

## **APPENDIX 1**

### **Details of current service provision**

#### **Schools in financial difficulty and exceptional unforeseen costs**

##### **a. 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 policy of charging schools for a share of redundancy costs, includes a potential contribution to be made from this budget for schools that are likely to overspend within the next two financial years if no action is taken.

In 2018/19, redundancy expenditure was £0.040m for maintained primary schools against the budget of £0.087m. However, the number of schools presenting at panel in the last academic year increased sharply, and the number of those schools in financial difficulty also increased, this reflects the national pressure on school budgets. Therefore the 2019/20 budget proposal is to revert back to the budget amount of £0.250m.

##### **b. Intervention Fund**

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

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

## **Interim Headteacher Team**

With effect from 1<sup>st</sup> September 2017 there was a team of 3.4 FTE interim headteachers.

The 0.2 FTE posts were used to support and mentor all new and acting headteachers of maintained primary schools in Lincolnshire. However, a comprehensive induction programme is now in place for new headteachers in Lincolnshire, delivered by the Teaching Schools. Access to this has been funded for new headteachers or those in acting positions in maintained schools. This allows new headteachers to learn about different aspects of the role and to develop networks with colleagues in a similar situation in other schools in Lincolnshire.

### The interim headteacher team:

- Work alongside headteachers and leadership teams in vulnerable schools
- Provide part or full time interim headteachers in schools where the headteacher is absent and no leaders from within the school are able to step into the role
- Are usually deployed in schools deemed as vulnerable by the local authority or graded by OfSTED as Requires 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 or local interim leadership solutions
- 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.

### Outcomes

5 schools benefitted from the Interim Headteacher Team in 2018/19, 4 of those schools now have a stable leadership solution. The schools have benefited from the Interim Headteacher Team stabilising their position, ensuring improvement and supporting transition to long term leadership arrangements / solution.

## **Primary Maintained Intervention Funding 2018-19 Review**

### The purpose

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

### Amount of funding received and spent

For the 2018/19 financial year the budget funded 74 different schools for specific issues. These were identified through a combination of locality leads, interim headteachers, call-in or strategy meetings or through governors and leadership teams.

In 2018/19 the Intervention budget was £0.379m and all of this 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 £1,080 to £21,000.

### How funding was spent

The Intervention Funding budget enabled maintained schools facing financial difficulty or declining standards to take remedial action to prevent poor OfSTED outcomes. The ability to provide this support has also enabled greater levels of school improvement activity to take place. Schools were required to show that bids would be sustainable and would improve outcomes for pupils. The School Intervention Funding policy was applied consistently and appropriately over the course of the financial year. The applications were reviewed by the Interim Director of Education, Head of Education Strategy and Interim Head of Standards.

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

- Participation in a small schools project to support mixed-age teaching and improved attainment and progression in English and 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
- Accessing Governance training through the Strengthening Governance Offer via National Leaders of Governance and partners

### Outcomes

When looking at provisional data sets, schools supported through intervention funding increased the proportion of pupils achieving the expected standard in reading, writing and mathematics at Key Stage 2 by 2.9% against a static improvement rate for non-intervention schools.

The Local Authority rating system of schools shows that 26 of the schools are rated green with no known issues and are no longer a concern and 29 of the schools are now viewed as being vulnerable rather than high risk or schools causing concern. The others show improvements in different aspects

but still require further support. There is a high level of confidence that the impact of the intervention funding is positive in terms of outcomes for children and young people and in gaining traction to improve schools.

Where schools have been subject to OfSTED or HMI monitoring visits, there have been positive comments about the support that has been made available from having this fund available.

#### Proposals for 2019/20

The proposed budget is intended to be utilised in a similar manner to support vulnerable schools to make rapid improvements. The intention would be to use it in the following way:

- Specific school bids that meet threshold and address priorities
- 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 focused on the correct priorities to have the most impact. 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) 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 10,832 pupils in Lincolnshire school that have EAL. Of these around 2,982 have either been in the country for less than 2 years or have started 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 September 2019, EMTET will be an integrated part of Lincolnshire's One Plan to improve the outcomes for children by focussing on outcomes in the foundation stage, particularly those with English as an additional language who are performing 14% below their peers. The support in early years will hopefully impact positively on the children's readiness for school.

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

The service is funded, in part, by a de-delegated contribution (from maintained primary schools) of £0.189m.

The service has 1.8fte team leaders and 4.6fte officers on 38 week contracts. To part-mitigate the annual budget reduction the service introduced elements that are income generating.

### Outcomes for the Service

- Supporting approximately 157 children per year in 67 schools, through a single child referral process (this may lead to impact on wider family and/or whole class/school)
- Work with early years settings and primary school (reception) to support successful transition and readiness for 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, Well-being) 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 schools engage with children and families
- Exploring opportunities through communities, that impact on pupil's progress and integration

### Future Developments

- Close collaboration with Early Years in order to improve readiness for school and reduce the gap in learning outcomes for children with English as an Additional Language