.4% (-0.6)	75.4%	77%	75.2% (-1.8)	75.3%	77%	75.2% (-1.7)	75.4%	76.9%
	Writing	71.7% (-1.6)	71.5%	73.3%	70.8% (-2.9)	71.7%	73.7%	71.5% (-2.2)	72.2%	73.7%
Mathematics	Numbers	78.4% (-0.8)	77.7%	79.2%	77.6% (-2)	77.9%	79.6%	78.4% (-1.4)	78.4%	79.8%
	Shape, space and measure	81.4% (-0.2)	80.4%	81.6%	80.7% (-1)	80.3%	81.7%	80.4% (-1.1)	80.4%	81.5%
Understanding the World	People and communities	86.6% (0.9)	84.8%	85.7%	85.8% (-0.1)	85%	85.9%	85.9% (0.3)	84.8%	85.6%
	The world	86.3% (0.6)	84.8%	85.7	85% (-0.8)	84.9%	85.8%	85.5%	84.5%	85.5%
	Technology	94.4%	92.2%	92.4%	93.5%	92.8%	93.1%	94.7%	93.1%	93.1%

		(2)			(+0.4)			(1.6)		
Expressive Arts and Design	Exploring and using media and materials	90.1% (1.3)	88%	88.8%	89.1% (+0.1)	88.1%	89%	89.7% (0.8)	88%	88.9%
	Being imaginative	89.6% (1.2)	87.1%	88.4%	88.8% (+0.1)	87.6%	88.7%	89.6% (1)	87.4%	88.6%

	Above National
	In line with National
	Below National

2019 Lincolnshire and National Outcomes by ELG



Prime Area Analysis:

In 2019:

- Nationally, all outcomes have decreased
- In the East Midlands, all outcomes have decreased
- In Lincolnshire;
 - Speaking, Moving & Handling and Making Relationships outcomes have remained the same
 - Health and Self-Care outcomes have increased

- Remaining ELG outcomes have all decreased
 - Biggest decrease is in Listening and Attention with a dip of -0.5%
- In Lincolnshire:
 - outcomes in Health and Self Care and Making Relationships are above National outcomes
 - In all prime areas, Lincolnshire outcomes are above the East Midlands outcomes
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Speaking, Moving and Handling, Self-Care and Self-Awareness, Managing Feelings and Behaviour and Making Relationships.
- The biggest gap between Lincolnshire and National remains Listening and Attention (-1%) and Understanding (-0.7%)

Specific Area Analysis:

- Nationally, outcomes in Writing and Technology have remained the same.
- Nationally, outcomes in Number have increased by 0.2%
- Nationally outcomes in all other specific areas have decreased since 2018.
- In the East Midlands, outcomes in Reading, Writing, Number, Shape, Space and Measures and Technology have increased.
- In the East Midlands, outcomes in The World, People and Communities, Exploring Media and Materials and Being Imaginative have all decreased since 2018.
- In Lincolnshire, outcomes have remained the same in Reading
- In Lincolnshire, outcomes have decreased in Shape, Space and Measures
- In Lincolnshire, outcomes have increased in Writing, Numbers, People and Communities, The World, Technology, Exploring Media and Materials and Being Imaginative.
- Lincolnshire sit below National outcomes in:
 - Reading (-1.7%)
 - Writing (-2.2%)
 - Number (-1.4%)
 - Shape, Space and Measures (-1.1%)
- Lincolnshire sit above National outcomes in all other specific areas.
- Lincolnshire sit in line with East Midlands outcomes in Number
- Lincolnshire sit below East Midlands outcomes in Reading, Writing and Shape, Space and Measures.
- Lincolnshire sit above East Midlands in all other specific areas.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Reading, Writing and Numbers.
- The biggest negative gaps between Lincolnshire and National remains Writing (-2.2%), Reading (-1.7%), Numbers (-1.4) and Shape, Space and Measures (-1.1)
- The biggest positive gaps between Lincolnshire and National are Technology (+1.6%), Being Imaginative (+1%), Exploring Media and Materials (+0.8%) and Health and Self-Care (+0.4%)

Summary of the provisional results (green text denotes positives, red text negatives):

% achieving at least expected level across all ELGs (2019)

- 69% of pupils in Lincolnshire achieved at least the EXP level across all ELGs. This is in line with the 2019 cohort in the East Midlands (69%), and below Statistical Neighbour Average (n/a) and nationally (70.7%).
- At 13.7 the gap between the % boys and girls achieving at least expected level across all ELGs in Lincolnshire is greater than National (13.6), Statistical Neighbour Average at n/a narrower than East Midlands (13.9).
- The gap between boys and girls achieving at least expected across all ELGs in Lincolnshire has reduced from 14.1 in 2018 to 13.7 in 2019.

% achieving a good level of development (2019)

- 69.6% of pupils in Lincolnshire achieved a GLD. This is lower than pupils in the East Midlands (70.3%), the Statistical Neighbour Average (n/a) and nationally (71.8%).
- At 13.8, the gap between the % boys and girls achieving a good level of development in Lincolnshire is greater than National. (National at (12.9), East Midlands at (13.2) and Statistical Neighbour Average at (n/a).
- The gap between boys and girls achieving a GLD in Lincolnshire has increased from 13.4 (boys) to 13.8 (2019)
- In Lincolnshire, 55.9% of children in receipt of FSM achieved a GLD compared with 71.7% of children not in receipt of FSM. This is a gap of 15.8 which has reduced from 2018 and is less than the gap nationally which is 17.7.

% achieving at least expected across all prime areas of learning (2019)

- 77.4% of pupils in Lincolnshire achieved at least the expected level across all prime areas of learning, this compares less favourably with pupils in the East Midlands (78.1%), nationally (79.2%) and the Statistical Neighbour Average (n/a).
- The percentage of pupils in Lincolnshire achieving at least expected across all prime areas of learning has fallen from 77.7% (2018) to 77.4% (2019)
- In Lincolnshire, 70.7% of boys achieved at least expected across the prime areas compared with 84.6% of girls. This is a gap of 13.9

% achieving at least expected across all specific areas of learning (2019)

- 69.8% of pupils in Lincolnshire achieved at least the expected level across all specific areas of learning. This is above pupils in the East Midlands (69.7%), but below the Statistical Neighbour Average (n/a) and nationally (71.3%).
- The percentage of pupils in Lincolnshire achieving at least expected across all specific areas of learning has risen from 68.4% (2018) to 69.8% (2019)

- In Lincolnshire, 63.5% of boys achieved at least expected across the specific areas compared with 76.5% of girls. This is a gap of 13.

Percent attainment gap between all children and bottom 20%

Comparing % of children in Lincolnshire emerging or exceeding compared with national outcomes

Comparing % of girls in Lincolnshire emerging or exceeding compared with girls nationally

Comparing % of boys in Lincolnshire emerging or exceeding compared with boys nationally

Lincolnshire Cohort Analysis

	Lincolnshire 2017		National 2017		Lincolnshire 2018		National 2018		Lincolnshire 2019		National 2019	
	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap
Gender: Information from SFR												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
Boys	63.8% (4,195 chn)	-11.9	64%	-14	62.3% (3,924 chn)	-13.5	65%	-13	62.9% (4,048 chn)	-13.8	65.5%	-12.9
Girls	75.7% (4,036 chn)		78%		75.8% (3,951 chn)		78%		76.7% (3,837 chn)		78.4%	
FSM: Information from School Performance Team 2019												
All	69.6% (8,231 chn)		71.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
FSM	53% (1,241 chn)	-20	56%	-17	52% (1,190 chn)	-20	57%	-17	55.8% (1,012 chn)	-15.9	56.3%	-17.7
Non FSM	73% (6,990 chn)		73%		72% (6,684 chn)		74%		71.7% (6,873 chn)		74.0%	
LAC: Information from School Performance Team 2019												
All	69.6%								69.6% (7,885 chn)			
LAC	49.0%	-20.8										
Non LAC	69.8%											
EAL: Information from the School Performance Team 2019												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			

EAL	58% (962 chn)	-13	65%	-8	57% (935 chn)	-14	66%	-7	56% (791 chn)	-15.5	66.6%	-7
Non EAL	71% (7,269 chn)		73%		71% (6,866 chn)		73%		71.5% (6,993 chn)		73.6%	
Ethnicity: Information from the School Performance Team 2019												
All Children	69.6%		70.5%		69.1%		71.5%		69.6% (7,885 chn)			
White British	70%	+0.4	73%	+2.5	68%	-1-1	73%	+1.5	71.3% (6,518 chn)	+1.7		
Any other white background	56.6%	-13	64%	-6.5	57.6%	-11.5	66%	-5.5	59.5% (743 chn)	-10.1		
Any other mixed background	69.6%	0			72.6%	+3.5			68.6% (169 chn)	-1		
White and Black Caribbean	67%	-2.6	70%	-0.5	76%	+6.9	70%	-1.5	76.3% (38 chn)	+6.7		
Chinese	70%	+0.4	74%	+3.5	70%	+0.9	79%	+7.5	85.7% (7)	+16.1		
Gypsy/ Roma	13.3%	-56.3	31%	-39	47.4%	-21.7	34%	-37.5	33.3% (15 chn)	-36.3		
Gaps are calculated specifically for Lincolnshire outcomes comparing all children against the identified cohort. The National gaps have also been calculated where the data is available so that the gaps in Lincolnshire and the gaps nationally can be compared. Where the gap is shaded green, Lincolnshire have narrowed the gap in 2019 compared with the 2018 gap. Where the gap is shaded orange, the gap has increased.												
Term of Birth: Information from the School Performance Team 2019												
Summer Born	59.8% (2,756 chn)		59%		58.3% (2,578 chn)		61%		59.9% (2,658 chn)		61.9%	
Spring Born	69.1% (2,688 chn)		70%		69.8% (2,496 chn)		72%		70.5% (2,580 chn)		72.8%	
Autumn Born	80.3% (2,700 chn)		79%		78.3% (2,737 chn)		81%		78.5% (2,647 chn)		81%	

SEN outcomes:

GLD	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	25% (530)	27%	23.4% (465)	28%	24.8% (508)	28.5%
SEN with EHC Plan	0% (121)	4%	5.3% (133)	5%	2.3% (132)	4.5%
Non SEN	74% (7,493)	76%	73.1% (7,213)	77%	74% (6,993)	77.4%

Average Points Score	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	26.4	26.6	25.7	26.6		
SEN with EHC Plan	19.3	19.5	19.5	19.6		
Non SEN	35.4	35.4	35.2	35.6		

Average Point Scores

The gap between the average and lowest scoring 20% Lincolnshire continues to close the gap and remains closer than the national average????

	2017		2018		2019	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Average Point Score	34.5	34.5	34.4	34.6	34.4	34.6
Average Lowest 20% Attaining	23.6	23.2	23.0	23.2		
Percent attainment gap between all children and bottom 20%	30.7	31.7	32.2	31.8		

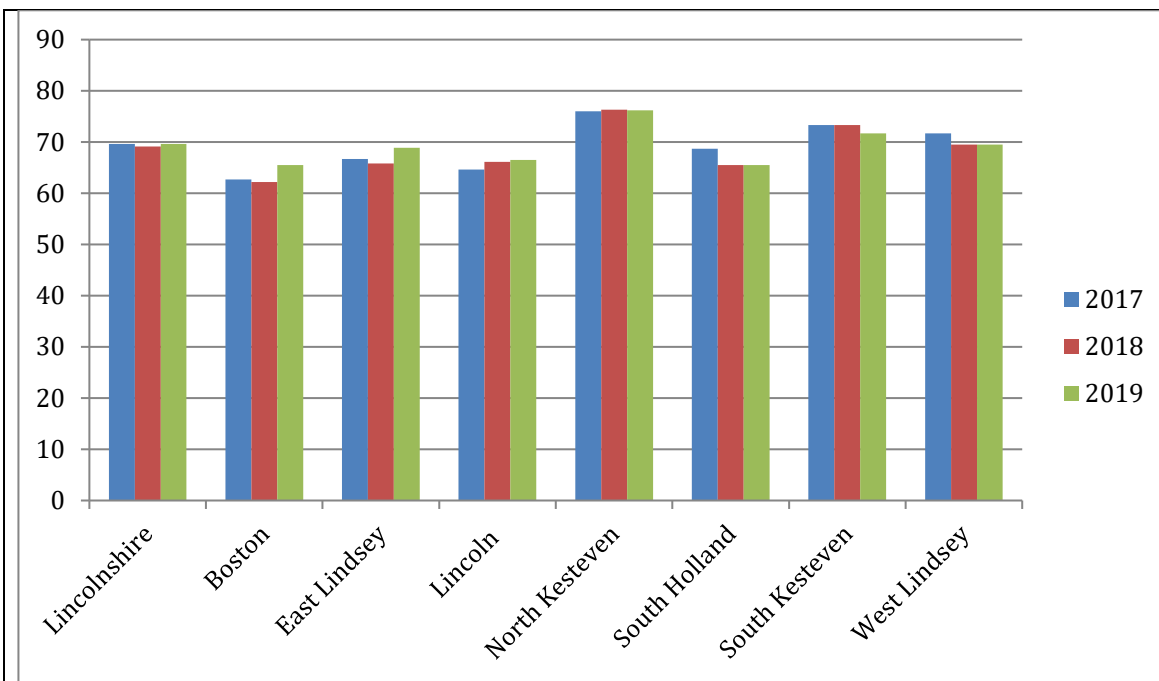
Average total point score (2019)

- Lincolnshire pupils (34.4) performed slightly below pupils nationally (34.6). These are exactly the same outcomes as in 2018. *Lincolnshire's average total point score is higher than the East Midlands (34.2) and is equal to the Statistical Neighbour Average.*

Average Total Point Score (lowest 20% attaining children)

- Lincolnshire's 2018 average total point score for the lowest 20% attaining children (23) is higher than that of the East Midlands (22.7), but below the National (23.2) and the Statistical Neighbour Average (23.7).*
- For Lincolnshire the average total point score for the lowest 20% attaining children has decreased slightly for this cohort, from 23.6 in 2017 to 23 in 2018.*

District Analysis



Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%.

Data Analysis at Individual Pupil Level

School Performance produced a report with individual pupil level data.

8,119 children have been tracked through the year. Of these children 7,887 were in Lincolnshire at the point of EYFSP submission and a return for them was completed. Of the 232 children missing in end of year reporting, these children will have either had an agreed exemption form submitting their EYFSP or moving out of county during their reception year.

2,396 of the 7,887 assessed children did not achieve a GLD. However, 143 achieved at least expected in writing ELG 10. A further analysis of these children achieving ELG 10 but not the GLD showed that:

- **131 were English**
- 3 were Lithuanian
- 2 were Latvian
- 7 were Polish

Of these 143 children achieving ELG 10:

- **42 were emerging in ELG 1 (L&A)**
- **43 were emerging in ELG 2 (U)**

- **50 were emerging in ELG 3 (S)**
- 17 were emerging in ELG 4 (M&H)
- 23 were emerging in ELG 5 (H&SC)
- **49 were emerging in ELG 6 (SC&SA)**
- **77 were emerging in ELG 7 (MFB)**
- **56 were emerging in ELG 8 (MR)**
- 24 were emerging in ELG 9 (R)
- 37 were emerging in ELG 11 (N)
- 26 were emerging in ELG 12 (SSM)

22 of these children were emerging across all areas of Communication and Language (ELGs1-3)

65 children were at least expected across Communication and Language (ELGs 1-3) and had achieved at least expected in Writing (ELG 10):

- 5 still emerging in ELG 4 (M&H)
- 4 still emerging in ELG 5 (H&SC)
- 13 still emerging in ELG 6 SC&SA)
- **32 still emerging in ELG 7 (MFB)**
- **24 still emerging in ELG 8 (MR)**
- 9 still emerging in ELG 9 (R)
- 20 still emerging in ELG 11 (N)
- 5 still emerging in ELG 12 (SMM)

8 of these children were emerging across PSED.(ELGs 6-8)

Of the 143 children:

- 6 were in Boston
- 14 were in EL
- 11 were in L
- **25 in NK**
- **29 in SH**
- **36 in SK**
- **22 in WL**

Does this link to inclusion needs in the district? Have these children accessed inclusion funding?

Of the 143 children;

- 13 were eligible for FSM. **129 were not eligible for FSM.**
- 41 were Autumn births
- 48 were Spring births
- 54 were Summer births
- 128 accessed EYE funding
- 39 accessed 2 year funding

- 26 accessed EYPP funding

Impact factors for improving outcomes for 2019

Bespoke moderation programme

Schools with 2018 GLD significantly adrift from the national GLD were invited to engage with a bespoke moderation programme. 10 schools agreed to take part. In 2018, 48% of the children who attended these schools achieved a GLD. In 2019, 60.1% of children in these 10 schools achieved a GLD. An increase of 12%.

Under 5s networks in East Lindsey

4 schools were identified with significantly adrift data in East Lindsey. The EYIA and EYST worked in partnership to develop an Under 5s network with the identified school at the heart of the network and all the early years providers that feed into the school invited to engage. Baseline outcomes were reviewed so that children were supported to become more school ready. 3 of the 4 identified schools also engaged with the bespoke moderation programme. 3 of the 4 schools saw significant increases to the GLD and their outcomes for children in their school.

- School 1 18% (2018) to 71% (2019)
- School 2 53.8% (2018) to 66.7% (2019)
- School 3 55.2% (2018) to 53% (2019)
- School 4 43% (2018) to 66.7% (2019)

Agreement Trialling Nov 2018 and Feb 2019

Focus was : Writing (Nov) and Number (Feb)

School who attended free agreement trialling sessions on writing and number:

120 schools attended writing sessions

109 schools attended number sessions

Schools who attended; 71.1% of their children achieved a GLD

Future plans for 2019- 2020

Partnership working with LTT (Lincolnshire Teaching Schools Together)

- LTT are going offer this to 30 identified schools with data between -10% and -20% below the national GLD the revised bespoke Moderation programme, now known as 'Notice, Reflect and Respond.'
- EYCC – EYIAs will offer this programme to a group of identified schools where the data is more than 20% below the national GLD.
- Schools not identified on either of these targeted lists, will also be able to purchase this support via consultancy.

- LTT to offer support via the Boston Reading Project (All Boston Schools as reading outcomes are poorest in this district)
- LTT to offer support via the Writing Project. These are schools where the 2018 writing outcomes were significantly below the national outcomes and the deprivation indicators were high.
- LTT to offer support via the Transition Project. These schools submitted data significantly adrift in 2018 and were projected to in 2019. This support was for Y1 teachers who have to plan a curriculum for children who are not yet year one ready.

Agreement trialling Nov 2019 and Feb 2020

- Communication and Language will be the focus in November 2019 as outcomes in these prime areas have fallen/plateaued from 2018 and sit below the National outcomes. This area of learning has such a significant impact on the other areas of learning and it may be that there are still misconceptions around what is expected for these ELGs.
- Managing Feelings and Behaviour will be the focus in February 2020 as we know that if children are achieving the writing ELG yet not achieving a GLD, the biggest barrier to achieving a GLD is managing Feelings and behaviour. We need to be confident that teachers are making this assessment accurately in line with the national exemplification materials.

Develop Under 5s networks beyond East Lindsey following the successful model trialled there.

- Ensure that networks are focused and tailored to the data picture and the needs of the children in that specific area.
- Consider how Ready, Steady, Go to School projects can be tailored in to these areas – EL trialled undertaking this twice in the year to have a bigger impact)

Develop a questionnaire to send to all schools who have submitted a GLD above 80% for the last three years.

- How are they developing practice and provision to ensure that children are year 1 ready?
- How does the management structure in school support the outcomes for Year 1 readiness?
- What transition in to school systems are in place to support school readiness?
- What transition systems are in place at the end of YR to support Y1 readiness?
- What are the biggest barriers children face when starting school to be Y1 ready at the end of the year?
- What strategies do you use that have the biggest impact on outcomes for your children?

Develop a working relationship with Leicestershire to look at how their GLD has increased from 2018 to 2019.

Work with the School Performance Team

- Which schools have accessed their checking files? What is the GLD for schools who access their checking files v those that don't?

- Discuss whether individual pupil level data can be produced during QA week to support the QA of data anomalies submitted by schools and then unchallenged?

Develop QA skills within moderation team

- Through training, identify anomalies on cohort data. Is there a valid reason as to why this child has this outcome? If there is not, then the outcomes for that ELG would be recorded as inaccurate.
- Where there is not cohort data available at the moderation event, an in depth analysis of pupil level data will be made during QA week and contact to school will be made if there are any anomalies.
- Where contact is made with a school to discuss an anomaly and the class teacher cannot be spoken with, the conversation will be made with the head teacher.

Continue to share key messages about accuracy and school readiness at termly Head's briefings. Ensure that schools are aware that we are underperforming as a local authority, not only compared with the national outcomes, but significantly compared with our statistical neighbours.

Professional Development Fund

- Targeted EY providers to be involved in PDF project, funded through DfE, to develop practice and provision to support outcomes for children with the aspects of Communication and Language.

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Key stage 4 performance, 2019 (revised)



Latest headline data for pupils at the end of key stage 4

State funded schools, England¹

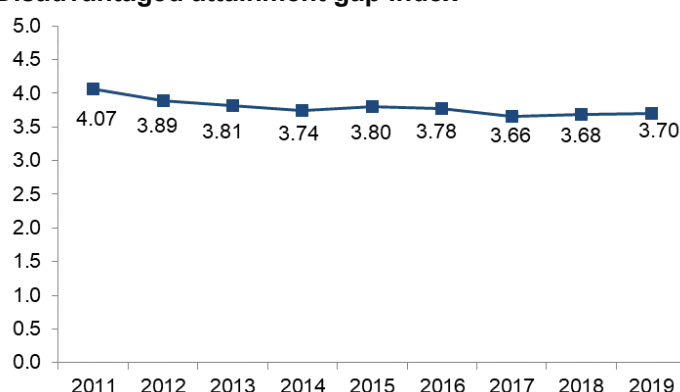
Measure	% EBacc entry	% English and maths, grade 5 or above	Attainment 8	EBacc Average Point Score
Change from previous year ²	↑	→	→	→
2019 revised	40.0%	43.2%	46.7	4.07
2018 revised	38.4%	43.3%	46.5	4.04

Compared with 2018 revised data, for state funded schools:

- EBacc (English Baccalaureate) entry rate **increased** by 1.6 percentage points to 40.0%, the highest entry rate since the introduction of the EBacc measure in 2010.
- The percentage of pupils at the end of key stage 4 who achieved grade 5 or above in English and mathematics remained **stable**.
- Average Attainment 8 score per pupil was **stable**.
- The EBacc average point score (EBacc APS) remained **stable**.

The gap between disadvantaged pupils and all other pupils remains broadly stable

Disadvantaged attainment gap index



The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable, increasing by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small increase in a row.

The gap is 9.1% lower than in 2011.

¹ State funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. There were 3,965 schools and 542,568 end of KS4 pupils.

² Key stage 4 data in both years is based on revised data for improved comparability.

About this release

This release summarises exam entry and achievements of pupils at the end of key stage 4³ (KS4) in 2019. Figures are available at national, regional, local authority level and some lower level breakdowns such as local authority district and parliamentary constituency. For comparison of schools and colleges' performance, please use the [School Performance Tables](#) website.

The data in this release is revised. The statistics in this release are based on the results data that awarding organisations supply to the department. This release provides an update to the [provisional figures](#) released in October 2019. Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics which were not included in the provisional update. From September 2019, the floor and coasting standards no longer apply therefore this information is no longer included in the revised release⁴.

The measures covered in this release include qualifications that count towards the secondary school performance tables⁵. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have this data counted in the secondary school performance tables. Pupils' achievements in these qualifications are therefore not reflected in this release.

A section on considerations when using KS4 statistics can be found in the **Entry patterns and qualification reform** section in the [provisional release](#).

About this report

This report will compare revised results for 2019 to revised results from 2018. There is usually a slight increase in the key national statistics between the provisional and revised releases due to accepted amendment requests made by schools during the September checking exercise⁶. As such, users should be aware that the statistics in this release may differ from the [provisional release](#). State funded schools are the focus of the commentary in this report⁷.

³ Pupils are identified as being at the end of key stage 4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as at 31 August at the start of the academic year, and the majority of pupils at the end of key stage 4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

⁴ The Government has set out a new system of support for schools identified as 'requires improvement' in their [latest Ofsted report](#)

⁵ A list of qualifications that count in the secondary school performance tables each year up to 2021 can be found [here](#)

⁶ E.g. adding outcomes of re-marks or late or missing results.

⁷ For more information and data on the differences between entry patterns in independent and state funded schools, please see page 4 of the provisional release linked above.

Feedback

We welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk

This year, we have changed the way we display data, by reducing the formatted tables we publish in favour of a more accessible format fit for a wider range of users. This new format contains the same amount of information as was provided in previous publications. We have published documentation alongside this to make navigation of this data easier but would appreciate targeted feedback on this change so we can ensure we continue to meet diverse user needs. For more information, see the methodology document published alongside this release.

2019 headline accountability measures

The headline accountability measures for secondary schools include: Progress 8, EBacc entry, destinations of pupils after key stage 4⁸, attainment in English and mathematics, Attainment 8 and EBacc APS. For more information, see the [secondary accountability guidance](#).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero⁹.

The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

Attainment in English and mathematics (grades 5 or above)¹⁰

This measure looks at the percentage of pupils achieving grade 5 or above in both English and mathematics.

⁸ Destinations of pupils after KS4 are covered in a separate publication [here](#)

⁹ When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

¹⁰ This includes AS-level qualification passes at grades A-E

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

EBacc average point score (EBacc APS)

The EBacc average point score was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

KS4 entry and achievement

1. English and maths attainment at grade 5 or above is stable

In 2019, the proportion of pupils in state-funded schools who achieved a grade 5 or above in English and maths remained stable in comparison to 2018 at 43.2%. Considering different levels of prior attainment¹¹:

- 76.5% of pupils with high prior attainment met this threshold
- 22.4% of pupils with middle prior attainment met this threshold
- 1.9% of pupils with low prior attainment met this threshold

2. Average Attainment 8 score per pupil is broadly stable

Attainment 8 scores for English, Mathematics, EBacc and Open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

3. Progress 8

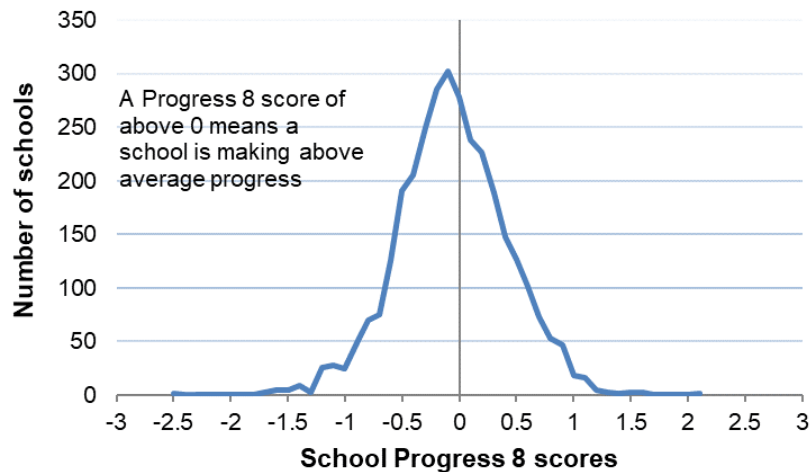
Progress 8 is a relative measure, which means that the overall national score remains the same between years. This measure is better compared between groups in the same year, e.g. by school or pupil type.

¹¹ "Low" is below level 4, "middle" is level 4 and "high" is above level 4 at KS2

At school level, Progress 8 scores for state-funded mainstream schools¹² ranged from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3 in 2019. Figure 1 shows the school level Progress 8 distribution.

Figure 1: Distribution of adjusted Progress 8 scores

State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

4. Entry into the EBacc has increased by 1.6 percentage points

The percentage of pupils entered for all five EBacc components¹³ rose from 38.4% to 40.0% in 2019. Since the introduction of the EBacc in 2010, this is the highest entry rate. The following chart shows the trend of EBacc entry over the last 10 years^{14,15,16}.

¹² Excludes further education colleges with 14-16 provision

¹³ English, maths, science, a language, and history or geography

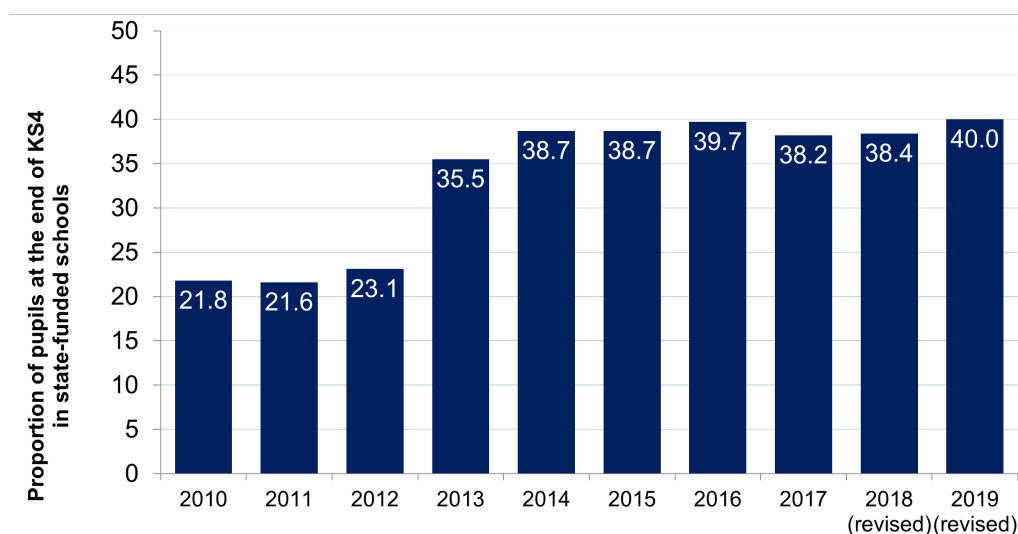
¹⁴ Revised data used for latest two years, the rest use final data

¹⁵ In 2012/13, EBacc entry rose due to a large increase in the proportion of pupils at the end of KS4 entered for humanities (up 10.9 percentage points to 60.2%) and languages (up 8.7 percentage points to 47.6%). This likely came about due to a change in school behaviour as this data contained the first cohort to fully complete key stage 4 following the introduction of the EBacc.

¹⁶ In 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables in that year. The main driver of this decrease was due to a reduction in entries to EBacc language.

Figure 2: Percentage of pupils entering the EBacc

State funded schools, England, 2010-2019



Source: Key stage 4 attainment data

In 2019, 216,986 pupils (40.0%) entered for all five EBacc components. Of these, 58.4% had high prior attainment at KS2, 30.0% had middle prior attainment, and only 9.4% had low prior attainment.

Patterns of entry by number of components, subject and prior attainment have remained largely unchanged in comparison to figures reported in the [provisional release](#) (Pages 7-11 of the main text document).

EBacc average points score (APS)

In 2019, EBacc APS was 4.07 which means it was above grade 4 on average, which was stable in comparison to 2018 (4.04). The maximum GCSE score is 9, and if achieving an A* at AS level this becomes 10.75.

Table 1: EBacc APS for each EBacc component in 2018 and 2019

State funded schools, England, 2018 and 2019 (revised)

EBacc component	2018 (revised)	2019 (revised)
English	4.94	4.96
Mathematics	4.51	4.53
Sciences ¹⁷	4.50	4.50
History or Geography	3.55	3.68
Languages	2.26	2.28

¹⁷ Sciences includes the double award GCSE in combined science, and single GCSEs in biology, chemistry, physics and computer science.

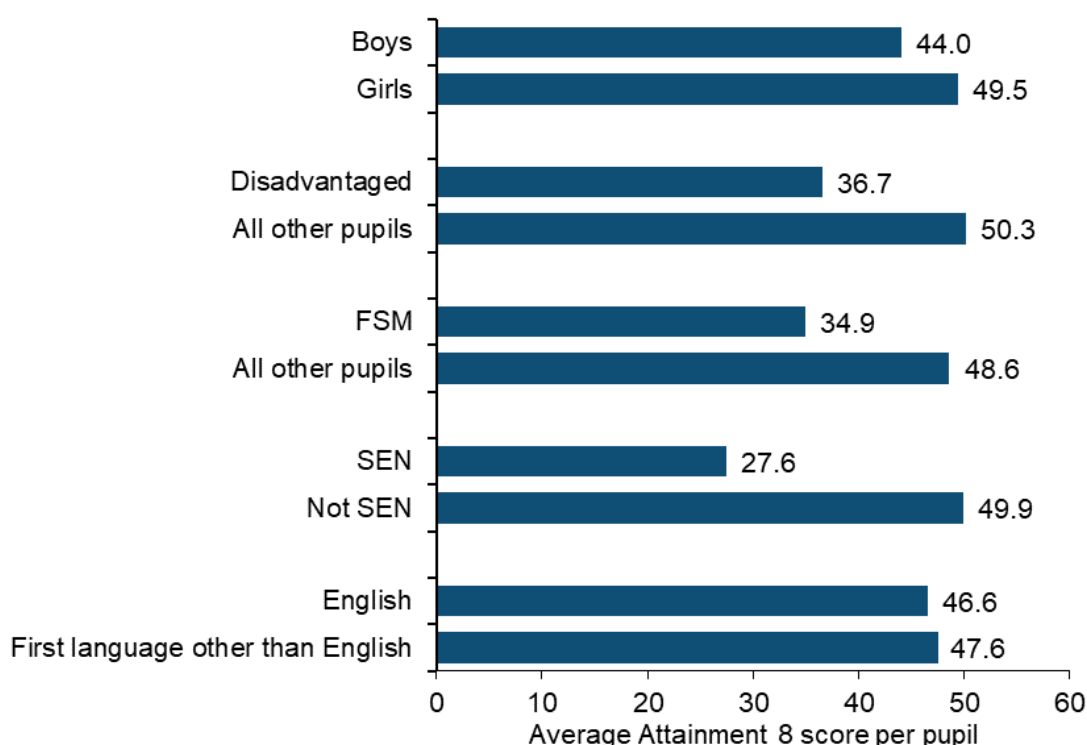
The EBacc APS for the humanities component rose from 3.55 in 2018 to 3.68 in 2019. For wider context, the proportion of pupils who achieved all components of the EBacc at grades 5 or above was 17.1% in 2019, up from 16.7%, and at grades 4 or above, it was 24.9%, up from 24.1%.

There was a slight increase in the proportion of pupils entered to arts subjects, from 44.3% in 2018 to 44.5% in 2019¹⁸ following three year-on-year decreases.

Attainment by pupil characteristics¹⁹

Figure 3: Average Attainment 8 score by pupil characteristics

England, state funded schools, 2019



Source: Key stage 4 revised attainment data

In 2019 the general pattern of attainment differences for Attainment 8 remained the same as in 2018. The differences between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest difference remained between pupils with SEN and those with no identified needs, with a difference of 22.3 points, similar to last year (22.6 in 2018).

¹⁸ For a wider timeline of entries into any arts subject, see the national tables published alongside this release.

¹⁹ Information on attainment has been broken down by the following pupil characteristics within these statistics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). The data accompanying this publication also includes local authority attainment broken down by these characteristics. Please see the pupil characteristics section of the methodology document for additional information on characteristics definitions.

Disadvantaged pupils

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2019, 26.5% of pupils in state-funded schools at the end of key stage 4 were disadvantaged, 0.5 percentage points lower than 2018 (27.0%)

Attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019 consistent with previous years.

Due to GCSE reforms introduced in 2017 and associated changes to headline measures, it is recommended that the disadvantage gap index (below) is used to look at the difference in attainment between disadvantaged and other pupils over time.

Disadvantage gap index

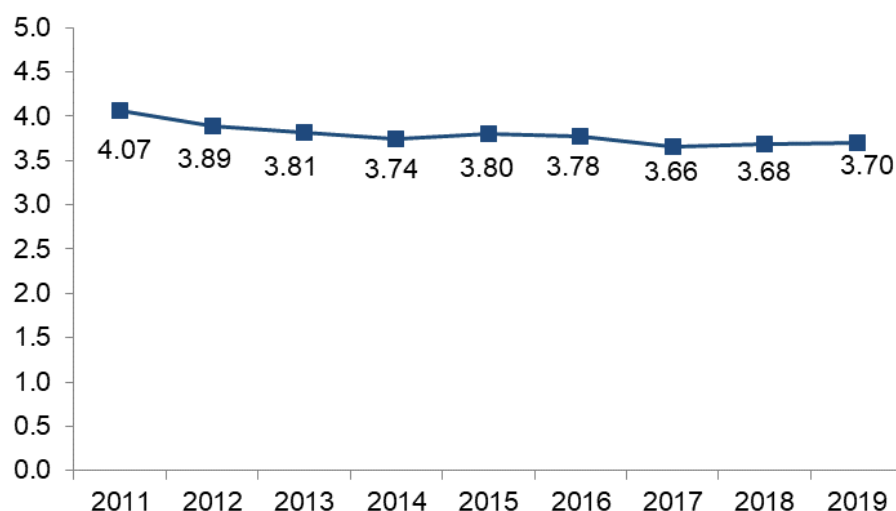
The disadvantage gap index²⁰ summarises the relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

The gap between disadvantaged pupils and others, measured using the gap index, has remained broadly stable compared to last year, widening by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small annual increase in a row, but it is still 9.1% lower than in 2011.

²⁰ More details of the methodology and consultation were published in SFR 40/2014

Figure 4: Trend in disadvantaged pupils' attainment gap index²¹

England, state funded schools, 2011 – 2019 (revised)



Source: National pupil database and key stage 4 attainment data

Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

		Disadvantaged pupils	All other pupils	Difference
End of key stage 4 cohort				
	2018	141,136	382,490	n/a
	2019	143,816	398,752	n/a
Progress 8²²				
	2018	-0.44 (-0.44 to -0.43)	0.13 (0.13 to 0.14)	-0.57
	2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
EBacc entry				
	2018	26.4%	42.8%	16.4pp ²³
	2019	27.5%	44.5%	17.0pp
Achieving English and mathematics (at grades 9-5)				
	2018	24.9%	50.1%	25.2pp
	2019	24.7%	49.9%	25.2pp
Attainment 8				
	2018	36.7	50.1	13.4
	2019	36.7	50.3	13.6
EBacc average point score				
	2018	3.07	4.40	1.33
	2019	3.08	4.43	1.35

Source: key stage 4 revised attainment data

²¹ Further breakdowns of average English and maths grades for disadvantaged and all other pupils can be found in the National characteristics data accompanying this release.

²² The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

²³ pp = Percentage point difference e.g. 40% to 45% is a change of 5pp.

As in previous years, attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019. The difference in the percentage of pupils entering the EBacc rose the most in comparison to differences across other headline measures, as a result of increases in the percentage of pupils entering the EBacc by both disadvantaged and all other pupils. Other differences are similar compared to 2018.

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Being a pupil whose first language is other than English does not mean that the pupil is necessarily fluent in a language other than English or cannot speak English.

16.6% of pupils at the end of key stage 4²⁴ had a first language other than English in 2019, slightly higher than in 2018 (16.5%).

Table 3: Attainment by first language status, England, 2018-2019 (state funded schools)

		English	other than English	Difference
End of key stage 4 cohort				
	2018	435,455	86,269	n/a
	2019	450,090	90,069	n/a
Progress 8²²				
	2018	-0.10 (-0.11 to -0.10)	0.49 (0.48 to 0.49)	0.59
	2019	-0.11 (-0.11 to -0.10)	0.48 (0.47 to 0.49)	0.59
EBacc entry				
	2018	36.6%	47.7%	11.1pp
	2019	38.2%	49.4%	11.2pp
Achieving English and mathematics (at grades 9-5)				
	2018	43.4%	43.3%	0.1pp
	2019	43.2%	43.8%	0.6pp
Attainment 8				
	2018	46.5	47.2	0.7
	2019	46.6	47.6	1.0
EBacc average point score				
	2018	4.01	4.22	0.21
	2019	4.04	4.27	0.23

Source: Key stage 4 revised attainment data

As in 2018, pupils with English as an additional language performed better across headline measures. However the percentage of pupils achieving English and maths at grades 5 or above are closer across the two groups in comparison (although the difference has increased compared to 2018, from 0.1pp to 0.6pp in 2019).

²⁴ Excluding pupils whose first language is unclassified

Entry rates to the individual components of the Ebacc pillars are similar between English as a first language to English as an additional language. However, entry to the language pillar is markedly higher for pupils with English as an additional language (60.3% compared to 44.0% for pupils with English as a first language in 2019, although this difference decreased by 1.4 pp compared to 2018). This difference likely drives the higher overall EBacc entry rate for pupils with English as an additional language compared to those with English as a first language (49.4% and 38.2% respectively). These patterns are similar to 2018.

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the methodology document.

14.2% of pupils at the end of key stage 4 had a special educational need in 2019 compared to 14.0% in 2018.

Table 4: Attainment by special educational needs (SEN), England, 2019 (state funded schools)

		SEN	no identified SEN	Difference
End of key stage 4 cohort				
	2018	73,530	448,849	n/a
	2019	76,961	464,515	n/a
Progress 8²²				
	2018	-0.61 (-0.62 to -0.60)	0.08 (0.07 to 0.08)	-0.69
	2019	-0.62 (-0.63 to -0.61)	0.08 (0.07 to 0.08)	-0.70
EBacc entry				
	2018	12.4%	42.7%	30.3pp
	2019	13.5%	44.5%	31.0pp
Achieving English and mathematics (at grades 9-5)				
	2018	13.5%	48.3%	34.8pp
	2019	13.8%	48.2%	34.4pp
Attainment 8				
	2018	27.2	49.8	22.6
	2019	27.6	49.9	22.3
EBacc average point score				
	2018	2.19	4.35	2.16
	2019	2.24	4.39	2.15

Source: Key stage 4 attainment data

The attainment difference between pupils with SEN compared to pupils with no identified SEN remains the largest difference of all characteristics groups. Pupils

with SEN perform markedly worse than pupils with no identified SEN across all headline measures of attainment. The attainment differences remained broadly similar to 2018, however there was a slight widening in the difference in EBacc entry between groups (0.7 percentage points) with 13.5% of pupils with SEN entering EBacc in 2019, up from 12.4% in 2018.

Ethnicity

White pupils made up 75.0% of pupils at the end of key stage 4 in 2019, 10.7% were Asian, 5.7% were black, 5.0% were mixed, 0.4% were Chinese.²⁵

Table 5: Attainment by ethnicity, England, 2019(state funded schools)

		White	Mixed	Asian	Black	Chinese
End of key stage 4 cohort						
	2018	396,680	24,646	55,737	28,949	1,875
	2019	406,708	27,018	58,111	31,175	2,006
Progress 8²²						
	2018	-0.10 (-0.11 to -0.10)	-0.02 (-0.03 to 0.00)	0.45 (0.44 to 0.46)	0.12 (0.11 to 0.14)	1.03 (0.97 to 1.09)
	2019	-0.11 (-0.12 to -0.11)	0.00 (-0.02 to 0.01)	0.47 (0.45 to 0.48)	0.13 (0.12 to 0.15)	0.86 (0.80 to 0.92)
EBacc entry						
	2018	36.0%	41.8%	48.5%	45.0%	63.6%
	2019	37.5%	44.3%	50.6%	46.5%	61.6%
Achieving English and mathematics (at grades 9-5)						
	2018	42.6%	43.7%	50.2%	38.8%	75.3%
	2019	42.4%	43.8%	51.9%	37.8%	76.3%
Attainment 8						
	2018	46.1	47.3	50.4	45.0	64.2
	2019	46.1	47.6	51.2	44.9	64.3
EBacc average point score						
	2018	3.98	4.14	4.48	3.93	6.01
	2019	4.00	4.19	4.57	3.94	5.99

Source: Key stage 4 attainment data

Ebacc entry increased across all major ethnic groups with the exception of the Chinese group, which saw a decrease of 2.0 percentage points²⁶. The mixed pupils group saw the greatest positive difference in their Ebacc entry rate since 2018 with an increase of 2.5 percentage points. All groups, with the exception of white pupils²⁷, had EBacc entry rates above the national level of 40.0%.

Average Attainment 8 scores across all major ethnic groups were fairly stable in comparison to 2018, with the exception of the Asian group (+0.8 points). As in 2018, the Chinese, mixed and Asian groups had Attainment 8 scores above

²⁵ Remaining pupils were either unclassified or from any other ethnic background

²⁶ Please note the much lower cohort size for Chinese pupils in comparison to the other major ethnic groupings when drawing conclusions from this data

²⁷ and those whose ethnicities were unclassified

the national average (46.7 in 2019). Average Attainment 8 scores of white and black groups both remained below the national average.

The Chinese, Asian and mixed groups saw an increase in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 1pp, 1.7pp and 0.1pp respectively). These results were also above the national average of 43.2. Conversely, the White and Black groups saw a decrease in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 0.2pp and 1.0pp respectively). These results were below the national average.

Within the more detailed ethnic groupings²⁸, pupils from the Indian group are the highest performing group in the headline measures. The Gypsy/Roma and traveller of Irish heritage groups are the lowest performing groups. These trends have not changed in comparison to 2018. To view more details of attainment for minor ethnic groups please see the pupil characteristics data that accompanies this release.

Ethnicity and free school meal eligibility

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meals (FSM) have markedly lower attainment compared to pupils from other backgrounds who are eligible for FSM. For more details of ethnicity (major and minor groups) by FSM please see Table CH2 of the National characteristics tables that accompany this release.

Gender

As in previous years, girls continue to do better than boys across all headline measures.

Table 6: Headline measures for boys and girls

State funded schools, England, 2019 (revised)

2019 (revised)	Average Progress 8 score	% EBacc entry	% English and maths, grade 5 or above	Average Attainment 8 score per pupil	EBacc Average Point Score
Girls	0.22 (0.22 to 0.23)	45.9%	46.6%	49.5	4.32
Boys	-0.27 (-0.28 to -0.27)	34.3%	40.0%	44.0	3.84
Difference	0.49	11.6 pp	6.6 pp	5.5 points	0.48 points

²⁸ The more detailed ethnic groupings do not include Chinese, which is classified as a major ethnic group

The differences in the headline measures between boys and girls compared to 2018 are broadly stable. However, there were increases in the percentage of pupils entering the EBacc for both boys and girls, up 1.5 pp for boys and 1.7 pp for girls.

Performance by school type and local authority remains largely unchanged in comparison to figures in the [provisional release](#). For updated figures, please refer to the data accompanying this release.

Further information is available

School level figures	Revised school level data is published in the performance tables .
Characteristics breakdowns	Characteristics breakdowns are included in this release.
Previously published figures	Key stage 4 performance, 2019 (provisional) Key stage 4 and multi-academy trust performance 2018 (revised)
Attainment for other key stages	Data on other key stages can be found at the following links: Early years foundation stage profile Key stage 1 Key stage 2 16-19 attainment School performance tables
Destination measures	Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link: Destinations of key stage 4 and key stage 5 pupils
Attainment in Wales, Scotland and Northern Ireland	Information on educational attainment for secondary schools in Wales is available from the Welsh Government website . Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website . Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website .

School level figures	Revised school level data is published in the performance tables .
Information published by Ofqual	<p>Exam boards use a combination of expert judgement and statistics to set grade boundaries. Ofqual monitors the maintenance of standards of each qualification over time so that they are fair for all students – between exam boards in a subject, as well as from year to year. Statistics involve predictions based on the cohort's prior attainment. For GCSE, exam boards use predictions based on the cohort's prior achievement at key stage 2. Further information on how grades are set for GCSEs can be found here</p> <p>Ofqual has also published information on variability in GCSEs for schools and colleges, which is available here</p>
Sponsored academy performance	Information on the complexities of comparing sponsored academies data over time is available here

National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Key stage 4 performance tables team, Education Data Division, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: Attainment.STATISTICS@education.gov.uk



Department
for Education



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About this publication:

Enquiries for: Key stage 4

Email: Attainment.STATISTICS@education.gov.uk

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2019 EYFSP

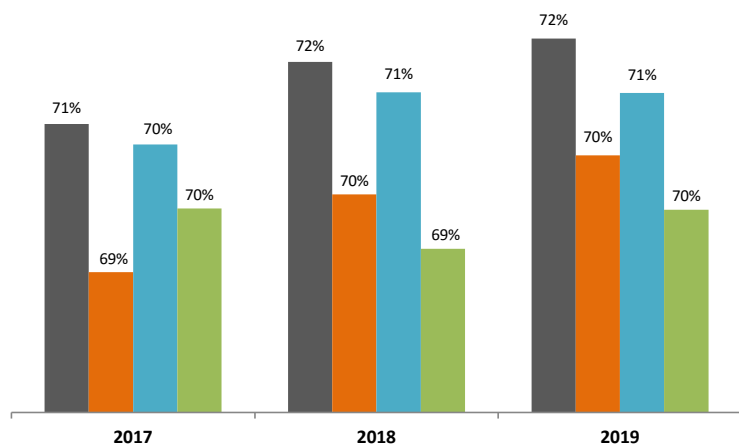
7,954

Lincolnshire children assessed for the Early Years Foundation Stage Profile in 2019

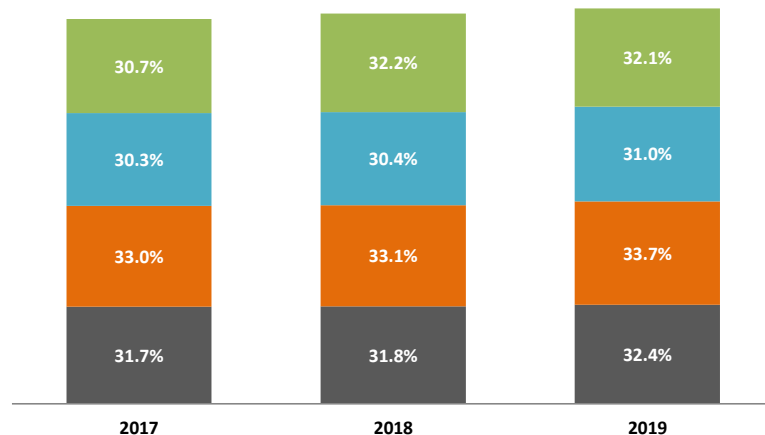
69.6%

Achieved a Good Level of Development in 2019

Achieved a Good Level of Development



Inequality Gap in Achievement across all Early Learning Goals



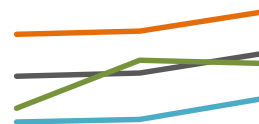
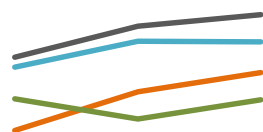
Achieved a Good Level of Development

Average Total Points Score

Inequality Gap in Achievement across all Early Learning Goals

	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	70.7%	71.5%	71.8%	34.5	34.6	34.6	31.7%	31.8%	32.4%
East Midlands	68.8%	69.8%	70.3%	34.1	34.2	34.2	33.0%	33.1%	33.7%
Statistical Neighbour	70.4%	71.1%	71.1%	34.3	34.4	34.3	30.3%	30.4%	31.0%
Lincolnshire	69.6%	69.1%	69.6%	34.5	34.4	34.3	30.7%	32.2%	32.1%

3 Year Trend Comparison



Commentary

1. The percentage of Lincolnshire children achieving a Good Level of Development has increased by 0.5% since last year and is now below National by 2.2%.
2. The Lincolnshire Inequality Gap is narrower than East Midlands and England (the difference between the lowest performing 20% of pupils and their peers) in achievement across all Early Learning Goals.

Data sourced from: <https://www.gov.uk/government/statistics>

2019 Phonic Decoding

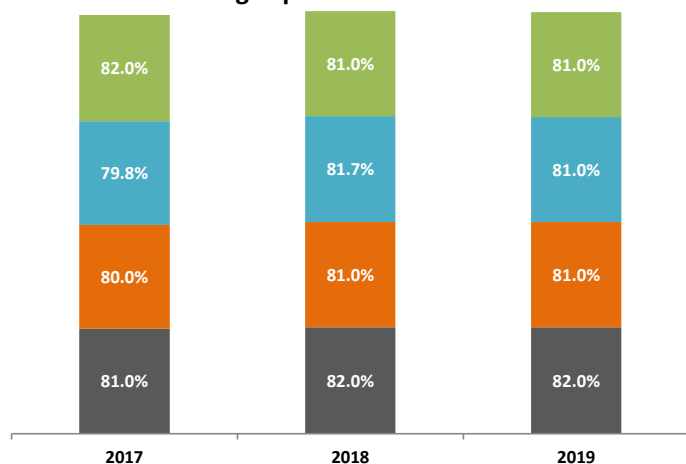
8,204

Lincolnshire children assessed in Phonic Decoding in 2019

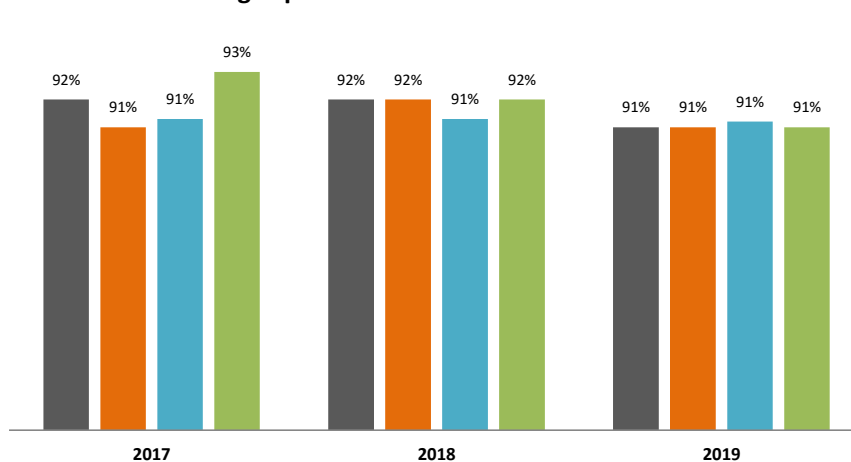
91.0%

Met the expected standard by the end of Year 2

Meeting Expected Standard Year 1



Meeting Expected Standard Year 2



Meeting Expected Standard Year 1

	2017	2018	2019
England	81.0%	82.0%	82.0%
East Midlands	80.0%	81.0%	81.0%
Statistical Neighbour	79.8%	81.7%	81.0%
Lincolnshire	82.0%	81.0%	81.0%

Meeting Expected Standard Year 2

	2017	2018	2019
England	92.0%	92.0%	91.0%
East Midlands	91.0%	92.0%	91.0%
Statistical Neighbour	91.3%	91.3%	91.2%
Lincolnshire	93.0%	92.0%	91.0%

3 Year Trend Analysis



Commentary

1. The percentage of children meeting the expected standard by Year 1 in Lincolnshire is in line with East Midlands and Statistical Neighbours. However Lincolnshire remains 1% below National.
2. Lincolnshire is in line with England, East Midlands and the Statistical Neighbour average for children meeting the Expected Standard by the end of Year 2.
3. Trends indicate that Lincolnshire pupils meeting the Expected Standard by the end of Year 2 has decreased by 1% each year since 2017.

Data sourced from: <https://www.gov.uk/government/statistics>

2019 Key Stage 1

8,227

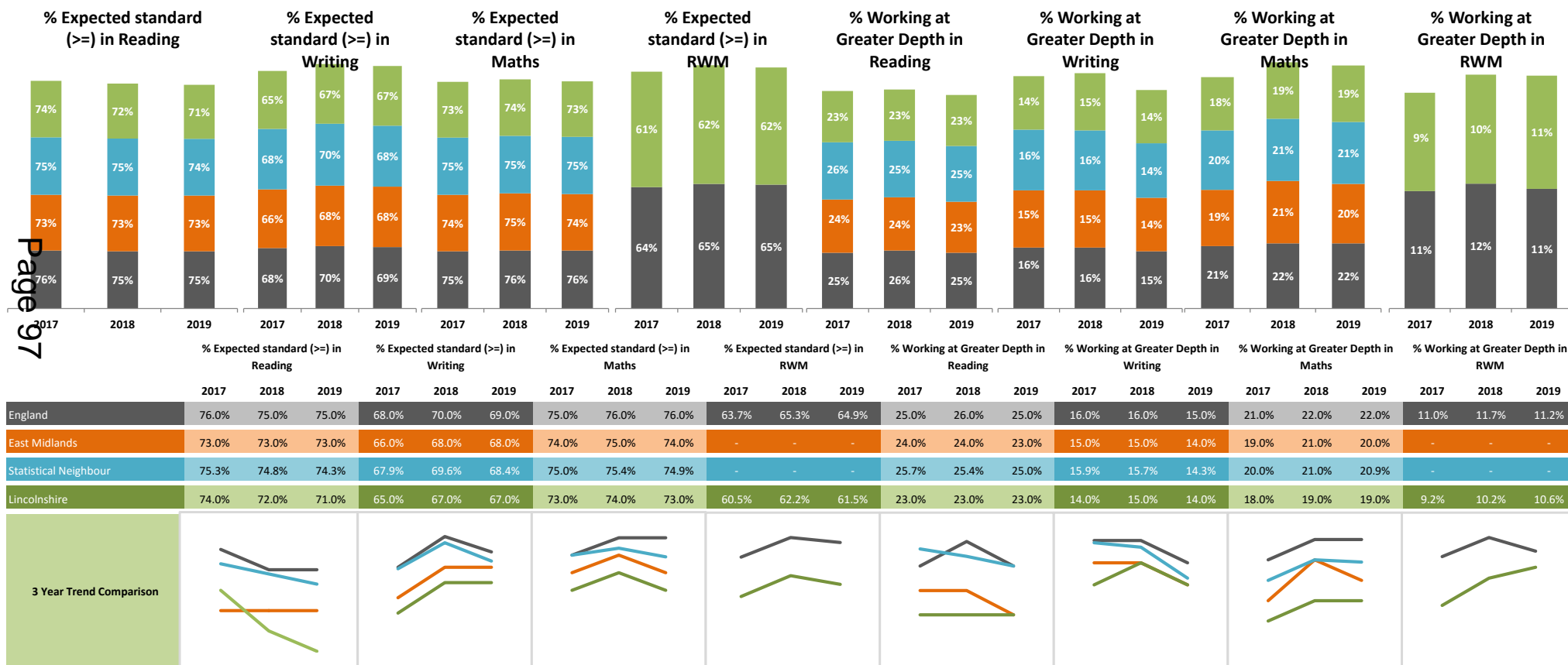
Lincolnshire children assessed in Key Stage 1 in 2019

61.5%

Lincolnshire children Expected Standard in
Reading, Writing & Maths in 2019

10.6%

Lincolnshire children Working at Greater Depth in
Reading, Writing & Maths in 2019



Commentary

Please note: Lincolnshire and National figures for RWM is sourced from unpublished data available from NCER Website.

1. The percentage Expected Standard for Lincolnshire children in Reading is below National by 4%, below East Midlands by 2% and below Statistical Neighbours by 3.3%.
2. The percentage Expected Standard for Lincolnshire children in Writing is below National by 2%, below East Midlands by 1% and below Statistical Neighbours by 1.4%.
3. The percentage Expected Standard for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbour by 1.9%.
4. The percentage Working at Greater Depth for Lincolnshire children in Reading is below National and Statistical Neighbours by 2%, and in line with East Midlands.
5. The percentage Working at Greater Depth for Lincolnshire children in Writing is below National by 1%, in line with East Midlands and below Statistical Neighbours by 0.3%.
6. The percentage Working at Greater Depth for Lincolnshire children in Maths is below National by 3%, below East Midlands by 1% and below Statistical Neighbours by 1.9%.

2019 Key Stage 2

8,329

Lincolnshire children assessed in Key Stage 2 in 2019

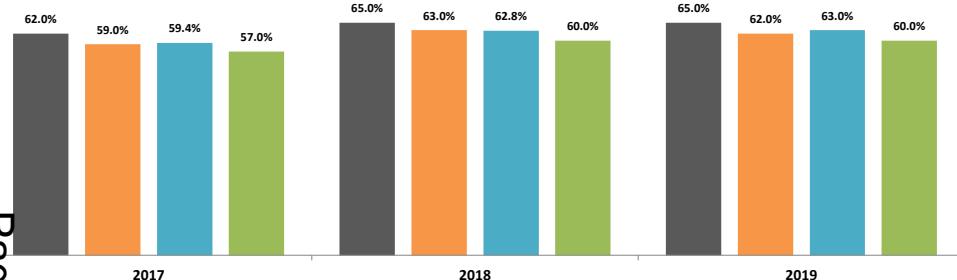
60.0%

Lincolnshire children Expected Standard in Reading, Writing & Maths in 2019

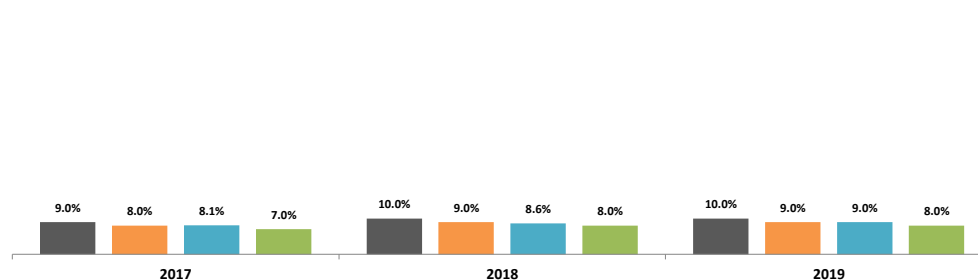
8.0%

Lincolnshire children Higher Standard in Reading & Maths and Greater Depth in Writing in 2019

% Expected standard (\geq) in RWM



% Higher standard (\geq) in RWM



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89	% Expected standard (\geq) in Reading			% Higher standard (\geq) in Reading			% Expected standard (\geq) in Maths			% Higher standard (\geq) in Maths			% Expected standard (\geq) in GPS			% Higher standard (\geq) in GPS			% Expected standard (\geq) in Writing			% Working at Greater Depth in Writing			% Expected standard (\geq) in RWM			% Higher standard (\geq) in RWM			Progress Score in Reading			Progress Score in Writing			Progress Score in Maths											
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019									
England	72.0%	76.0%	73.0%	25.0%	28.0%	27.0%	75.0%	76.0%	79.0%	23.0%	24.0%	27.0%	78.0%	78.0%	78.0%	31.0%	35.0%	36.0%	77.0%	79.0%	78.0%	18.0%	20.0%	20.0%	62.0%	65.0%	65.0%	9.0%	10.0%	10.0%	0.0	0.0	-	0.0	0.0	-	0.0	0.0	-									
East Midlands	70.0%	74.0%	71.0%	22.0%	26.0%	25.0%	73.0%	74.0%	77.0%	20.0%	22.0%	25.0%	76.0%	76.0%	77.0%	28.0%	32.0%	33.0%	76.0%	78.0%	77.0%	18.0%	19.0%	20.0%	59.0%	63.0%	62.0%	8.0%	9.0%	9.0%	-0.7	-0.5	-	-0.2	-0.1	-	-0.6	-0.4	-									
Statistical Neighbour	71.2%	74.7%	72.0%	23.7%	26.5%	25.0%	72.8%	73.8%	77.0%	19.2%	20.1%	23.0%	74.5%	75.2%	75.0%	26.8%	29.7%	31.0%	76.1%	77.9%	78.0%	18.7%	20.2%	20.0%	59.4%	62.8%	63.0%	8.1%	8.6%	9.0%	-0.5	-0.6	-	-0.2	-0.2	-	-0.9	-0.8	-									
Lincolnshire	69.0%	72.0%	68.0%	22.0%	25.0%	23.0%	71.0%	71.0%	74.0%	18.0%	18.0%	22.0%	74.0%	74.0%	74.0%	26.0%	29.0%	30.0%	73.0%	76.0%	76.0%	16.0%	18.0%	18.0%	57.0%	60.0%	60.0%	7.0%	8.0%	8.0%	-0.9	-0.7	-	-0.6	-0.3	-	-1.2	-0.8	-									
3 Year Trend Comparison																																																

Commentary

- The percentage Expected Standard and Higher Standard for Lincolnshire children in Reading, Writing & Mathematics remains steady compared to 2018, the same picture can be seen nationally.
- The percentage Expected Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 5%, below East Midlands by 2% and below Statistical Neighbour average by 3%.
- The percentage Higher Standard for Lincolnshire children in Reading, Writing & Mathematics is below National by 2%, and below both East Midlands and Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Reading is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 4%.
- The percentage Higher Standard for Lincolnshire children in Reading is below National by 4%, and below East Midlands and Statistical Neighbours by 2%.
- The percentage Expected Standard for Lincolnshire children in Maths is below National by 5%, and below East Midlands and Statistical Neighbours by 3%.
- The percentage Higher Standard for Lincolnshire children in Maths is below National by 5%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in GPS is below National by 4%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Higher Standard for Lincolnshire children in GPS is below National by 6%, below East Midlands by 3% and below Statistical Neighbours by 1%.
- The percentage Expected Standard for Lincolnshire children in Writing is below National and Statistical Neighbour average by 2%, and below East Midlands by 1%.
- The percentage Working at Greater Depth for Lincolnshire children in Writing is below National, East Midlands and Statistical Neighbours by 2%.
- Progress Scores for 2019 have not yet been published nationally.

2019 Key Stage 4

7,652

Lincolnshire pupils assessed in Key Stage 4 in 2019

42.2%

% 9-5 in English and Maths GCSEs

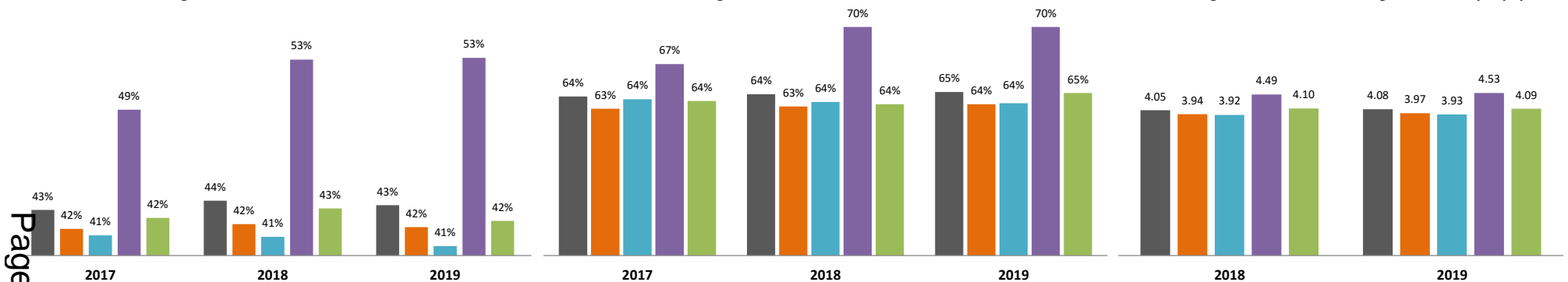
64.5%

% 9-4 in English and Maths GCSEs

% 9-5 in English and Maths GCSEs

% 9-4 in English and Maths GCSEs

English Baccalaureate Average Point Score per pupil



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	English and Maths GCSEs - % Pupils entered for components			% 9-5 in English and Maths GCSEs			% 9-4 in English and Maths GCSEs			English Baccalaureate % entered			English Baccalaureate Average Point Score per pupil			Average Attainment 8 score per pupil			Average Progress 8 score		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	96.9%	97.0%	97.1%	42.9%	43.5%	43.2%	64.2%	64.4%	64.6%	38.4%	38.5%	40.1%	-	4.05	4.08	46.4	46.6	46.6	-0.03	-0.02	-0.03
East Midlands	97.3%	97.3%	97.4%	41.7%	42.0%	41.8%	63.1%	63.3%	63.5%	34.6%	35.8%	36.1%	-	3.94	3.97	45.4	45.5	45.7	-0.11	-0.09	-0.06
Statistical Neighbour	97.7%	97.5%	97.5%	41.3%	41.2%	40.6%	64.0%	63.7%	63.6%	33.6%	33.5%	35.2%	-	3.92	3.93	45.7	45.6	45.5	-0.06	-0.05	-0.06
Other Selective Authority*	94.4%	97.5%	97.1%	49.3%	52.5%	52.6%	67.1%	70.4%	70.4%	42.0%	40.1%	44.7%	-	4.49	4.53	49.6	51.1	51.1	-0.03	0.07	0.03
Lincolnshire	97.3%	97.2%	97.8%	42.4%	43.0%	42.2%	63.8%	63.5%	64.5%	37.7%	40.9%	41.7%	-	4.10	4.09	46.4	46.6	46.7	-0.15	-0.14	-0.04

3 Year Trend Comparison



Commentary

*Other Selective Authority is based on the combined statistical average of Kent & Buckinghamshire.

1. Lincolnshire is currently lower than National but higher than East Midlands and Statistical Neighbours in the percentage of pupils achieving 9-5 in English and Maths GCSEs.
2. National, East Midlands and Statistical Neighbours have remained broadly steady compared to 2018, Lincolnshire presents an upward trend compared to last year in the percentage of pupils achieving 9-4 in English and Maths GCSEs.
3. The percentage of pupils achieving 9-4 in English and Maths GCSEs increased in Lincolnshire from 2018 to 2019 by 1%. In 2019 Lincolnshire is in line with to National and above East Midlands and Statistical Neighbours by 1%.
4. In 2019 Lincolnshire's English Baccalaureate Average Point Score per pupil is higher than East Midlands and Statistical Neighbours and broadly in line with National.
5. Lincolnshire's Average Attainment 8 score per Pupil is in line with National and above East Midlands and Statistical Neighbours.
6. The Average Progress 8 score in Lincolnshire is below National, but above East Midlands and Statistical Neighbours.

2019 Key Stage 5

2,344

Lincolnshire Students entered for one or more A level or applied A level

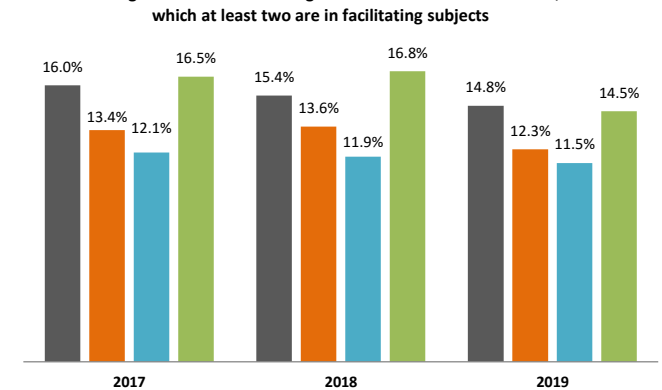
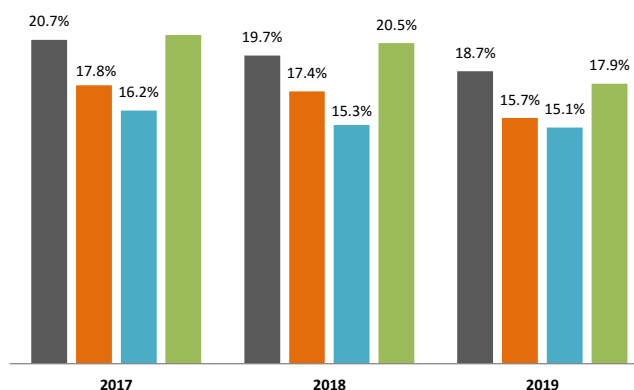
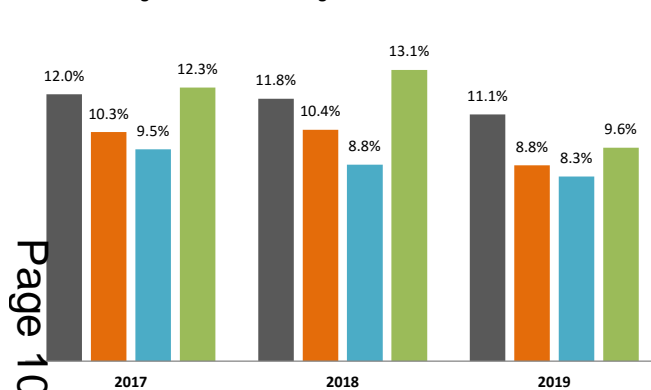
14.5%

Students Achieved Grades AAB or better at A level,
of which at least two are in facilitating subjects

Percentage of Students Achieving 3 A*- A Grades or better at A level

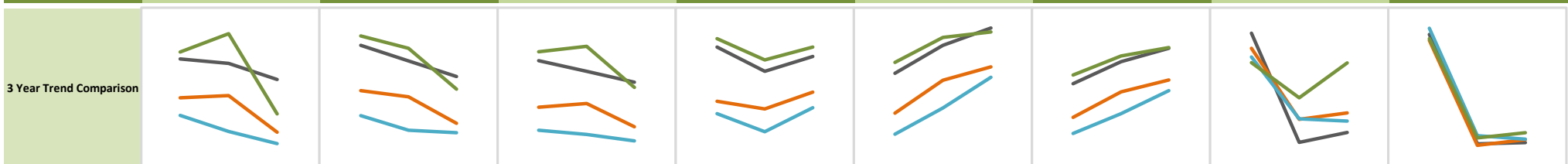
Percentage of Students Achieving Grades AAB or better at A level

Percentage of Students Achieving Grades AAB or better at A level, of
which at least two are in facilitating subjects



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	% of students achieving 3 A*-A grades or better at A level			% of students achieving grades AAB or better at A level			% of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects			Level 3 Students Average Point Score per entry			A level Students Average Point Score per entry			Academic Students Average Point Score per entry			Tech level Students Average Point Score per entry			Applied General Students Average Point Score per entry		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England	12.0%	11.8%	11.1%	20.7%	19.7%	18.7%	16.0%	15.4%	14.8%	32.88	32.20	32.62	31.45	32.35	32.90	31.65	32.53	33.07	38.47	31.49	32.12	39.60	29.09	29.21
East Midlands	10.3%	10.4%	8.8%	17.8%	17.4%	15.7%	13.4%	13.6%	12.3%	31.36	31.15	31.62	30.18	31.23	31.66	30.30	31.32	31.80	37.51	32.96	33.37	39.02	28.93	29.49
Statistical Neighbour	9.5%	8.8%	8.3%	16.2%	15.3%	15.1%	12.1%	11.9%	11.5%	31.01	30.51	31.18	29.50	30.35	31.33	29.66	30.45	31.37	36.96	33.00	32.85	40.18	29.86	29.53
Lincolnshire	12.3%	13.1%	9.6%	21.3%	20.5%	17.9%	16.5%	16.8%	14.5%	33.12	32.52	32.88	31.80	32.60	32.78	32.00	32.76	33.10	36.59	34.33	36.57	39.20	29.65	30.15



Commentary

- Lincolnshire's percentage of students achieving 3 A*-A grades or better at A level has decreased by 3.5% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire's percentage of students achieving grades AAB or better at A level has decreased by 2.6% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- Lincolnshire has decreased in the percentage of students achieving grades AAB or better at A level (of which at least two are in facilitating subjects) by 2.3% from previous year, however Lincolnshire remains above East Midlands and Statistical Neighbour.
- The average point score (APS) per entry for A level has increased each year since 2017. APS fell substantially for Applied General and Tech level qualifications between 2017 and 2018, this coincided with the implementation of additional requirements for eligible vocational qualifications as part of vocational qualification reform, the drop is consistent with that of Lincolnshire's comparators. However in 2019 APS in Lincolnshire saw some improvement on 2018 with an increase of 2.24 for Tech Students and 0.5 for Applied General Students.



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Behaviour Outreach Support Service (BOSS)

Summary:

The purpose of the report is to:

1. Provide an overview of the findings from the review of the Behaviour Outreach Support Service.
2. Seek support from the Lincolnshire Schools' Forum on the recommendation to re-commission a Behaviour Outreach Support Service and continue its funding from the High Needs block of the Designated Schools Grant.

Recommendation:

Lincolnshire Schools' Forum is asked to note the content of the report and to support the recommendation to the Council's Executive to continue to fund a future Behaviour Outreach Support Service funded from the High Needs block of the Designated Schools Grant.

Background

Since 2016, Lincolnshire County Council's Children's Services has commissioned a Behaviour Outreach Support Service (BOSS) on behalf of Lincolnshire schools and academies as part of the Inclusive Lincolnshire Strategy.

BOSS operates as a term time only service that works with Lincolnshire schools and academies to support pupils at risk of exclusion and aims to reduce the number of pupils at risk of exclusion, and those excluded. BOSS delivers direct intervention support within the school settings, working directly with pupils and providing training and support for the school workforce to build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion.

BOSS is currently delivered by Family Action via a contract for services following a tender process. The current contract is due to end on 31st August 2022 and a commissioning review of BOSS commenced in February 2020. The current annual value of the contract is £1,282,047.

BOSS's independency with other relevant commissioned services that support children and young people (CYP) struggling with emotional wellbeing and behaviour concerns has also been considered.

In 2015, Lincolnshire Schools' Forum agreed to the use of the Designated Schools Grant (DSG) to fund BOSS from schools' budgets from 2016/17 through a 0.65% reduction in Age Weighted Pupil Unit funding to support the sector. The government's schools National Funding Formula Implementation in 2018/19 has since superseded this, and base budget remains in the High Needs block to fund this delivery. It is considered good practice to inform the Schools Forum when key decisions are to be made on central spend to High Needs block provision.

A recommendation is being made to the Council's Executive on 1st February 2022 to re-commission BOSS via an open competitive tender to continue to support the Lincolnshire Strategy and the Lincolnshire Ladder of Behavioural Intervention, ensuring that vulnerable CYP are supported to remain in their mainstream education settings and achieve the best possible outcomes. The re-commissioning of BOSS will be from 1st September 2022 for three years initially, with an option to extend for up to two years.

Lincolnshire Schools' Forum is asked to support the recommendation to continue to fund BOSS from the High Needs block of the DSG. The key findings from the review to support this recommendation are summarised below:

BOSS Performance

- BOSS is rated 'Good' in terms of performance and has received positive feedback from service users who have accessed it.
- The Lincolnshire Ladder of Behavioural Intervention (the "Ladder") is at the heart of the Inclusive Lincolnshire Strategy and is supporting more CYP to remain within their mainstream setting. BOSS is an integral part of the "Ladder" and the Council's Pupil Reintegration Team (PRT) help manage referrals to BOSS with a robust screening process in place. Low numbers of pupils were excluded from school whilst BOSS was supporting.
- Only schools can refer to BOSS and BOSS received 408 new referrals during the 2020/21 academic year, with 57 referrals from the 2019/20 academic year continuing to be supported. Of pupils receiving support from BOSS during the 2020/21 academic year, 2% were permanently excluded from their school.
- 77% of referrals in 2020/21 were for males which aligns to national data and research that male pupils are more likely to display their emotions through their behaviour.
- An analysis of causative factors conducted on 620 referrals identified that there are wider issues often in CYP's home life that are impacting on their ability to interact with people and their surroundings (some CYP had more than one causative factor), for example, 51.5% were exposed to issues within their home environment; trauma the biggest cause, 51.5% had additional needs that were the underlying factor (mental health concerns accounted for 13.5% of the additional needs) and 17% were school led factors. More needs to be done to understand the causative factors for the behaviour and better up-skill professionals and parents/carers for them to be more confident in supporting male pupils with their emotions and/or behaviour.

- There is a correlation between SEND and behaviour concerns and there is a need to ensure any future BOSS provision is better aligned to the Lincolnshire SEND Transformation Programme, making better use of the tools developed as part of that programme.

Statutory Duties

The Council has no explicit statutory duty to provide BOSS, however BOSS does support the Council's statutory duties outlined below. These include statutory duties that also relevant to academy trusts:

- **(Education Act 1996, 2002 and 2011)** to ensure the welfare and inclusion of and promoting high standards of education for pupils. These include:
 - **Section 19 of the Education Act 1996:** to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion.
 - **Section 51A of the Education Act 2002:** local authorities (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil; must be arranged within 15 school days from the day the parent/carer application was made.
 - **Section 51A of the Education Act 2002 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999** set out the financial statutory guidance for local authorities following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements local authorities may wish to enter into with academy trusts.
- **Section 44 of the Children and Families Act 2014** provides for reviews and reassessments for pupils with Education, Health and Care Plans (EHCPs), including pupils permanently excluded in order to identify the most suitable new education provision.

Needs Summary

- Since 2015/16 the suspension and permanent exclusion (PX) of Lincolnshire pupils from school has reduced significantly (from 155 in 2015/16 to 50 in 2019/20), this includes for pupils with SEND and is despite rising numbers of CYP with SEND.
- School closures because of the Covid-19 pandemic meant exclusions reduced nationally in 2019/20, but prior to this evidence shows reduced exclusions locally.

		2015/16	2016/17	2017/18	2018/19	2019/20
% PX	England	0.08	0.10	0.10	0.10	0.06
	East Midlands	0.08	0.09	0.09	0.09	0.06
	Statistical Neighbours	0.10	0.12	0.12	0.11	0.08
	Lincolnshire	0.15	0.11	0.10	0.11	0.05
% PX SEN pupils with EHCP	England	0.13	0.13	0.16	0.15	0.10
	East Midlands	0.16	0.22	0.22	0.15	0.10
	CIPFA Near Neighbours	0.28	0.32	0.23	0.21	0.16
	Lincolnshire	0.54	0.23	0.16	0.14	0.05
% PX SEN pupils	England	0.32	0.35	0.34	0.32	0.20
	East Midlands	0.36	0.35	0.35	0.31	0.20

without EHCP	CIPFA Near Neighbours	0.41	0.47	0.44	0.37	0.23
	Lincolnshire	0.62	0.36	0.35	0.36	0.16
% Suspensions	England	4.29	4.76	5.08	5.36	3.76
	East Midlands	4.36	4.61	4.55	4.82	3.65
	Statistical Neighbours	4.73	5.03	5.32	5.68	4.17
	Lincolnshire	4.36	4.72	4.40	4.66	3.47

**Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.*

- Lincolnshire is now performing better than most of its statistical neighbours and better than England and East Midlands averages for permanent exclusion and suspension rates.

Stat Neighbours	PX Rate	Stat Neighbours	Suspension Rate
England	0.06		3.76
East Midlands	0.06		3.65
Derbyshire	0.11	N. Lincs	8.27
Cornwall	0.11	Norfolk	4.54
Suffolk	0.10	Suffolk	4.13
Norfolk	0.10	Nottinghamshire	3.79
Staffordshire	0.09	Derbyshire	3.75
N. Lincs	0.08	Staffordshire	3.55
Worcestershire	0.07	Cumbria	3.53
Cumbria	0.07	Lincolnshire	3.47
Lincolnshire	0.05	Cornwall	3.12
Nottinghamshire	0.02	Worcestershire	2.87
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Lincolnshire is also performing better than most of its statistical neighbours and is performing better than England and East Midlands Averages for permanent exclusions (PX) for SEND pupils both with and without an EHCP).

Stat Neighbours	PX rate as a % of school population for SEN pupils with an EHCP	Stat Neighbours	PX rate as a % of school population for SEN pupils without an EHCP
England	0.10		0.20
East Midlands	0.10		0.20
Derbyshire	0.34	Cornwall	0.42
Suffolk	0.31	Derbyshire	0.38
Staffordshire	0.25	Norfolk	0.37
Cornwall	0.16	Suffolk	0.32
Norfolk	0.15	N. Lincs	0.31
N. Lincs	0.14	Staffordshire	0.29
Cumbria	0.09	Worcestershire	0.23
Worcestershire	0.08	Cumbria	0.18
Lincolnshire	0.05	Lincolnshire	0.16
Nottinghamshire	Not Available	Nottinghamshire	0.07
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Nationally more CYP are being placed in Alternative Provision (AP) often related to Social, Emotional and Mental Health (SEMH) needs. This trend is apparent in Lincolnshire too; more CYP are receiving education outside of mainstream settings.
- More CYP are expected to have mental health concerns compounded by the Covid-19 pandemic which heightens the risk of more SEMH needs impacting on children's education and their ability to learn in mainstream settings.
- Children in vulnerable groups are more likely to be excluded and in Lincolnshire there have been rising numbers of CYP with an EHCP and Children in Care (between January 2018 and January 2021 the number of CYP with an EHCP increased by 37% and between March 2018 and March 2021 the number of Children in Care increased by 11.5%).
- Children's Services is working with key partners to address the concerning trends outlined above through a range of transformation programmes. Any BOSS service in the future must have an increased focus on understanding and supporting SEMH and SEND needs and their impact on children's behaviour in school and must be focussed on ensuring pupils are supported to remain in mainstream schools and reducing numbers in AP.

Evidence Summary

- Key developmental stages in CYP's lives will impact on their emotions and behaviours and the experience of trauma and adverse childhood experiences can have a profound effect on CYP's emotions and behaviours and their ability to learn.
- Permanent exclusions can have many negative long-term consequences for all aspects of CYP's lives.
- Understanding the causes of CYP's behavioural concerns is essential to ensuring they receive the right support.
- Whole school approaches to understanding pupil's emotions and providing nurturing environments is very important so that pupils feel able to talk about their feelings safely and without judgement; this can help prevent the escalation of challenging behaviour.
- Any future BOSS service should offer high-level training to schools to understand the causes of challenging behaviour, including for pupils with SEND, to help staff normalise this and provide appropriate support. Direct intervention with pupils must be provided with an understanding of cognitive development, emotional wellbeing, trauma and SEND. It will be important to have close/joint working with emotional wellbeing services and Early Help as appropriate so pupils and their families can be supported both in school and at home.

Stakeholder Engagement

- Case mapping and stakeholder engagement identified that service users valued the support provided by BOSS, particularly the direct intervention support, and strategies were more effective when both the school and parent/carers engaged in, and mirrored, the same approaches to supporting the CYP.
- Any future BOSS provision needs to have more emphasis on engaging parents/carers in the interventions delivered within the education settings, as well as delivering more workshops to both professionals and parents/carers to learn strategies together that can be embedded within the education setting and the home.

- There is a need for improved pathways between BOSS and other relevant services that allow CYP to move seamlessly according to a continuum of need.
- Any future BOSS offer needs to have a more streamlined child-centred approach between other relevant services to support CYP's behavioural concerns, rather than just signposting schools onto other services.
- There is also a need to ensure a robust partnership approach to working with other key professionals to provide a more holistic offer of support to families, including working with the Council's Early Help team to ensure support for parents/carers can be provided within the home where this has been identified as a need.
- More appropriate knowledge and expertise within BOSS is needed at the point of access to better support professionals in education settings when working with CYP who are at risk of exclusion, and their parents/carers, to ensure more CYP are supported within their mainstream education setting without the need for more specialist provision.

Recommended Model

BOSS should continue to focus on providing support to Lincolnshire schools during term time to continue the positive impact on reducing the number of CYP being excluded from their school.

Training and workshops

BOSS will deliver training and workshops in person, online and virtually as appropriate. Some training and workshops will be co-delivered with other services e.g. Healthy Minds Lincolnshire/Mental Health Support Teams/SEND/Early Help.

There will be a core offer to all schools. There will be an expectation that education settings fully access the training and workshops available to them, as well as utilise the tools developed through the Lincolnshire Ladder of Behaviour Intervention and the Lincolnshire SEND Transformation Project before accessing Targeted or Intensive Outreach Support (unless there is a clear escalation of need).

There will be wider non-core training and workshops available to professionals and parents/carers to help better understand and support pupils' behavioural concerns and to embed consistent strategies within the home as well as the education setting.

BOSS will offer training and workshops with a specific focus on pupils with SEND. restorative practice will continue to be embedded within the service offer, but this will be delivered by BOSS Workers directly, alongside other evidence-based approaches.

Targeted and Intensive Outreach Support

Support will also continue to be provided to Lincolnshire schools and academies via the Council's PRT before the need for referral for Targeted or Intensive Outreach Support is identified. PRT will continue to oversee referrals into BOSS.

Targeted and intensive outreach support will remain a core offer of BOSS for CYP at risk of exclusion, but with a stronger focus on further reducing permanent exclusions and providing more support and challenge to education settings to ensure that more pupils

can remain in their mainstream setting without the need for more specialist alternative placement provision.

Direct interventions should involve parents/carers, including a virtual offer for advice/guidance. Parents/carers will be supported alongside professionals within the education setting to ensure consistent and evidence-based strategies can be used within the homes as well as the education setting. Schools and BOSS must work in a coordinated way with Early Help, emotional wellbeing services and not in isolation from each other. There should be a children-centred multi-disciplinary team approach.

There will be a strong focus on ensuring the appropriate level of expertise is available to better support Lincolnshire schools and academies.

Funding Recommendations for a future BOSS provision

The current funding for BOSS is £1,282,047 per annum, and staffing includes 4 Senior BOSS Workers and 24 BOSS Workers (term time only). The current funding allocation includes funding for restorative practice with some training and support subcontracted to Restorative Solutions when required. It is not envisaged that subcontracting will be needed in a future BOSS model as staff should be sufficiently trained to directly deliver this approach now and therefore there will no longer be any funding solely attributed to restorative practice in any future model.

The evidence is clear that the money invested is having a positive impact on children's behavioural concerns and thus improving the lives of CYP and families in Lincolnshire, particularly vulnerable groups. It is recognised however, that to deliver the recommended model there will be an additional cost to increase the training and qualification of workers, which should be offset by savings in BOSS staff being equipped to deliver restorative practice.

Actual contract expenditure on the existing contract was impacted by Covid-19 and underspend was recovered by the Council. Equally in previous years any underspend relating to staff turnover has been either recovered or reinvested.

Whilst staffing models for a commissioned contract would be at the discretion of the successful supplier, it is anticipated that to deliver the new model and retain the same level of Senior and BOSS Worker resource that the current investment would be suitable to deliver the future model. The maximum contract value should continue to be £1,282,047 per annum or £6,410,235 over the lifetime of the contract.

Conclusion

BOSS is a highly valued and strong performing service that should continue to be commissioned. The current contract budget will be sufficient to deliver the proposed service model which is enhanced but largely the same and there is no planned reduction of its budget from Children's Services, despite the financial pressure on the High Needs Block of the DSG and BOSS not being a statutory service. The financial challenges facing the Council in its management of High Needs monies mean it is imperative that the right

support offer is provided to children and young people and that it delivers best value. It is considered that this service arrangement achieves this through its early intervention approach, which reduces escalating needs and delivers cost avoidance. It is hoped that in time, there will be a reduced requirement for alternative provision from the sector through this supported integrated approach.

A recommendation is being made to the Council's Executive in February 2022 to re-commission BOSS through an open competitive tender process with a new contract in place from 1st September 2022. The service will continue to have a key focus on reducing exclusions and most importantly supporting CYP to achieve the best possible educational outcomes. Schools will be well equipped to understand pupils' behaviours and support more pupils to remain within their mainstream education settings (where appropriate to do so). BOSS will further support the Council by reducing demands on alternative education provision.

Subject to the Executive's agreement to re-commission BOSS, the Council will need schools to fully engage in the training and workshops offer available to them through a future BOSS provision to work collectively to reduce the financial pressure on the High Needs Block of the DSG and ensure the funding recommendation for a future BOSS provision is sustainable.

Consultation

a) Risks and Impact Analysis

Despite, significant financial pressure on the High Needs Block of the DSG, the evidence is clear that not to re-commission BOSS would likely create a gap in support and put more pressure on existing services as well as increased pressure on the High Needs Block of the DSG. In addition it would:

- Likely result in increasing exclusions and more placements to alternative provision.
- Not support the Inclusive Lincolnshire Strategy nor the Lincolnshire Ladder of Behavioural Intervention.
- Be a high risk of increased pressure on the Council (reputational and financial) in relation to meeting its statutory duties. Also be a high risk of increased pressure on Academy Trusts where some of those statutory duties also fall under the remit of Academy Trusts.
- Not support national and local priorities across health, education and social care to ensure even more CYP and families access the right support at the right time.
- Pose a risk to Lincolnshire's SEND Transformation Project and the High Needs Strategy.

Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Healthy Minds Lincolnshire Service

Summary:

The purpose of the report is to:

1. Provide an update on the Healthy Minds Lincolnshire Service (emotional wellbeing service for Lincolnshire children and young people).
2. Seek support from the Lincolnshire Schools' Forum on the future funding recommendations for Healthy Minds Lincolnshire which is partially funded from the High Needs block of the Designated Schools Grant, subject to formal decision making.

Recommendation(s):

Lincolnshire Schools' Forum is asked to note the content of the report and to support the recommendations in the report in relation to the future funding of Healthy Minds Lincolnshire from the High Needs Block of the Designated Schools Grant.

Background

Healthy Minds Lincolnshire is an emotional wellbeing service for Lincolnshire children and young people (CYP) aged 0 to 19 years (25 SEND and/or Care Leaver) experiencing low to moderate emotional wellbeing concerns. The service works closely with and in schools to support the prevention of and early intervention in emotional wellbeing concerns. The service promotes provides training and resources to Lincolnshire schools and academies as well as training to future teachers and further education colleges offering childcare qualifications. Training is also offered to the wider children's services workforce. The service provides a range of evidence-based interventions to Lincolnshire CYP (1:1 or group support).

Current Commissioning Arrangements

The service has been commissioned by the Council since 1st October 2017 and is provided by Lincolnshire Partnership NHS Foundation Trust (LPFT) through a Partnership Agreement made under Section 75 of the NHS Act 2006. The current agreement is due to end on 31st August 2022.

The current annual value of the service is £2m per annum, 50% of which is funded through the Public Health Grant. On 1st January 2017, Lincolnshire Schools Forum agreed that the remaining 50% of funding to be funded from the High Needs Block of the Designated Schools Grant (DSG) in order to increase the staffing capacity of the service and to meet a gap in schools being able to access low to moderate emotional wellbeing/mental health support for pupils who did not meet criteria for more specialist intervention via Child and Adolescent Mental Health Services (CAMHS). The commissioning of Healthy Minds Lincolnshire was also supported by the Lincolnshire Learning Partnership.

Healthy Minds Lincolnshire Service Delivery

Since October 2017, Healthy Minds Lincolnshire has accepted over 11,630 referrals (end of September 2021) and delivered over 46,290 direct interventions. Pre-pandemic, 35% of referrals accepted were from Lincolnshire schools and academies, with this reducing to 20% during Covid-19 due to school closures because of national lockdowns. Other professionals can refer to the service and CYP and parents/carers can self-refer. Referrals accepted have been across all age ranges and key stages, with Key Stages 2 and 3 consistently being the highest referral groups and anxiety being the highest reason for referral.

Pre-pandemic data showed that the innovative Healthy Minds Lincolnshire model was delivering positive outcomes for CYP in Lincolnshire:

- Since 2018, 96% of CYP waited less than 4 weeks to access support and 68% were seen in less than 2 weeks. 571 workshops/groups were delivered to 5,531 CYP within their school setting (c.92% of CYP who provided feedback said the workshops had had a positive impact on their emotional wellbeing concerns) and 2,402 professionals engaged in training (c.91% of professionals who provided feedback said the training had improved their confidence to support CYP's emotional wellbeing concerns).
- In 2019/20, 88% of CYP that completed treatment needed no further support or could be stepped back to universal services. In 2020/21, this was 86%. Across both years only 2% of CYP's needs escalated and required access to CAMHS.
- Since 2018, overall referrals to CAMHS remained reasonably constant and dropped by 5% in 2019/20 indicating that the Healthy Minds Lincolnshire preventative model was working.
- In November 2019, Healthy Minds Lincolnshire was a finalist for the CYP Now Mental Health and Wellbeing Award.

Throughout the Covid-19 pandemic, the services provided by LPFT including Healthy Minds Lincolnshire have rapidly expanded virtual mental health support available to CYP, parents/carers and education settings. In addition, to the Lincolnshire Here4You Advice Line, a single point of access (SPA) for referrals to both Healthy Minds Lincolnshire and CAMHS is in place with joint screening of referrals.

Healthy Minds Lincolnshire staff led the DfE's Wellbeing for Education Return training, in partnership with other relevant commissioned and Council services. 46 Wellbeing for Education Return training sessions (Webinars 1 and 2) were delivered to c.95% of Lincolnshire schools and academies, with an average of 513 education setting staff

attending both webinars. 95.3% said the training had helped them to understand how to further support CYP's emotional wellbeing.

Healthy Minds Lincolnshire has also created a dedicated professionals' resource hub for Lincolnshire schools and academies that includes a wide range of resources, videos and pre-recorded workshops for education setting staff to utilise to help support pupils' emotional wellbeing.

Mental Health Support Teams (MHSTs)

Lincolnshire has often been ahead of other areas nationally in ensuring CYP's mental health is prioritised, with a key focus on early intervention. Since Healthy Minds Lincolnshire was first commissioned, the Lincolnshire Clinical Commissioning Group (CCG) in partnership with LPFT and the Council have successfully bid to NHS England for Mental Health Support Teams (MHSTs) in Lincolnshire.

MHSTs are a new nationally prescribed model of emotional wellbeing and mental health support in schools and colleges which is part of the national drive to improve access to mental health care for CYP as set out in the NHS Long Term Plan. MHSTs support school aged CYP from aged 5 to 18 years.

Currently Lincolnshire has four MHSTs (two in Lincoln and Gainsborough (and surrounding area) and two in Boston and Skegness), as set out in the table below:

MHSTs	Jan to Dec 2020	Jan to Dec 2021	Jan to Dec 2022	Jan to Dec 2023	Jan 2024 onwards
Lincoln and Gainsborough (Wave 2)	Training year	Begin to embed through becoming fully operational	Fully embedded	Fully funded	Funded to end of March 2024. Funding from April 2024 onwards TBC
Boston and Skegness (Wave 4)		Training year	Begin to embed through becoming fully operational	Fully Embedded	Funded to end of March 2024. Funding from April 2024 onwards TBC

Lincolnshire submitted a third multi-year bid for further MHSTs and have been successful in securing four additional MHSTs, the timescales for which are set out below. Final funding is TBC.

Future MHST Wave	Number of Additional MHSTs	MHST Training Year	MHST Begin to Embed	MHSTs Fully Embedded from
Wave 7 (Spalding)	1	September 2022	September 2023	September 2024
Wave 8 (Grantham and Sleaford)	2	January 2023	January 2024	January 2025
Wave 10 (TBC*)	1	January 2024	January 2025	January 2026

**Based on areas of need that meet MHST criteria this is anticipated to be either Louth and the surrounding area or south of Lincoln (within North Kesteven).*

The MHSTs are also delivered by LPFT and funded by NHS England.

The anticipated overall value of the MHSTs' funding from NHSE is outlined below. There is a commitment for MHSTs to continue as part of the NHS Long Term Plan and NHSE have a funding settlement for five years up until the end of the 2023/24 financial year, with the possibility of a further five years subject to the Spending Review. The funding allocation for Lincolnshire to the end of March 2024 is set by NHSE and confirmed by the CCG.

MHSTs	19/20 FY	20/21 FY	21/22 FY	22/23 FY	23/24 FY	Total
Lincoln and Gainsborough (and surrounding area) (Wave 2)	£93,018	£347,386	£736,274	£751,000	£766,020	£2,693,698
Boston and Skegness (and surrounding area) (Wave 4)	-	£147,734	£510,677	£741,759	£756,594	£2,156,764
Wave 7 (1)	-	-	-	£126,761*	£366,919*	£493,680*
Wave 8 (2)	-	-	-	£108,652*	£511,426*	£620,078*
Wave 10 (1)	-	-	-	-	£54,326*	£54,326*
Total	£93,018	£495,120	£1,246,951	£1,728,172*	£2,445,285*	£6,018,546*

**Indicative funding only as funding yet to be confirmed from NHSE and the CCG.*

Each team must consist of four Education Mental Health Practitioners (EMHPs) and appropriate supervision and must deliver three core nationally mandated functions:

- Evidence-based interventions for CYP with mild to moderate mental health concerns.
- Supporting an identified senior mental health lead in each education setting covered by the MHSTs to introduce/develop their whole setting approach to positive mental health and emotional wellbeing.
- Giving timely advice to education settings staff and liaising with external specialist services to help CYP to get the right support and stay in education.

In Lincolnshire each team also includes two Clinical Leads (Cognitive Behavioural Therapy Practitioners) and a 0.5 FTE Peer Support Worker. Currently each team must cover a population of at least 8,000 CYP (reducing to 7,000 CYP for future waves). Once fully operational (2 years post commencement) each team should support approximately 500 CYP per 8,000 CYP (c.6.25%).

Education settings within the current MHST areas were invited to express an interest to be part of the project, which included offering placements to trainees whilst undertaking their training year. MHST Steering Groups were established which include representatives from Lincolnshire schools and academies involved. The Steering Groups have helped to develop and shape the MHST offer whilst ensuring the MHSTs deliver the three core mandated functions. Feedback from the education representatives on the Steering Groups has been overwhelmingly positive on the support provided by the MHST practitioners to Lincolnshire pupils and their education settings.

The current and anticipated number of education settings and the school Number on Roll (NOR) coverage (May 2021 School Census) of all MHSTs in Lincolnshire (once fully operational) is as follows:

MHSTs Waves	Number of Education Settings	Number of Lincolnshire Schools and Academies	NOR (5 to 18 years) coverage for Lincolnshire Schools and Academies	Approx % of NOR of Lincolnshire Schools and Academies*
Wave 2	48	45	13,222	12%
Wave 4	49	48	13,152	12%
Wave 7	24*	23*	7,170*	7%*
Wave 8	40*	39*	14,499*	13%*
Wave 10	24*	24*	7,000*	6%*
Total	185	179	55,043*	50%*

*TBC

Future Healthy Minds Lincolnshire Funding Proposal

As previously stated, Healthy Minds Lincolnshire is funded from the Public Health Grant and the High Needs Block of the DSG. It is considered good practice to inform the Schools Forum when key decisions are to be made on central spend to High Needs block provision.

Since 2017, the roll-out of MHSTs was announced and has commenced in Lincolnshire. The MHSTs offer partially duplicates the Healthy Minds Lincolnshire offer, particularly in relation to direct interventions for low to moderate emotional wellbeing/mental health concerns delivered within schools and providing resources to schools to support the development/embedding of their whole-school approach to positive mental health and emotional wellbeing. In addition, both services have consistent link-practitioners assigned to schools.

The High Needs Block of the DSG is now under significant pressure and the Council has statutory obligations it must fulfil with this budget, whereas Healthy Minds Lincolnshire is not a statutory Council service.

It will be recommended to the Council through formal decision-making processes that the £1m funding from the children's allocation of the Public Health Grant continues to be allocated for Healthy Minds Lincolnshire. As more MHSTs go live (as funded by NHSE) it will be recommended that the funding from the High Needs Block of the DSG is diverted back into the DSG to support the significant financial pressure the DSG is under and to support statutory obligations. The proposed monetary diversion and saving to the High Needs block starting from September 2022 will be £0.140m for 2022/23; a further £0.360m in 2023/24, and the remainder of the original £1m budget securing £0.500m in 2024/25.

Review of Healthy Minds Lincolnshire and MHSTs

Healthy Minds Lincolnshire is highly regarded, and the Council does not want to lose the benefits of the service and create a fragmented offer across the county with some schools accessing MHSTs and some Healthy Minds Lincolnshire. The Council is working closely with the CCG and LPFT to develop a hybrid model that combines the most successful parts of Healthy Minds Lincolnshire and MHSTs. It may be that additional funding is requested for

this hybrid model, but the Council is planning to work with the CCG to determine where this could be best sourced recurrently.

It is recognised that the Covid-19 pandemic has significantly impacted CYP's mental health and Lincolnshire is already experiencing increased demand on services, particularly CAMHS. Early intervention support remains vital to helping children quickly so that problems are not stored up and become worse. Schools continue to be at the forefront of both identifying and supporting CYP struggling with their mental health. A review of all CYP's mental health needs and services including those provided by LPFT (Healthy Minds Lincolnshire, MHSTs and CAMHS) is commencing to make sure support is easy and quick to access, seamless, not duplicated and has sufficient capacity to meet future demand. The engagement of schools and colleges in this review will be key. The review is proposed to be overseen by the Council working in partnership across the wider Integrated Care System (ICS).

Conclusion

A wider review of emotional wellbeing and mental health services for CYP in Lincolnshire is commencing which is likely to result in some changes to existing services. This will provide a stronger offer to CYP. This transformation is likely to start being embedded from 2023 onwards.

In the meantime, as MHSTs begin to widen their reach across Lincolnshire the diversion of funding back into the DSG in a phased way will ensure the best use of resources.

Work is taking place with LPFT and the CCG to ensure that any further funding needed either during the review phase (to meet current demands) or longer term (post review) is met from wider expected health investment in CYP's mental health services. As a system we want to ensure we maximise resources, minimise duplication and ensure the expertise of staff working in CYP's mental health services is maintained throughout.

Consultation

a) Risks and Impact Analysis

Benefits:

- Will help to reduce the pressure on the DSG and support the Council in meeting its statutory duties in relation to meeting the needs of vulnerable CYP, including CYP with SEND.
- Will enable the phased diversion of DSG funding back into the high needs block to be proportionate to the wider roll out of MHSTs in Lincolnshire.
- Will support the Council to work in partnership with LPFT and the Lincolnshire CCG to maximise the best use of available resources across all of the CYP's mental health and emotional wellbeing services and minimise duplication.
- Will allow for a more integrated model to be developed between Healthy Minds Lincolnshire and MHSTs as part of the wider review of emotional wellbeing and mental health services for CYP.

Risks:

- Loss of staff in services who may be nervous about service changes and seek alternative employment. This will be mitigated against by working in partnership with LPFT to clearly articulate that the expertise of staff is needed across CYP's mental health services although some roles may change and some re-deployment may be needed.
- Two-tier fragmented model for Lincolnshire schools and pupils based on geography. This will be mitigated against by working in partnership with LPFT and the Lincolnshire CCG through the wider review to develop a hybrid model that allows greater integration between Healthy Minds Lincolnshire and MHSTs. Should additional funding to support a more integrated model be required the Council will work with the Lincolnshire CCG to determine where this could be sourced recurrently.
- Increased waiting times and reduced Healthy Minds Lincolnshire capacity in areas where MHSTs are undertaking their training year and not yet fully embedded when DSG funding has been fully diverted. This will be mitigated against by working in partnership with LPFT and the Lincolnshire CCG through the wider review to ensure sharing of expertise across the CYP's mental health and emotional wellbeing services, including an increased virtual offer where appropriate, to ensure Lincolnshire CYP receive timely support for their emotional wellbeing and mental health concerns.

Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.

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Open Report on behalf of Heather Sandy, Executive Director – Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Autism and Learning Difficulties Service

Summary:

The purpose of the report is to:

1. Provide an overview of the findings from the review of the Autism and Learning Difficulties Service.
2. Seek support from the Lincolnshire Schools' Forum on the recommendation to recommission an Autism and Learning Difficulties Service funded from the High Needs block of the Designated Schools Grant.

Recommendation(s):

Lincolnshire Schools' Forum is asked to note the content of the report and to support the recommendation to the Council's Executive to continue to fund an Autism and Learning Difficulties Service from the High Needs block of the Designated Schools Grant.

Background

Since 2015, Lincolnshire County Council's Children's Services has commissioned an Autism and Learning Difficulties (ALD) Service (also referred to as Working Together Team¹) on behalf of Lincolnshire schools and academies to provide support for autistic pupils and pupils with mild, moderate and severe learning difficulties and social communication challenges which impact on their cognitive development and learning. Lincolnshire Schools' Forum previously supported the recommendation to commission an ALD Service, which would be funded through the Designated Schools Grant (DSG).

The ALD Service is a term time only service and is one of three separate but complimentary outreach support services for schools that are part of the Inclusive Lincolnshire Strategy to help build resilience across schools to support all pupils and promote a collective responsibility to reduce exclusion. In addition to direct targeted outreach support delivered within schools, the service provides training and workshops to

¹ The Working Together Team is a collaborative body formed between three special school academies in Lincolnshire: Lincolnshire Wolds Federation, Spalding Special Schools Federation and Gosberton House Academy.

empower and up-skill school staff with the knowledge, tools and confidence to create inclusive autism-friendly environments and support pupils to remain in their mainstream settings.

The ALD Service commenced in September 2015, following an expression of interest process to Lincolnshire special schools and the lead provider for the current agreement, on behalf of the Working Together Team, is Gosberton House Academy. The current agreement is due to end 31st August 2022 and a commissioning review of the ALD Service commenced in February 2020. The current annual value of the agreement is £617,500.

The service has also been considered as part of a wider review of other emotional wellbeing and behaviour outreach support services available in Lincolnshire and as part of the SEND Transformation Project and the Building Communities of Specialist Provision Together in Lincolnshire in relation to SEND workforce development.

The Joint Local Area SEND Inspection (2018) identified the joint commissioning with schools as good practice to reduce fixed term and permanent exclusions of children and young people (CYP) with SEND.

A recommendation is being made to the Council's Executive on the 1st February 2022 to re-commission an ALD Service. It is considered good practice to inform the Schools Forum when key decisions are to be made on central spend to High Needs block provision.

Subject to agreement by the Council's Executive, Lincolnshire special schools and academies within the Lincolnshire SEND Alliance will be asked to put forward an expression of interest (EOI) to provide the service. The agreement would commence 1st September 2022 for three years initially, with an option to extend for up to a further two years to 31st August 2027.

Lincolnshire Schools' Forum is asked to support the recommendation to continue to fund an ALD Service from the DSG. The key findings from the review to support this recommendation are summarised below:

Service Performance

- The ALD Service is rated 'Good' in terms of performance and has received positive feedback from service users who have accessed it. The Service has supported the Inclusive Lincolnshire Strategy to address the previously rising and unsustainable rate of permanent exclusions in Lincolnshire schools.
- The Working Together Team has received a national commendation from the National Autistic Society (NAS) following NAS's Autism Accreditation Review and was awarded an Advanced Award. They also hold the exclusive licence to deliver Autism Education Trust (AET) accredited training in Lincolnshire.
- There is still a high demand from schools for the service to deliver interventions and hold onto cases; 83% of the CYP (840 out of 1,120) were seen actively at the start of the 2020/21 academic year and as at the end of July 2021, 62% of CYP were seen actively.

- Only schools should refer to the service and during the 2020/21 academic year 492 referrals were received (94% of which were accepted). A further 390 CYP were supported via pre-referral or planning discussions.
- 40% of the referrals were for transition support for children due to transition from early years into primary. More training needs to be offered for the early years workforce in order for them to be more confident in supporting the needs of young children with SEND, and their families and to directly support transition to school without the need for referral. In addition, clearer pathways/multi-agency partnership working is needed between Health Visitors, Early Years Specialist Teachers and Portage Workers at the point of the request for transition support to ensure children and their families are receiving the right support, at the right time and by the right professional.
- There needs to be a stronger focus on more universal training and workshops being available to Lincolnshire schools and academies, alongside parents/ carers and ensuring the training and workshop offer has been fully utilised before a referral for outreach support is considered. This includes ensuring schools are fully embedding the AET principles as part of their whole-school approach to meeting the needs of autistic pupils.
- The number of CYP transferring to in-county specialist provision whilst being supported by the Service has increased and the number of CYP with an EHCP is also increasing. In addition to maintaining a focus on driving down exclusions of pupils with SEND, there needs to be a key focus on more pupils being supported to remain in their mainstream settings (where appropriate), without the need for specialist provision and more pupils having their needs met without the need for an EHCP.

Statutory Duties

The Council has no explicit statutory duty to provide an ALD Service, however the Service supports the Council's statutory duties outlined below. These include some statutory duties that are also relevant to academy trusts:

- The **Autism Act 2009**: to support the needs of autistic people in the community; including supporting young people move into adulthood.
- **Section 17(1)** of the **Children Act 1989**: to safeguard and promote the welfare of children in need in their area; providing a range and level of services appropriate to those children's needs.
- The **Health and Social Care Act 2012**: to address health inequalities of CYP.
- The **Children and Families Act 2014**: LAs and health bodies to work in partnership when commissioning provision for CYP, including CYP with SEND; includes supporting CYP with their development and helping them to achieve the "best possible educational and other outcomes". **Part 3** of the Children and Families Act 2014 specifically relates to CYP with SEND.
 - **Section 25**: to ensure the integration of educational provision and training provision with health and social care provision where this would promote the wellbeing of CYP with SEND and improve the quality of the provision available to CYP with SEND.
 - **Section 44**: reviews and reassessments for pupils with EHCPs, including pupils permanently excluded in order to identify the most suitable new education provision.

- The **Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015**: legal requirements that must be followed; explains Part 3 of the Children and Families Act, 2014.
- The **Education Act 1996, 2002 and 2011** to ensure the welfare and inclusion of and promoting high standards of education for children and young people. These include:
 - **Section 19 of the Education Act 1996**: to make arrangements to provide "suitable education at school, or otherwise than at school" for compulsory school aged pupils, including pupils excluded from school. This includes making arrangements for suitable full-time education for pupils permanently excluded no later than the sixth day of the exclusion.
 - **Section 51A of the Education Act 2002**: LAs (or academy trusts) to arrange independent review panel hearings where parent/carers appeal against a governing body decision not to re-instate the pupil; must be arranged within 15 school days from the day the parent/carers application was made.
 - **Section 51A of the Education Act 2002 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999**: financial statutory guidance for LAs following a permanent exclusion, including arrangements for adjusting budget shares for maintained schools and pupil referral units and arrangements LAs may wish to enter into with academy trusts.
 - The **Equality Act 2010**: all public bodies to ensure they play their part in making society fairer by tackling discrimination, promoting equality of opportunity for all and fostering good relations.

Needs Summary

- The general population of CYP in Lincolnshire has increased and so proportionally numbers of CYP with SEND would be expected to rise. There has been a rise in the number of CYP with an EHCP (increased by c.37% between January 2018 and January 2021) and a rise in the number of CYP attending special school in Lincolnshire (increased by c.15% between May 2016 and May 2021).
- Prevalence data suggests there could be c.1,245 autistic CYP of school age in Lincolnshire. In one year alone (2019) the Community Paediatrics Service received 1,081 referrals for an autism assessment and c.50% of CYP were diagnosed as autistic. This is a high diagnostic rate. Improved pathways have been developed to prevent misdiagnosis and provide more joined up support with CAMHS.
- The percentage of CYP with a primary need of Autism Spectrum Disorder (ASD) accessing SEN Support has slightly increased (6.7% 2018; 7.1% January 2021) but there has been a slight decrease in the percentage of CYP with a primary need of Moderate Learning Difficulty (MLD) or Severe Learning Difficulty (SLD) and despite rising EHCP numbers overall Lincolnshire has a smaller percentage of pupils in their state funded special schools with ASD and SLD than the England and regional average. This can be interpreted that despite potentially having more autistic CYP than prevalence data would suggest this isn't resulting in an over representation in special schools.

Approx % and actual number of pupils in state funded special schools with EHC/Statement with an identified primary need							
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Autism Spectrum Disorder	England	26% (26,041)	27% (28,790)	29% (32,276)	30% (35,627)	31% (39,471)	32% (42,965)
	East Midlands	22% (1,771)	25% (2,023)	26% (2,226)	26% (2,406)	29% (2,804)	30% (3,111)
	Lincolnshire	19% (319)	21% (360)	24% (425)	23% (426)	24% (459)	23% (461)
Moderate Learning Difficulty	England	16% (16,427)	15% (16,030)	14% (15,704)	13% (15,693)	12% (15,146)	11% (15,084)
	East Midlands	21% (1,723)	17% (1,433)	15% (1,332)	14% (1,274)	11% (1,108)	9% (988)
	Lincolnshire	(38%) (619)	28% (487)	23% (404)	18% (333)	15% (290)	12% (244)
Severe Learning Difficulty	England	24,888 (25%)	25,317 (24%)	25,832 (23%)	26,288 (22%)	26,846 (21%)	27,404 (21%)
	East Midlands	1,890 (24%)	1,969 (24%)	2,063 (24%)	1,992 (22%)	1,963 (20%)	1,981 (19%)
	Lincolnshire	15% (248)	16% (285)	17% (308)	16% (295)	14% (275)	13% (266)

*Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.

- In Lincolnshire the suspension and exclusion of pupils with SEND has reduced significantly, despite rising numbers of CYP with SEND. Lincolnshire is performing better than the England and regional average and most statistical neighbours.

		2015/16	2016/17	2017/18	2018/19	2019/20
% PX SEN pupils with EHCP	England	0.13	0.13	0.16	0.15	0.10
	East Midlands	0.16	0.22	0.22	0.15	0.10
	CIPFA Near Neighbours	0.28	0.32	0.23	0.21	0.16
	Lincolnshire	0.54	0.23	0.16	0.14	0.05
% PX SEN pupils without EHCP	England	0.32	0.35	0.34	0.32	0.20
	East Midlands	0.36	0.35	0.35	0.31	0.20
	CIPFA Near Neighbours	0.41	0.47	0.44	0.37	0.23
	Lincolnshire	0.62	0.36	0.35	0.36	0.16

*Performance: red- worse than comparators, amber- on a par with comparators, green- better than comparators.

Stat Neighbours	PX rate as a % of school population for SEN pupils with an EHCP	Stat Neighbours	PX rate as a % of school population for SEN pupils without an EHCP
England	0.10		0.20
East Midlands	0.10		0.20
Derbyshire	0.34	Cornwall	0.42
Suffolk	0.31	Derbyshire	0.38
Staffordshire	0.25	Norfolk	0.37
Cornwall	0.16	Suffolk	0.32
Norfolk	0.15	N. Lincs	0.31
N. Lincs	0.14	Staffordshire	0.29
Cumbria	0.09	Worcestershire	0.23
Worcestershire	0.08	Cumbria	0.18
Lincolnshire	0.05	Lincolnshire	0.16

Nottinghamshire	Not Available	Nottinghamshire	0.07
North Northamptonshire	Not Available	North Northamptonshire	Not Available

- Children's Services is working with key partners to address the concerning trends outlined around increasing EHCPs and numbers in special school through its SEND transformation programme as well as supporting timely and appropriate assessment for ASD.
- Any ALD service in the future must continue to support autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges to thrive in mainstream schools with the right support from trained professionals. There must be a strong focus on supporting CYP's needs even without an EHCP.

Evidence Summary

- CYP's experiences can have a profound impact on their emotions and behaviours and ability to learn, which can be more heightened for CYP with SEND. CYP are often perceived to have poor conduct or ADHD/ASD but are showing distress.
- Permanent exclusions can have many negative long-term consequences for all aspects of CYP's lives.
- Whole school approaches to ensure inclusive education for all CYP, including the upskilling of professionals and parents/carers, is essential to improving the lives of CYP with SEND and increasing their life-chances into adulthood.
- Any future ALD Service must continue to offer high-level training to schools to help staff understand the needs of autistic CYP and/or CYP with learning difficulties in order that schools are more confident and empowered to better support CYP within mainstream settings.
- It will be important for an ALD Service to have close/joint working with emotional wellbeing and Behaviour Outreach Support Services, SEND teams and Early Help as appropriate so that CYP and families can be supported both in school and at home.

Stakeholder Engagement

- Case mapping and stakeholder engagement identified that service users highly valued the support provided as it helped to improve relationships between the CYP, school and family.
- Support worked best when the service, school, parents/carers and CYP worked together to plan the most appropriate support. particularly the direct intervention support, and strategies were more effective when both the school and parent/cares engaged in, and mirrored, the same approaches to supporting the CYP.
- Headteachers and Special Educational Needs Coordinators (SENCOs) considered the Service to be knowledgeable and responsive.
- There needs to be a stronger focus on supporting Lincolnshire's graduated approach to meeting the needs of Lincolnshire CYP.
- There also needs to be a stronger focus on more high-level consistent and equitable universal training and workshops being available to Lincolnshire schools and academies, alongside parents/carers and other professionals (including Early Years) which is coordinated and advertised via the Lincolnshire SEND Workforce Development offer and fully utilised before a referral for outreach support is considered.

Recommended Model

The ALD Service should continue to focus on providing support to Lincolnshire schools and academies during term time to continue the positive impact on reducing the number of CYP with SEND being excluded from school. The service should continue to provide support for autistic CYP and CYP with mild, moderate and severe learning difficulties and social communication challenges and continue to participate in accredited training programmes such as NAS and AET.

Training and Workshops Offer

The ALD Service will continue to offer resources and training and workshops in person, online and virtually as appropriate. The centrally held training and workshop offer will be coordinated with and offered through the Lincolnshire SEND Workforce Development Service to ensure a coordinated and inclusive offer that is part of a suite of training available via a range of different partners. The training offer will be available to mainstream settings, special schools and the wider early years workforce. It will also continue to include NAS and AET accredited training.

There will be a greater emphasis on the training and workshop offer, with core and non-core training and workshops being available to professionals and parents/carers to help better understand and support the needs of autistic children and young people and/or CYP people with mild, moderate and severe learning difficulties. There will be an expectation that education settings fully access the training and workshops available to them.

There will be a stronger emphasis on the Service supporting education settings to embed the principles of the AET training into practice alongside utilising the tools developed through the Lincolnshire SEND Transformation Project e.g. the Valuing SEND Toolkit and Inclusion Toolkit.

Outreach Support

Lincolnshire schools and academies will continue to be expected to access advice and guidance via Lincolnshire's AskSALL before the need for referral for ALD Outreach Support.

The ALD Service will be expected to work in partnership with Health Visitors, Early Years Specialist Teachers and Portage Workers when receiving requests for transition support for young children transitioning from their early years settings into their Reception Year to ensure the right support, at the right time and by the right professional. Where a request for transition support is accepted by the ALD Service there will be a stronger focus on working with the receiving primary school to ensure the school is confident in meeting the child's need when they transition into their Reception Year. Early years professionals requesting support via the ALD Service will be expected to access the training and workshops available to them via the Lincolnshire SEND Workforce Development offer.

Outreach support will remain a core offer of the ALD Service for Lincolnshire schools and academies, but only once schools have fully utilised the training offer available to them (unless there is an escalation of need). There will continue to be a strong focus on further

reducing permanent exclusions of CYP with SEND, but there will also be a strong focus on providing more support and challenge to education settings to ensure that more CYP can remain in their mainstream setting without the need for more specialist provision and increase the number of CYP who have their special educational needs supported without the need for an EHCP.

There will be a stronger emphasis on delivering evidence-based interventions alongside school staff to increase the confidence of schools and reduce the reliance on long-term support. Parents/Carers will be supported alongside professionals within education settings to ensure consistent and evidence-based strategies can be utilised within the home as well as the education setting. Schools and the ALD Service must work in a coordinated way with SEND, emotional wellbeing and BOSS services. There should be a child-centred multi-disciplinary team approach.

There will be a strong focus on ensuring the appropriate level of expertise is available to better support and challenge Lincolnshire schools and academies.

Funding Recommendations for a future ALD Service

The current funding for the ALD Service is £617,500 per annum which is met from the High needs block of the DSG and includes funding for 9FTE of ALD Outreach Workers who are employed on teachers' pay and conditions.

There are no efficiency savings that can be made against the current model due to the majority of the cost being attributed to the ALD Outreach Workers and costs associated with teachers' pay and conditions. Whilst staffing models would be at the discretion of the chosen partner, it is anticipated that there will be no reduction to the current ALD Outreach Worker staffing resource.

However, the High Needs Block of the DSG is under significant financial pressure and a financial analysis of actual spend against the current agreement to the end of August 2021 has been undertaken and it is anticipated that any future increase in staffing costs will be able to be met from the current funding envelope due to expected efficiencies in the supporting infrastructure and sundries due to the service being fully embedded. Therefore, it is recommended that the funding commitment against the High Needs Block of the DSG for the ALD Service remains at £617,500 or £3,087,500 over the lifetime of the agreement.

Conclusion

The evidence is clear that the ALD Service is perceived positively by schools, with both SENCOs and Headteachers highly valuing the support provided. It is also clear the support provided is having a positive impact on reducing permanent exclusions of CYP with SEND in Lincolnshire, supporting more autistic CYP and CYP with moderate to severe learning difficulties to remain in their mainstream settings, thus improving the lives of these vulnerable groups of CYP and their families in Lincolnshire.

Whilst it is recognised that the Council is under significant financial pressure both as a result of Covid-19 and the pressures on the High Needs Block of the DSG, further

investment in an ALD Service will continue to reduce exclusions for CYP with SEND through this early intervention and support approach, whilst also ensuring a strong focus on supporting the Council to meet its local priorities associated with Building Communities of Specialist Provision Together and the SEND Transformation Project. This will ensure more CYP with SEND can be supported within their mainstream settings, thus reducing demand on more specialist provision and therefore protecting the finite number of places in Lincolnshire special schools to those requiring further specialist support, and also supports more CYP to have their special educational needs met without the need for an EHCP.

A recommendation is being made to the Council's Executive in February 2022 to re-commission an ALD Service from 1st September 2022 through an expression of interest process to the Lincolnshire special schools and academies within the Lincolnshire SEND Alliance. The expertise of Lincolnshire special schools should be utilised to provide support to other schools across the county to ensure a sector-led approach. The schools in the SEND Alliance, which includes the current providers, are well placed to provide this service either individually or as a group and a competitive expression of interest process will ensure the highest quality and value for money support service is put in place.

Subject to the Executive's agreement, the Council will need schools to fully engage in the training and workshops offer available to them through a future service provision in order to work collectively to reduce the financial pressure on the High Needs Block of the DSG and ensure the funding recommendation for a future ALD Service provision is sustainable and delivers best value from its deployment.

Consultation

a) Risks and Impact Analysis

Despite, significant financial pressure on the High Needs Block of the DSG, the evidence is clear that not to re-commission an ALD Service would likely result in significant gaps in provision and put more CYP with SEND at risk of exclusions or not having their needs met within mainstream education and add more pressure on existing services as well as increased pressure on the High Needs Block of the DSG. In addition, it would:

- Likely result in increasing exclusions and more placements to alternative provision.
- Likely result in our most vulnerable CYP not being identified quickly and further increasing pressure on the DSG in relation to increasing EHCPs.
- Be a high risk of increased pressure on the Council (reputational and financial) in relation to meeting its statutory duties.
- Be a high risk to the Inclusive Lincolnshire Strategy and SEND Workforce Development Strategy (part of the Building Communities of Specialist Provision Together in Lincolnshire; schools identified AET and NAS accredited programmes offered by the ALD Service as essential to the SEND Workforce Development offer).
- Pose a risk to Lincolnshire's SEND Transformation Project and the High Needs Strategy.

Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Sara Gregory, who can be contacted on 01522 553635 or saraj.gregory@lincolnshire.gov.uk.



Open Report on behalf of Martin Smith, Assistant Director for Children's Education

Report to:	Lincolnshire Schools' Forum
Date:	20 January 2022
Subject:	Academies and Trust Update

Summary:

The purpose of this report is to provide information on the latest number of academies and pupils in academies, and academy trusts.

Recommendation:

The Schools' Forum is asked to note the contents of this report.

Background

The Schools Forum asked for an update to be provided to each meeting on the number of academy conversions.

This is the position as at the 1 January 2022. The pupil figures are based on the October 2021 census data (i.e. the latest published). The national academy trust data is the latest available from "Get Information About Schools".

Since the effective date of the last report (1 September 2021), no further schools have become academies. Using the latest pupil figures, this means that 78,226 (72.5%) FTE pupils are educated in non-maintained schools.

Current Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		256	
Maintained	5	100.0%	256	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		56,399	
Maintained	164	58.4%	26,586	47.1%
Academy	117	41.6%	29,812	52.9%

Secondary				
All	54		48,977	
Maintained	2	3.7%	2,213	4.5%
Academy	52	96.3%	46,764	95.5%
Special				
All	19		2,189	
Maintained	5	26.3%	687	31.4%
Academy	14	73.7%	1,502	68.6%
PRU				
All	6		56	
Maintained	0	0.0%	0	0.0%
Academy	6	100.0%	148	264.3%
Total				
All	365		107,876	
Maintained	176	48.2%	29,742	27.6%
Academy	189	51.8%	78,226	72.5%

There are currently no schools going through the process to become converter or sponsored academies so by 1 July 2022, if the current situation continues, position will remain:

Projected Six Month Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		256	
Maintained	5	100.0%	256	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		56,399	
Maintained	164	58.4%	26,586	47.1%
Academy	117	41.6%	29,812	52.9%
Secondary				
All	54		48,977	
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Total				
All	365		107,876	
Maintained	176	48.2%	29,742	27.6%
Academy	189	51.8%	78,226	72.5%

The changes since the last report are that Grantham Harrowby Church of England Infant School and Grantham The National Church of England Junior School have joined Lincoln Anglican Academy Trust. Formerly they were in the Harrowby/National Academies Trust. This promotes Lincoln Anglican Academy Trust to be the largest trust operating in Lincolnshire with 15 schools. In addition, Springwell Lincoln City Academy has formerly closed which reduces Wellspring Academy Trust's number of Lincolnshire Academies from eight to seven.

	Total	FTE Pupils
1 Lincoln Anglican Academy Trust	15	2825
2 Community Inclusive Trust	13	2080
3 The Priory Federation of Academies	12	7383
4 St Therese of Lisieux Catholic Multi Academy Trust	8	1845
Voyage Education Partnership	8	3514
The David Ross Education Trust	8	2711
7 Greenwood Academies Trust	7	2616
Infinity Academies Trust	7	1928
Keystone Academy Trust	7	2071
Wellspring Academy Trust	7	1058

There are thirty-four active multi-academy trusts operating within Lincolnshire and a total of 147 Lincolnshire academies that are members of multi-academy trusts. This represents 78.2% of all Lincolnshire Academies. Forty-one (21.8%) of Lincolnshire academies are single-academy trusts and are not members of multi-academy trusts. Eight multi-academy trusts have just one Lincolnshire academy as a member; three of these are single Lincolnshire academy multi-academy trusts. The other five also have academies that are not within Lincolnshire. Seven multi-academy trusts have two academies; four of these trusts are currently based entirely within Lincolnshire. There are fifty-two academy trusts in Lincolnshire that have less than four schools.

	Total	Lincs
1 Academies Enterprise Trust	56	2
2 Greenwood Academies Trust	36	7
3 The David Ross Education Trust	34	8
4 The Enquire Learning Trust	29	1
5 Wellspring Academy Trust	28	7

The largest academy trusts nationally that operate within Lincolnshire are Academies Enterprise Trust (Fifty-six Academies, two in Lincolnshire), Greenwood Academies Trust has 36 academies, seven in Lincolnshire, and The David Ross Education Trust has 34, eight within Lincolnshire. The Enquire Learning Trust has twenty-nine Academies, one in Lincolnshire and Wellspring Academy Trust has twenty-eight academies, seven of which are within Lincolnshire.

Conclusion

The Schools Forum is asked to note the contents of the report.

Consultation

a) Have Risks and Impact Analysis been carried out?

No.

b) Risks and Impact Analysis

The academy conversion process is fully understood and has been in place for a number of years. There are services funded either by the number of maintained schools (e.g. School Improvement government grant) and the number of maintained school pupils (e.g. de-delegation services). Future anticipated funding levels are considered through the annual detailed budget setting exercise.

The actual split between Local Authority maintained and academies has no financial risk to the Council from the Dedicated Schools Grant schools delegation budget perspective.

Background Papers

No Background papers within section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Ady Clarke, who can be contacted on 01522 553216 or ady.clarke@lincolnshire.gov.uk.

Agenda Item 13

Lincolnshire Schools' Forum Work Programme

20 January 2022

School Funding Arrangements 2022/23	Elizabeth Bowes	To provide an update on school funding arrangements for 2022/23
Early Years National Funding Formula	Mark Popplewell	To provide a summary on the early years national funding formula for 2022/23, and to seek agreement relating to the allocation and distribution of the centrally retained budgets
Sector Led Approach for School Improvement	Sue Williams	To provide the Schools' Forum with an update on the Sector Led Approach for School Improvement
Behaviour Outreach Support Service	Sara Gregory Charlotte Gray	To provide an overview of the findings from the review of the Behaviour Outreach Support Service and to seek support from the Forum on the recommendation to recommission a Behaviour Outreach support Service and continue its funding from the Designated Schools Grant
Healthy Minds Lincolnshire Service	Sara Gregory Charlotte Gray	To provide an update on the Healthy Minds Lincolnshire Service (emotional wellbeing service for Lincolnshire children and young people) and to seek support from the Forum on the future funding recommendations for Healthy Minds Lincolnshire which is partially funded from the High Needs Block of the Designated Schools Grant, subject to formal decision making
Autism and Learning Difficulties (ALD) Service	Sara Gregory Charlotte Gray	To provide an overview of the findings from the review of the Autism and Learning Difficulties Service and to seek support from Forum on the recommendation to recommission an Autism and Learning Difficulties Service funded from the Designated Schools Grant

Academies and Trust Update	Mark Popplewell	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

21 April 2022

Building Communities of Specialist Provision: Update	Eileen McMorrow	To provide the Schools' Forum with an update on the SEND Strategy
Schools Broadband Arrangements	Mark Popplewell	To provide an update on schools future broadband arrangements
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

30 June 2022

Election of Chairman		
Election of Vice-Chairman		
Review of LSF Constitution and Membership	Mark Popplewell	For the Schools Forum to consider and update its Rules of Operation
Self-Assessment Checklist	Mark Popplewell	To provide the Schools' Forum to check its progress against the Self-Assessment Checklist

Section 251 Budget Statement 2022/23	Elizabeth Bowes	To provide an update to the Schools' Forum regarding the budget statement for 2022/23
Annual Report - Special Educational Needs	Sheridan Dodsworth	To receive an annual report on Special Educational Needs
Annual Report on Early Years	Geraldine O'Neill	To receive an annual report on Early Years' Service
Alternative Provision Arrangements	Mary Meredith	To provide an update on how alternative provision arrangements are working
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

6 October 2022

National Funding Formula for schools - update 2023/24	Elizabeth Bowes	To provide the Schools' Forum with an update on the mainstream school funding
De-delegation of Maintained Primary Schools Budgets (2023/24)	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals
Revised Schools Budgets 2022/23	Mark Popplewell	To provide information on the revised Schools Budget for 2021/22 and to seek support
Schools Broadband Services	Mark Popplewell	To provide an update to the future schools broadband arrangements available for all Lincolnshire schools
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them

Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme
Future Meeting Dates	Katrina Cope	For the Schools' Forum to agree their future meeting dates