

Details of current service provision

Schools in financial difficulty and exceptional unforeseen costs

a. Schools in financial difficulty

The DfE reforms no longer permit the LA to hold a budget for school redundancies. Since 2013/14, Schools Forum representatives of maintained primary schools have voted to retain a budget for schools in financial difficulty. The LA's Staffing Reduction panel continues to meet to consider requests for redundancies and access to those funds. The LA's long established policy of charging schools for a share of redundancy costs remains in place. However, a tightening of those arrangements was introduced in 2013/14, such that a contribution from this budget will only be made for schools that are likely to overspend within the next two financial years if no action is taken. In 2017/18, the redundancy expenditure was £0.264m for maintained primary schools against the budget of £0.250m. The 2019/20 budget proposal is to revert back to the 2017/18 budget amount of £0.250m considering the expenditure that was incurred in that financial year – the 2018/19 budget is £0.150m.

Since the reforms were introduced, a budget has not been held for maintained secondary schools. This was mainly because there were relatively few maintained secondary schools and several of them were considered unlikely to fall in to financial difficulty. It was therefore assumed that the sector would probably not be supportive of creating a de-delegated budget. Also, it was recognised that with so few secondary maintained schools, there would not be sufficient critical mass to operate an insurance type arrangement, as is possible with maintained primary schools.

b. Exceptional unforeseen costs

The DfE expects a de-delegated budget for exceptional unforeseen costs to finance those costs which it would be unreasonable to expect governing bodies to meet. In Lincolnshire, de-delegation was approved in 2013/14 to finance the long established school intervention work, and the provision of the Consultant headteachers service. A budget was not de-delegated for maintained secondary schools, for similar reasons to those explained above.

Further detail on the use of the funds this year for:

- Consultant headteacher
- Primary Maintained School Intervention
- Ethnic Minority and Traveller Education Team (EMTET)

is set out below.

Consultant Headteacher Deployment

With effect from 1st September 2016 there is a team of 6 Consultant Headteachers: one permanent, full time team leader; 2 permanent team members (1 full time, 1 at 0.8 FTE) and 3 seconded team members at 0.2 FTE until 31st March 2019.

The 0.2 FTE posts are used to support and mentor all new and acting headteachers, of maintained primary schools, in Lincolnshire. Each new headteacher has an offer of up to 6 days or 12 half days support. This support programme covers all the main aspects of the role. If significant issues emerge support to the school moves to the permanent team so that more time can be given to coaching whole leadership teams.

The permanent team:

- work alongside headteachers and leadership teams in vulnerable schools.
- provide part or full time Consultant Headteachers in schools where the headteacher is absent and no leaders from within the school are able to step into the role.
- work alongside acting headteachers to coach and mentor them to enable them to quickly become skilled leaders.
- are usually deployed in schools graded by OfSTED as Requiring Improvement or inadequate to support rapid improvement.
- liaise with governors, teaching schools, neighbouring schools and Locality Leads to find longer term support for leadership teams where appropriate.
- provide a rapid response to urgent requests for support.
- spend varying amounts of time in each school as this is determined by the school's own capacity for sustaining the improvements.

The team is led by a Lead Consultant Head Teacher. She arranges deployment of the team and ensures that schools needing urgent support get it quickly.

Primary Maintained School Intervention 2017-18 Review

The purpose

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

Amount of funding received and spent

For the 2017/18 financial year the budget funded 57 different schools for specific issues. These were identified through a combination of Locality Leads, Consultant Head Teachers, governors and leadership teams.

In 2017/18 the Intervention budget was £0.379m and £0.355m has been utilised. Schools bid for specific amounts and send in plans which detail the amount, the reason and the expected impact of the additional funding. The school has to show that they do not have the funding in their own budget to enable them to make the necessary improvements or changes. Amounts in bids ranged from £1,200 to £21,000.

How funding was spent

The Intervention budget enabled maintained schools facing financial or declining standards to take remedial action to prevent poor OfSTED outcomes or avoid falling into a category by taking early action. The ability to provide this support has also enabled greater levels of school improvement activity to take place based on the view of the Locality Lead, using a variety of intelligence to support improved outcomes for learners in maintained schools. Schools were required to show that bids would be sustainable and would improve outcomes for pupils and students. The School Intervention Funding policy was applied consistently and appropriately over the course of the financial year.

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

- Enhanced induction and support of new head teachers in schools deemed vulnerable or higher (15 schools)
- Participate in a small schools project to support improved attainment and progression in mathematics
- Purchase intervention resources that supported and complimented agreed priorities
- Support external partnership and networking activity to encourage peer review, partnership working and connecting with the broader sector
- Purchase Teaching School / Private Consultancy support to provide professional development and training for staff in areas of need
- Provide enhanced teaching and learning reviews to verify the external view of the performance of the school
- Commission additional leadership support for complex cases e.g. Deputy Support, Leadership support
- Accessing Governance training through the Strengthening Governance Offer via National Leaders of Governance and partners

Outcomes

In July 2017, data in Lincolnshire showed relative improvement at Key Stage 2; increasing by 5% in Reading, Writing, Maths combined. However, this is still below the National and the focus for the autumn and spring term has been to drive standards and add capacity to improve which we would measure in the July 2018 dataset.

Dependent on the measure, the Local Authority rating system of schools shows that 19 of the schools are now viewed as being vulnerable rather than high risk or schools causing concern, 3 are no longer of concern, 3 are viewed as improving but are awaiting sponsorship to academy / have been converted to academies and are not yet rated. The remainder are still rated as previously, as the impact report is still awaited in terms of impact due to the timing of the bid being submitted. As a team, we are confident that the impact of the intervention funding is very positive in gaining traction to improve schools and therefore outcomes for learners.

Where schools have been subject to OfSTED or HMI monitoring visits, there have been positive comments from having this fund available.

Proposals for 2018/19

The budget for 2018/19 is subject to review following the change to DfE guidance. The proposed budget is intended to be utilised in a similar manner, however with a more strategic approach as this offers the best value for money to support as many schools as possible. The intention would be to use it in the following way:

- Specific school bids that meet threshold and address priorities
- Small Schools Project (2nd round of Mathematics in mixed age classes and the 1st round of English in mixed age classes)
- Enhanced Head teacher induction for schools facing difficulty
- Supporting the commissioning of intervention and resources to improve outcomes for learners at school
- Ensure schools remain connected to the sector led system to support school improvement where action needs to be taken

Locality Leads would continue to suggest intervention bids where they are appropriate and support the bid writing so that it is appropriate. They would continue to monitor the impact and maintain a view of the school moving forward to ensure that outcomes are improved and the legacy of the funding can be seen.

Ethnic Minority and Traveller Education Team (EMTET)

The Service Area

The Ethnic Minority Achievement Service (EMAS) was reconfigured in September 2011 to form the Ethnic Minority and Traveller Education Team (EMTET). The current team has a two tier structure that advises and supports schools to accommodate the needs of ethnic minority and traveller children. The officers support schools to work with families and ensure that they are able to access services available to their children, particularly education. They support the integration of specific children as well as help schools to develop and maintain systems that are needed to provide a fully inclusive and safe environment for these particular groups of young people. The team leaders are able to offer more specific advice required by schools to support children with English as an Additional Language (EAL). The service has received positive feedback from schools, services and families.

Background to need

There are 10,419 pupils in Lincolnshire school that have EAL. Of these around 3,123 have either been in the country for less than 2 years or have started year reception as an EAL learner. Of those EAL learners, 60% are in maintained schools, 40% in academies. More than 80% of the new EAL learners are in the primary schools. EMTET will work with those schools that either lack knowledge or experience of good practice in supporting Ethnic Minority, Travellers or pupils with EAL, or where the school has tried a number of strategies and seeks specialist support for further advice. There is a growing demand for support in relation to communication with parents, children with special needs and integration of Traveller children.

From Autumn 2016 and then annually, as part of the schools census, schools will need to indicate a pupil's proficiency in English where the pupil's language is 'other than English'. It is important that a specialist team is available for schools to ensure their assessment is accurate and support to improve provision is accessible.

National and international events have led to an increase in incidents of a racist nature including hate crime. Where required, the service supports schools and families to address individual racist incidents and reduce future intolerance to those of different ethnic and cultural backgrounds.

The purpose of the Service

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

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

Budget received/ spent

The service is funded, in part, by a de-delegated contribution (from maintained primary schools) of £0.189m. During 2013/14 the service undertook a number of measures to ensure that it operated within its budget (due to the per pupil apportionment of the original budget to academy schools) for the 2014/15 financial year including the re-structuring the service and its delivery.

The service reduced has 1.8fte team leaders and 4.6fte officers both on 38 week contracts. To part-mitigate the annual budget reduction the service introduced elements that are income generating. £0.189m funds 78% of the total service cost.

Outcomes for the Service

- Supporting approximately 143 children per year in 49 schools, through a single child referral process (this may lead to impact on wider family and/or whole class/school)
- Support to develop and improve current practice for supporting Ethnic Minority and Traveller families.
- Training and consultancy advice for schools and school staff on supporting pupils with EAL and cultural awareness including SEN/EAL cluster groups
- Supporting the admission of ethnic minority and Traveller families into school, particularly reception.
- Workshops (Diversity, Learning in another language, Traveller awareness) with young people around cultural and language awareness and understanding equality
- Coordinating racial incident reporting and assisting schools to deal with racist related behaviour.
- Use of bilingual supporters to help school engage with children and families.
- Exploring opportunities through communities, that impact on pupil's progress and integration. Supporting 13 supplementary schools across Lincolnshire.

Future Developments

- Recruitment of bank of bilingual volunteers to support the First Language Assessment toolkit in Autumn 2018.
- Working in partnership with LCVYS to provide training for supplementary schools
- Training programme for EAL parents on school education system
- Close collaboration with Specialist Teaching Team and Speech and Language
- The launch of a Parent Ambassador scheme.
- Increasing number of bilingual supports available to schools.