

Bristol Schools Forum

DRAFT Agenda Wednesday 27th September 2017 at 5.45pm, City Hall, First Floor Writing Room

NB – please note meeting starts at 6.15 but refreshments available from 5.45pm

	Start	Item	Action	Owner	Paper
1	6.15	Welcome & Briefing	A	Chair	
2	6.20	Forum standing business <ul style="list-style-type: none"> ▪ Apologies for Absence ▪ Confirmation meeting is quorate ▪ Appointment of new members ▪ Notification of Vacancies ▪ Declarations of Interest 	A	Clerk	Verbal
3	6.25	Minutes of meeting held on 11 th July 2017 Corrections and approval <ul style="list-style-type: none"> • Matters arising not covered on agenda <ul style="list-style-type: none"> ○ Cllr attendance at Forum (Item 5 CR) ○ Rates for PRUs (Item 7 PJ) ○ High Needs funding letter to Government (Item 8 CR) ○ Behaviour Improvement Team (Item 8 PJ) ○ Policies on Website (Item 10 BF) 	A	Chair	Attached
4	6.35	Correspondence	I	Chair	
5	6.40	DSG Overview: Monitoring 2017/18 and Provisional Strategy 2018/19	I	DET /WW	Attached
6	7.10	Schools PFI Affordability Gap	De	DET / RL	Attached
7	7.25	High Needs Update	I	AJ	To Follow
8	7.55	Report on Growth Fund Expenditure	I	WW	Attached
9	8.10	TwS Annual Report	I	CG / AM	Attached
10	8.30	Any Other Business			

(*) A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion

Clerk: Billy Forsythe email: billy.forsythe@bristol.gov.uk

Tel: 011792 23947 Parkview Campus

Chair: Carew Reynell (contact via clerk)



FUTURE MEETINGS – All at City Hall – First Floor Writing Room

Date	Items
22 nd November 2017 NB Wednesday	De-Delegation Decision High Needs Update Budget Monitoring
16 th January 2018	High Needs Update Budget Monitoring
13 th March 2018	High Needs Update Budget Monitoring
22 nd May 2018	High Needs Update Budget Monitoring
10 th July 2018	High Needs Update Budget Monitoring

Bristol Schools' Forum

Minutes of the meeting held on Tuesday 11th July 2017
at 18.15 hrs at City Hall

Present:

Jamie Barry	Headteacher, Parson Street Primary
Graham Diles	Deputy Headteacher, St Mary Redcliffe & Temple
Patricia Dodds	Governor, Fishponds Academy
Peter Evans	Headteacher, Knowle DGE
Aileen Morrison	Headteacher, St Matthias Park
Cllr Ruth Pickersgill	Governor, Rosemary Nursery
Carew Reynell (Chair)	Governor, Henbury Secondary
Cedric Sanguinol	Governor Representative, Bishop Road Primary
Paul Smith	Diocese of Bristol Board of Education
Christine Townsend	Governor, Whitehall Primary
David Yorath	Governor, Cotham School
Michelle Wills	Representative, Teaching Professionals
Jane Carter	

In attendance:

Billy Forsythe	Clerk to Schools Forum
Chrysta Garnett	Head of School Partnerships
Paul Jacobs	Service Director, Education & Skills
Annette Jones	Head of Specialist Education & Access
Denise Murray	Service Director, Finance
David Tully	Interim Finance Business Partner
Wendy Welsh	Finance Manager
Travis Young	Senior Accountant

Observers:

Chris Pring, Clare Pring, Anne Sheridan

Item	Action
1. Welcome and introductions	
The Chair opened the meeting at 18:15	
2. Forum standing business	
Apologies Received from Claire Banks, Ebrima Bojang, Tim Browse, Alan Gould, Mary-Jane Hinchliffe, Tracy Jones, Dan Reed, Anne Rutherford. Clerk confirmed meeting was not quorate at start of meeting. New member – Patricia Dodds welcomed as new Governor representative. Vacancies: Currently six vacancies to be filled -one Secondary Academy Head, three	

<p>Primary Heads, one Secondary Academy Governor and a vacancy for the Clifton Diocese.</p> <p>Mary-Jane Hinchliffe has retired and Claire Banks has moved outside Bristol – both were thanked for their contributions to the Forum.</p> <p>No declarations of interest were expressed.</p>	
<p>3. Minutes of the meeting held on 28th March</p>	
<p>Discussion of the minutes was postponed as meeting not yet quorate</p>	
<p>4. Correspondence</p>	
<p>CR reported that he had been contacted by Richmond Schools Forum to join a national School Forum Association and he had replied asking to be kept informed of developments.</p>	
<p>5. Strategic Overview</p>	
<p>PJ gave an overview covering:</p> <ul style="list-style-type: none"> • Education Policy – not clear what Government will do. It is likely they will keep the dual system of Regional School Commissioners (RSC) and LAs but the move towards selective schools is probably stopped. There is a commitment to Fairer Funding and a focus on mental health of young people. A drive for an Industrial Strategy will have implications for Secondary schools and technical qualifications. • Education Funding – PJ outlined that with the RSC Bristol is part of a group of neighbouring LAs looking at common issues and new funding routes will come through this group. There is a risk that Bristol will not attract new funding as our outcomes are above SW average so not a priority area. • On Fairer Funding the LA was waiting on outcome of consultation and clarity on manifesto commitment. • PJ stressed the importance of partnerships and guarding against fragmentation. Excellence in Schools group is a key group to promote Bristol children. PJ thanked the Forum for its work and the ethical debates held. <p>PJ explained that there was a subscription forum for primary heads (Primary Heads Association Bristol) and an open form for secondary heads (Bristol Association for Secondary Heads). He confirmed that the representatives on the Learning City group had been invited by the Mayor.</p> <p>AM asked if only teaching schools could apply for strategic funding. PJ confirmed that collaborative bids were favoured so MATS could bid but would have to name the group of schools involved.</p> <p>PJ advised that his replacement should be in post and at the September meeting. DY thanked PJ for the improvements he had made in the collaboration between the Forum & the LA.</p>	

<p>JB expressed a concern that the Cabinet member had not been attending the Forum meeting and asked if this could be raised. CR to write to the Cllr.</p>	<p>CR</p>
<p>6. DSG Overall Position</p>	
<p>DT presented the report.</p> <p>The current deficit was £1.6m and the forecast overspend was £4.4m. The position is serious and the LA has to identify measures to get the DSG back into balance. The solution will not be more money but reducing commitments.</p> <p>JB questioned the principles as he thought some were vague and contradictory. The key issue is to think about the needs of the children and not make short sighted decisions based on finances. PJ agreed there were no easy answers but action needed to be taken.</p> <p>RP asked about the implications of the PFI funding. DM replied that DM & DT are working with Legal, Procurement & Finance to identify the liability and what actions can be taken. A full report will come back to Forum in Sept.</p> <p>AM proposed amendments to the principles to include:</p> <ul style="list-style-type: none"> • Taking particular account of the needs of the most vulnerable • Wherever reasonably possible modelling the impact of budget cuts • Giving consideration to longer term needs. <p>DM advised that the principles would be refreshed and emailed out before the September meeting.</p> <p>Forum agreed to note the overall financial principles and would agree the principles with the proposed amendments.</p>	<p>AGENDA</p> <p>DT/BF</p>
<p>7. Maintained School Balances 2016/17</p>	
<p>WW reported that the licensed deficit process was being revised and all schools have been written to asking them to confirm their plan to move any deficit budget back to a sustainable budget..</p> <p>RP advised that a significant number of Nurseries are in a deficit position because of the government's policy on funding. This is a major problem and will become worse.</p> <p>JB added that the decision to cut funding for Nursery split sites was a short sighted decision by LA that has had a major impact. PJ advised that this was not an LA decision - the DfE does not allow this in the EY funding formula.</p> <p>RP asked if any action has been taken re PRUS & Nurseries having to pay business rates. PJ advised that Cllr H has raised this and he will check.</p> <p>Forum noted the report.</p>	<p>PJ</p>

<p>8. High Needs Update</p>	
<p>PJ introduced the report.</p> <p>There are three key pressures:</p> <ul style="list-style-type: none"> • Post 16 Placements • Top Up – mainstream and special • Placements. <p>Reductions have been made in some areas of spend and the number of permanent exclusions has been reduced but spend on placements has increased and overall the spend has increased.</p> <p>Appendix A in the report has a draft action plan to reduce expenditure and section 2.4 outlines the LA recommendations.</p> <p>AJ reported that the Inclusion group will be setting up a working group to look at the proposals and identify any unintended consequences.</p> <p>AM added that the budget needs of Top Up have to be balanced against the needs of the young people. Additional cuts will impact.</p> <p>It was noted that the people who sit on the panels are focussed on the needs of the young people but are not always aware of the costs of the placements – especially out of county placements.</p> <p>PJ added that Special free schools can set their own top up rates and the LA has made representation to the EFA on this.</p> <p>PJ reported that all LAs have similar challenges. The Government are saying they did increase funding on the basis of pupil numbers but the actual spend on Post 16 is far above the funding. Cllr H has written to the Secretary of State and the Mayor is liaising with core city leads to agree a co-ordinated approach to funding. The LA lost £1m from Post 16 funding. CR to draft a letter to the Government on behalf of the Forum expressing concern at the level of funding.</p> <p>JB added that cutting funding two weeks before the end of term did not give schools much time to re-act.</p> <p>The decision to cut the Behaviour Improvement Team was noted and it was not clear if their work had been picked up the Education Psychology Service.</p> <p>PE asked if the Forum were being asked for a decision or if they were being consulted. PJ advised that this was a decision for the LA in consultation with the Forum.</p> <p>JB expressed concern that the Forum were being asked to endorse recommendations and cuts with no modelling of impact.</p> <p>Forum agreed to note the report and the recommendations but not to endorse them.</p>	<p>CR</p> <p>PJ</p>

<p>9. Impact of Funding Formula</p>	
<p>PJ advised that this had been highlighted in the strategic overview.</p> <p>MW asked if the Forum would not need to exist if fairer Funding was introduced. PJ advised this could be the outcome but the Government had not confirmed this.</p>	
<p>10 Minutes of the meeting held on 28th March</p>	
<p>Meeting now quorate.</p> <p>JB advised that final paragraph of item 5 was not accurate. Minute should read:</p> <p>“JB asked if the LA was funding the growth of schools within Bristol that were controlling their admissions to allow places to children outside Bristol. PJ confirmed that those schools funded through the growth fund will only receive growth fund money for pupils within Bristol.”</p> <p>Minutes of the meeting were then accepted as accurate.</p> <p>Matters Arising</p> <p>It was agreed that a report on growth fund allocation will be on September agenda.</p> <p>Item 6 – growth fund examples had been sent</p> <p>Item 7 – WW confirmed amendment to Scheme. Scheme may need to be looked at again to clarify deficit process.</p> <p>Item 9 – Nursery Admissions Policy. PJ confirmed no need to consult as not a real change to policy.</p> <p>The issue of are all policies on website was raised. BF will check.</p>	<p>AGENDA</p> <p>BF</p>
<p>10. AOB</p>	
<p>JB expressed his sense of despondency on role of Forum as he feels the Forum is being paid lip service to.</p> <p>Dates of Future Meetings</p> <p>RP raised a possible clash with January & March Forum meetings and Full Council. POST MEETING NOTE: BF confirmed March date did clash but not January. March Forum will now be on 13th March</p> <p>Dates will be posted on Forum Website.</p>	<p>BF</p>

The meeting closed at 20:30hrs

Bristol Schools Forum
DSG Overview - Monitoring 2017/18 and Provisional Strategy 2018/19

Date of meeting:	27 th September 2017
Time of meeting:	6.15 pm
Venue:	City Hall

1 Purpose of report

1.1 This report provides an update on the forecast financial position for the DSG overall as at Period 4 (to end July 2017) and provides a provisional assessment of the key strategic issues regarding the DSG for 2018/19.

2 Recommendation

2.1 *Schools Forum is invited to:*

- a) note the in-year 2017/18 position for the overall DSG;
- b) note and comment on the issues emerging for the provisional financial strategy for setting the overall budgets for 2018/19 as set out in section 6; and
- c) agree that officers should approach the EFSA to seek a disapplication of the MFG if it is decided that the PFI Factor should be materially increased for 2018/19.

3 Background

- 3.1 At Schools Forum on 11th July, it was reported that there was a forecast £6m deficit on the Dedicated Schools Budget for 2017/18.
- 3.2 In August 2017, the EFSA issued the operational guidance on schools funding for 2018/19. This report explains the key points that emerge from that which shape the financial strategy for 2018/19 and the decisions that will be required.
- 3.3 In September 2017, the EFSA published provisional allocations for 2018/19, 2019/20 and 2021/21 for the Schools Block, Central Services Block and the High Needs Block. This information was received just before this report was due to be despatched, but the impact of the updated information has been reflected here.
- 3.4 Although the EFSA (August) document included some welcome headlines, the Authority and Schools Forum face some dilemmas in addressing three immediate strategic financial issues affecting the DSG:
 - **Individual schools:** many individual schools and early years settings are experiencing financial difficulties and deficit budgets;
 - **High Needs Budget:** The High Needs budget is working to reduce an in-year £5m overspend in 2017/18, with the cumulative position forecast to be £7.5m by year-end;
 - **Schools PFI:** Schools Forum were alerted to a potential budget pressure on the Schools PFI contracts at the previous meeting. A separate paper on this agenda points to a need to make savings or find alternative sources of income in the region of £4.5m each year at today's prices.
- 3.5 The paper then proposes a course of action for addressing this situation.

4 Budget monitoring 2017/18

- 4.1 At Schools Forum on 11th July, it was reported that there was a forecast £6m deficit on the Dedicated Schools Budget for 2017/18.
- 4.2 This position has moved subtly, but not materially since then. The Period 4 position is set out in Table 1 with more detail set out in Appendix 1.

Table 1: Forecast position on overall DSG for 2017/18 at Period 4 (July 2017)

	Brought forward 1.4.17	Funding 2017/18	Forecast Outturn 2017/18	In-year movement	Carry forward 31.3.17
	£,000	£,000	£,000	£,000	£,000
Maintained Schools	0	(98,636)	98,636	0	0
Academy Recoupment	0	(147,034)	147,034	0	0
Early Years Block	(440)	(33,481)	33,915	362	(6)
High Needs Block	2,365	(44,170)	49,191	5,021	7,386
Schools Block (Central)	(295)	(5,435)	4,353	(1,082)	(1,377)
Total	1,630	(328,756)	332,835	4,301	6,003

4.3 While there has been some movement at the margins, the main overspend (£7.4m) is in the High Needs budget, which is explained in a separate report on this agenda. The underspends (-£1.4m) are in the centrally retained element of the Schools Block, particularly in the pupil growth fund.

5 School Funding Arrangements 2018/19

5.1 The Education and Skills Funding Agency issued the “Schools revenue funding 2018 to 2019: Operational guide” earlier in the summer. It confirms the continued commitment to move to a national funding formula for each of the blocks of the DSG.

5.2 The key points in the document (with officer comments) are set out below:

- i. **The central school service block has been created.** This means there are now four blocks to the DSG: schools, high needs, early years and the new central school services block.
- ii. **Each of the four blocks of the DSG will be determined by a separate national funding formula.** This is a continuation of current policy.
- iii. **Baselines have been adjusted to take account of local authorities’ most recent spending patterns.** This has the effect of protecting local authority spending at the 2017/18 level on each block.
- iv. **Within the Schools Block, the Government will provide for at least a 0.5% per pupil increase for each school in 2018/19 through the national funding formula.** While this is a welcome headline position, this is about the overall total available within the Schools Block, rather than a guaranteed increase for each individual school.
- v. **The formula will provide local authorities with per pupil funding of at least £4,800 for all secondary schools that have pupils in years 10 and 11 by 2019/20.** Local authorities will be able to introduce a

factor into the formula that acts as a transition to £4,800 per pupil for individual secondary schools. Most Bristol secondary schools are above £4,800 already, so this is unlikely to be a major issue locally.

- vi. **Within the high needs block, the Government will provide for at least a 0.5% overall increase in 2018/19 through the high needs national funding formula.** While any additional funding is welcome, an extra 0.5% for Bristol would only amount to £0.250m. In the context of a £5m in-year budget pressure, this is unlikely to make much material difference to the underlying problem.
- vii. **The minimum funding guarantee (MFG) for schools will continue, but local authorities will have the flexibility to set a local MFG between 0% and minus 1.5% per pupil.** This is a departure from past practice, where the MFG has been prescribed by the DfE. It gives the local authority options in moving towards the national funding formula or in managing pressures. It is for the LA to propose and decide on the level of the MFG, but it must consult the Schools Forum.
- viii. **The schools block will be ring-fenced from 2018-19, but local authorities will be able to transfer up to 0.5% of their schools block funding out, with the agreement of their schools forum.** 0.5% would represent £1.2m, based on the 2017/18 formula allocations. Whether this option is used will depend on the financial strategy pursued for 2018/19 which is provisionally discussed later in this report.
- ix. A number of smaller changes have also been introduced:
 - The local formula may use both current and “Ever 6” free school meals data for deprivation;
 - Pupil Premium Plus rates for 2018/19 have been increased, instead of including a looked after children factor in the NFF;
 - LAs no longer need to request a disapplication to increase pupil numbers where there is an increase in a school’s admission limit or a local reorganisation;
 - EFSA has clarified their explanation about adjustments to budget relating to excluded pupils (but this is not a change);
 - Where there are high needs places in mainstream schools (eg Resource Bases), the schools block pupil numbers will no longer be adjusted for those high needs places. Mainstream schools with specialist provision will be funded for all their

Reception – Year 11 pupils on roll, like any other school. For filled places, the place factor will be £6,000 and for unfilled places, the place factor will continue to be £10,000. Funding will be transferred between blocks to take account of this.

- 5.3 The EFSA (September) document provided welcome news that the indicated 0.5% increases in the Schools and High Needs Blocks would be higher for Bristol’s DSG.
- 5.4 **Table 2** indicates that the neutral changes to the baselines for Bristol which amount to the shift in place funding for specialist placements in mainstream schools between the high needs and the schools blocks. The funding notified on 15th September 2017 shows extra provisional DSG for 2018/19 of £4.65m, including a (£3.54m) 2.2% increase to the High Needs Budget and a (£1.07m) 1.5% increase to the Schools Block. The provisional Central School Services Block would increase by £40k.

Table 2: Adjusted baselines for new DSG Blocks 2018/19

DSG Revised Blocks	2017/18 DSG £m	Adjustment for HN places in mainstream £m	Change in funding notified 15.9.17 £m	Provisional DSG 2018/19 £m
Schools block	241.37	1.00	+3.54	245.91
Central school services block	2.75	0.00	+0.04	2.79
High needs block	50.67	-1.00	+1.07	50.74
Early Years baseline (no change notified by EFSA yet)	33.48	0.00	0.00	33.48
Total	328.27	0.00	+4.65	332.92

- 5.5 The Schools Block will be affected by changes in pupil numbers and other data (given that the NFF will be used to determine the amount of funding to be allocated to each local authority). The Schools Block includes £3m for the Growth Fund and £0.4m for the Falling Rolls Fund. Given that there are underspends on these items, it may be possible to reduce the budgets to create some further headroom. There is an option to transfer up to (£1.2m) 0.5% of this budget to the High Needs Block.
- 5.6 The Central School Service Block will be funded in two parts. The first part (£1.165m) is for historic responsibilities and this will be funded at historic costs, for as long as those specific commitments exist. These are for Combined Services and Prudential Borrowing. It is expected that an element of the prudential borrowing costs will cease at the end of 2017/18 and it is anticipated that this will be reflected in a lower allocation for 2018/19 than the provisional budget in the final analysis.
- 5.7 The second part (£1.621m) is for on-going responsibilities and these will be funded on a formulaic basis from 2018/19. These cover Admissions (£0.461m), Licences (£0.247m), Servicing of Schools Forum (£23k) and the core centrally retained duties of the LA (transferred from the Education Services Grant) (£0.850m). The provisional allocation for 2018/19 includes £40k growth.
- 5.8 The High Needs Block provisional allocation for 2018/19 is £50.74m and this is after the shift of resource for mainstream specialist provision places of -£1m and the extra 2.2% (+£1.1m). This provides some additional funding compared to 2017/18 and, while there may be an option to transfer up to £1.2m funding from the Schools Block, the imperative will still be to reduce the level of spending within the High Needs budget.
- 5.9 Early Years Block has not been included in the EFSA information, but the Early Years Block allocation of £33.48m has been included for illustrative purposes. Actual funding for early years will be based on numbers of 2, 3 and 4 year olds on roll at each of the termly censuses during 2018/19. Funding is likely to be higher as the full-year effect of the move to 30 hour placements is reflected. Information about the Early Years block is expected to be available later in the year.
- 5.10 The DfE Timetable has been replicated in **Appendix 2**. A summary of the components of the DSG budget for 2018/19 and what Schools Forum's role is in the decision-making process is set out in **Appendix 3**.

6 Considerations for a Provisional Financial Strategy

- 6.1 There are three significant financial pressures whose resolution the Authority needs to consider and Schools Forum support is needed to use available resources to address these issues. These are: the financial

position of individual schools and early years settings; the over-commitment of the High Needs budget; and the growing Affordability Gap on the two multi-school PFI contracts.

- 6.2 **Individual Schools.** At the end of 2016/17, there were 20 individual maintained schools in deficit. The aggregate of individual schools budgets was £5.0m, a low point. Currently, there are 45 individual schools which are reporting an in-year deficit and 20 a cumulative deficit by year-end. Figures for academies are not known, but the funding streams are generally the same. The National Funding Formula, on the basis of the illustrations provided by the EFSA in September 2017 would provide Bristol's schools 2.4% more on average than the 2017/18 baseline in around 2020/21. When the DfE explained their NFF plans in their phase 2 consultation earlier this year, they advised that schools would face 3 year cost pressures of around 8% per pupil. So, the NFF is unlikely to be a major solution for schools in deficit or running down their balances.
- 6.3 **Early years settings,** too, are experiencing difficulties, particularly those with Children's Centres, who have been using resources flexibly to provide their early education, childcare and family support funds. The tightening of resources and more insistence on separate funding streams being used for the purposes provided have left some activities exposed or unfunded.
- 6.4 The **High Needs budget** is considered elsewhere on the agenda. The forecast cumulative overspend by the end of the year is expected to be £7.5m. An action plan has identified where spending can be reduced, but this will need the co-operation of schools and other providers to deliver the level of reductions required. Nonetheless, the additional £1.1m is not going to solve the funding problem on its own. And while it is possible to transfer up to 0.5% (£1.2m) of the Schools Block to the High Needs Block, this has to be balanced with the need to resolve issues in the Schools Block.
- 6.5 The **PFI Affordability Gap issue** is explained in detail in a report elsewhere on this agenda. The PFI Factor in the mainstream formula ought to have kept pace with the expected amount required to balance the PFI accounts in the long-term, but this has not happened. The schools block ought to have been absorbing this growing cost gradually, rather than now being faced with potentially three times as much being channeled through this factor. The PFI contracts run for another 18 years and the precise shortfall depends on future occupancy levels of PFI schools and the level of inflation. The PFI paper indicates an on-going shortfall of up to £4.5m. Contractual savings and further stakeholder contributions might reduce this to something nearer £4m. Any increase in the PFI Factor in the formula would go to PFI schools and they would repay that to the PFI account in accordance with their Governing Body Agreement.

- 6.6 The significant point about the PFI pressure, however, is that this may be one of the very last opportunities the Authority has to resolve this shortfall satisfactorily. Indeed, with the introduction of the National Funding Formula, it may already be too late, but the Authority must somehow resolve this budget pressure as it will accumulate at a rate of £4m+ each year until it is resolved.
- 6.7 **Priorities.** In any given year, each of these pressures would merit a wholehearted effort to target all available resources to address them. With there being three such pressures, the imperative is to work out priorities.
- 6.8 **If Schools are prioritised.** Any headroom within the Schools Block would be allocated to the mainstream formula. With some scope to reduce the existing growth fund and falling rolls budgets (£1.4m) and to use the proposed growth of 1.5% per pupil (£3.5m), this would point to a budget settlement for schools of c£4.9m (c2%) more than 2017/18. This would preclude making a substantial increase in the PFI Factor and it would preclude transferring any Schools Block money to the High Needs Block.
- 6.9 Early Years settings are subject to the national Early Years Single Funding Formula. The proposal to reduce central spend from 7% to 5% of the total would mean that allocations for early years settings could increase by 2%, before taking account of any changes to the national rates for 2, 3 and 4 year olds for 2018/19.
- 6.10 **If High Needs is prioritised.** The only scope for shifting resource within the DSG to High Needs for 2018/19 is 0.5% of the Schools Block (£1.2m). This is unlikely to be sufficient on its own to resolve the High Needs budget pressures. By transferring this resource, it would limit the scope to address the PFI issue or to support individual schools.
- 6.11 **If PFI is prioritised.** It would be understandable if Schools Forum members were surprised to find the PFI issue as a pressing concern, not least because it has only recently been brought to Forum's attention. The changes around the National Funding Formula could mean that the opportunity to act by increasing the PFI Factor to address the affordability gap may be now or never.
- 6.12 Allocating Schools Block money to increase the PFI Factor would mean mainstream schools foregoing funding that would otherwise go to them. It should be borne in mind, however, that these next two years are a transition to the hard NFF. So, after this transition, schools will divert to a different formula whose per pupil allocations will be the same, whether this PFI Factor adjustment is made locally or not.

- 6.13 Taking the estimated funding that would be available if schools were prioritized in an earlier paragraph (ie £4.9m) there would appear to be sufficient to allocate £4m to the PFI Factor, if this were the priority.
- 6.14 This approach would mean that schools, early years settings and specialist settings (funded from the High Needs budget) were all addressing their pressures by identifying their own ways of containing costs, rather than working on the basis of solving their financial problems with additional funding.
- 6.15 The approach of prioritizing PFI is not without risks. If individual schools' own financial difficulties are not addressed, deficits will grow, surpluses will reduce and the Authority will be more exposed, potentially having to underwrite unavoidable overspends. Likewise, if the action plan for High Needs does not deliver sufficient spending reductions, the Authority will be exposed should the DSG overspend be greater than the sum of the individual school surpluses. There will be future opportunities to pursue different strategies to resolve school and high needs budget pressures, but the concern is that for the PFI issue, there may not be any other opportunities to change the PFI Factor in this way.
- 6.16 There are risks in the mechanics of making such a large change in the PFI Factor (increasing it from £1.9m to £5.9m in one go). If the Minimum Funding Guarantee is not disapplied for this adjustment, the PFI schools stand to lose as the funds provided through the PFI Factor would count towards their MFG calculation. So, Schools Forum's support in seeking a disapplication of the MFG on this issue will be very helpful in making this work, whether the full £4m is agreed as part of the strategy in the end, or a lower figure.
- 6.17 **The Minimum Funding Guarantee considerations.** The EFSA has indicated that the Authority may determine, in consultation with Schools Forum, the level that the Minimum Funding Guarantee should be set. It may be set anywhere between -1.5% and 0%. The provisional figures for 2018/19 suggest that there is likely to be some headroom in the schools settlement, unless the estimated £4.9m available were to be used to support PFI and High Needs. The decision about the MFG will depend on what the natural changes in data do to the distribution among schools. A small amount of headroom beyond the MFG would likely distort the distribution so much that the outcome will diverge from the intent.
- 6.18 **Schools Forum's views.** Schools Forum views on how the Authority should balance the competing priorities, recognizing the different opportunities for resolving those pressures, are welcome. Any final strategy will be developed in the light of Schools Forum's views, the final figures provided by the EFSA, any further developments and the Authority's

assessment of the risks and practicalities. Final decisions on this matter are ultimately for Council to determine.

7 Glossary of Terms

Appendix 1

Forecast position for Overall DSG 2017/18 as at Period 4

	Brought forward 1.4.17	Funding 2017/18	Forecast Outturn (as at July 2017) 2017/18	In-year movement	Carry forward 31.3.17
	£000	£000	£000	£000	£000
Admissions		(461)	461	0	
Centrally Retained	(295)	(4,974)	3,892	(1,082)	(1,377)
Formula		(98,636)	98,636	0	
Schools Block	(295)	(104,071)	102,989	(1,082)	(1,377)
Academy Recoupment	0	(147,034)	147,034	0	0
National Formula		(25,721)	25,721	0	0
Contingency		(292)	292	0	0
2 Year Old Funding		(3,719)	3,719	0	0
Pupil Premium (EYPP)		(279)	279	0	0
Additional Support Services		(1,026)	1,026	0	0
SEN Top up		(667)	667	0	0
Staffing		(1,777)	1,771	(6)	(6)
Committed reserve	(440)	0	440	440	
Early Years Block	(440)	(33,481)	33,915	362	(6)
Commissioned Services		(2,723)	2,947	224	224
Core Place Funding		(11,900)	11,900	0	0
Staffing		(895)	895	0	0
Top Up		(20,221)	21,912	1,621	1,621
Placements		(6,455)	9,518	3,063	3,063
Pupil Support		(504)	428	(76)	(76)
Schools In Financial Difficulty		(300)	300	0	0
HOPE Virtual School		(435)	435	0	0
Disability Access Fund		(111)	111	0	0
16/17 Overspend carried forward	3,180	(626)		(626)	2,554
Committed reserve	(815)		815	815	0
High Needs Block	2,365	(44,170)	49,191	5,021	7,386
Total	1,630	(328,756)	332,835	4,301	6,003

Appendix 2

DfE / EFSA Indicative Timetable for 2018/19 Schools Budget Setting

Date	DfE/ESFA	Local authorities
August 2017	Operational guidance published setting out arrangements for 5-16 mainstream schools implementation for 2018 to 2019. Local authority level baselines published	
August 2017	Example APT issued to local authorities	
September 2017	Allocations issued for schools, central school services and high needs blocks	
Autumn 2017	High needs funding guide for 2018 to 2019 issued to local authorities	
5 October 2017	School census day	
October / November 2017	DfE and local authorities check and validate school census	
30 November 2017	School census database closed	Deadline for submitting requests for: <ul style="list-style-type: none"> • MFG exclusions • exceptional premises factors • sparsity factors • lump sum variations for amalgamating schools • pupil number reductions • movement of funding out of the schools block above the limit of 0.5% and/or which the schools forum has not approved
Mid-December 2017	APT issued to local authorities, containing October 2017 census-based pupil data and factors Publication of DSG schools block and high needs block allocations for 2018 to 2019 (prior to academy recoupmnt) Publication of provisional early years block	

Date	DfE/ESFA	Local authorities
	allocations	
Mid-January 2018		Schools forum consultation / political approval required for final 2018 to 2019 funding formula
19 January 2018		Deadline for submission of final 2018 to 2019 APT to ESFA
28 February 2018		Deadline for confirmation of schools budget shares to mainstream maintained schools
February/March 2018	2018 to 2019 allocations to post-16 institutions, academies and NMSS to be issued	
February 2018	Publication of 2018 to 2019 high needs place numbers at institution level	
30 March 2018	Confirmation of 2018 to 2019 general annual grant for academies open by 9 January 2018	
April 2018	First DSG payments to local authorities based on 2018 to 2019 allocations, net of academies recoupment (DSG allocations updated termly for in year academy conversions), FE high needs place funding deductions and other adjustments	
Summer 2018	Early years block updated for January 2018 early years pupil numbers	
Summer 2019	Early years block updated for January 2019 early years pupil numbers (pro rata 7/12ths as this relates only to the period September 2018- March 2019)	

Appendix 3

Decision making around DSG for 2018/19

Approval required	Services covered (and funding block)	Indicative amount (mostly 2017/18 unless otherwise indicated)
Authority proposes and decides, but it must consult the Schools Forum	Funding Formula, amounts distributed and arrangements for Minimum Funding Guarantee	The baseline Schools Block for 2018/19 starts at £242.37m, including £3m for growth fund and £0.4m for falling rolls which are considered separately.
Schools forum approval is not required (although they should be consulted)	High needs block provision Central licences negotiated by the Secretary of State	Baseline is £49.67m for 2018/19 approval not required
Schools forum approval is required on a line-by-line basis	Funding to enable all schools to meet the infant class size requirement Back-pay for equal pay claims Remission of boarding fees at maintained schools and academies Places in independent schools for non-SEN pupils Admissions Servicing of schools forum Contribution to responsibilities that local authorities hold for all schools Contribution to responsibilities that local authorities hold for maintained schools (voted on by relevant maintained school members of the forum only) De-delegated services from the schools block (voted on by the relevant maintained school members of the forum only)	Part of Growth fund - £3m No provision No provision No provision £0.461m £23k in 2017/18 £843k (former ESG core) 2017/18 None Schedule of services amounting to £2.145m 2017/18
Schools forum approval is required	Central early years block provision Any movement of funding out of the schools block	5% of the estimated 3 & 4 year old funding To be determined

Approval required	Services covered (and funding block)	Indicative amount (mostly 2017/18 unless otherwise indicated)
	<p>Any deficit from the previous funding period that reduces the amount of the schools budget</p> <p>Any brought forward deficit on de-delegated services which is to be met by the overall schools budget</p>	<p>To be determined</p> <p>none</p>
<p>Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered into.</p> <p>Read establishing local authority DSG baselines for more information</p>	<p>Capital expenditure funded from revenue – projects must have been planned and decided on prior to April 2013 so no new projects can be charged. Details of the remaining costs should be presented</p> <p>Contribution to combined budgets – this is where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources</p> <p>Existing termination of employment costs (costs for specific individuals must have been approved prior to April 2013 so no new redundancy costs can be charged)</p> <p>Prudential borrowing costs – the commitment must have been approved prior to April 2013. Details of the remaining costs should be presented</p>	<p>none</p> <p>£0.599m</p> <p>£0</p> <p>£0.566m, but will reduce in 2018/19.</p>
<p>Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools</p>	<p>Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy</p> <p>Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years</p>	<p>part of £3m growth fund</p> <p>£0.400m will be included within the Schools Block for 2018/19, but unlikely to be needed for falling rolls.</p>

Bristol Schools Forum
Report Title

Date of meeting:	27 th September 2017
Time of meeting:	6.15 pm
Venue:	City Hall

1. Purpose of report

1.1 Schools Forum was advised at its meeting on 11th July 2017 that the affordability gap on the two schools PFI (Private Finance Initiative) contracts had grown significantly, beyond the amounts in the PFI factor in the formula. This report shares the recent analysis of the projected costs and agreed sources of funding for these long-term contracts, identifying the potential size of any affordability gap (ie shortfall in funding). It then sets out options for closing that gap.

2. Recommendations

To note that:

- 2.1 the annual Affordability Gap for the two PFI contracts at today's prices is estimated to be £4.5m greater than the amount provided for in the DSG (Dedicated Schools Grant) for 2017/18
- 2.2 the outline options for reducing this gap set out in Section 5 are through an increase in stakeholder contributions, a reduction in contract costs or an increase in the PFI Factor in the mainstream formula.
- 2.3 this pressure and the outline options for addressing it should be taken into account when considering the development of the overall DSG financial strategy for 2018/19 and beyond.

3. Background

- 3.1 Over ten years ago, the City Council entered into long-term PFI contracts with two providers:
- o **BAM 2004-2031**. Schools: Bedminster Down, Henbury School, Orchard School and Oasis Brightstowe Academy, plus part of Filton Avenue Primary School and part of Kingweston Special School. This contract is also referred to as **Phase 1A**.
 - o **Skanska 2006-3034**. Schools: Brislington Enterprise College, Bristol Brunel Academy, Bristol Metropolitan Academy and Bridge Learning Campus, plus **BLC** Primary, New Fosseway Special School, and part of Briarwood Special School. This contract is also referred to as **BSF** (Building Schools for the Future).

3.2 The City Council originally pursued a PFI route in order to improve the educational facilities available to Bristol pupils, and this objective has been achieved. The construction and refurbishment has been a key element in the investment in and improvement of educational attainment in the city over the last 13 years.

3.3 The PFI contracts remain agreements between the City Council and the Special Purpose Vehicles (SPVs) created for each contract – Bristol Schools Ltd (BAM PPP) and Bristol PFI Ltd (Skanska).

3.4 Following the conversion of all secondary and primary settings to academies during the life of these contracts, the schools agreements (between the City Council and the school) were reviewed at the point of conversion, but may not have been reviewed since.

3.5 The City Council is responsible for contract managing the two contracts.

- o The City Council is currently taking action to challenge historic arrangements in a number of areas, to ensure that the city gets the best deal possible in a complex environment. This has included disputing a number of costs, notably relating to utilities or delivery of ANCs (Authority Notices of Change).
- o Both contracts have certain provision for financial penalties, albeit under severely constrained provision. It is important that these provisions continue to be utilized.

4. Financial Analysis

4.1 The current financial position in 2017/18 for the two schools PFI contracts is set out in **Table 1**. The Phase 1A contract is broadly half the size of the BSF one.

Table 1: Overview of PFI Contract income, expenditure and shortfall 2017/18

Category	Component	Phase 1A £'000	BSF £'000	Total £'000
Expenditure	Unitary charges	9,633	17,797	27,430
Income	PFI Grant	-5,185	-12,087	-17,271
Income	Stakeholder contributions	-1,717	-2,454	-4,172
Affordability Gap	Pfi Factor	-1,551	-388	-1,939
Affordability Gap	Unfunded total	-1,180	-2,869	-4,048

4.2 **Unitary Charges.** The Unitary Charges are the contractual payments the Authority is required to make, which cover the agreed costs of the capital investment provided by the contractor initially, the on-going operating, utilities and lifecycle (ie planned maintenance and replacement of facilities and equipment) costs at current prices and the

effect of any agreed variations to the contract, including ones which schools and other stakeholders agreed to fund. The Authority meets these costs monthly and the annual charges are adjusted for changes to the retail prices index (RPIx) and adjusted in accordance with benchmarking exercises to obtain value for money.

4.3 PFI Grant. The Department for Education agreed to support the PFI contracts for their whole duration. The full amount of PFI Grant support is calculated for the 25 years and it is then translated into an annuity based grant (ie the amount received in the first year is identical to the rate received in the final year, there is no indexation). So, £17.3m is a fixed amount received each year, while both of these contracts are live.

4.4 Stakeholder Contributions. Originally, schools contributed 13% of a defined part of their budget, but this was changed in 2012/13 to £482 per pupil for secondary schools on BAM sites and £468 for Skanska sites (NB the quoted values are at today's prices and are indexed each year). The financial model is different for contributions from Special Schools and Leisure Facilities, and the City Council has recently acted to ensure that these changes remain transparent and evidenced. Moreover, stakeholders pay individual one-off, operational and lifecycle costs associated with specific requests (new equipment, a change in use of a room etc). These 'Authority Notices of Change' are recharged by the Local Authority to the schools at cost. Payment of these charges is largely uncontroversial, provided the managed services provider completes the work to the standard required. Schools are also recharged at cost for Small Works, and for Catering Costs. For 2017/18, there is £4.2m of contribution from stakeholders.

4.5 PFI Factor. This is a factor in the PFI formula which represents the affordability gap (ie the difference between the full cost of the contract and the combined income from PFI Grant and stakeholder contributions). It is a standard feature of public sector PFI contracts that there be an affordability gap. It is meant to close the gap, but because there was funding available early in the contracts to offset the shortfalls, the imperative to increase this factor has not been there. This £1.9m is funded from the DSG Schools Block.

4.6 Unfunded Affordability Gap. Taking account of all the costs and agreed sources of funding, there is a £4m shortfall on the PFI contracts for 2017/18. This paper identifies ways in which the current costs and contributions can be managed to develop a way of balancing these accounts in the long term.

4.7 How has this gap emerged? Table 2 sets out what the financial position was expected to be in 2017/18 and how that compares with how it actually is now.

Table 2: Comparison of the original model's 2017/18 financial year accounts with the current position

Component	Original model £'000	Current £'000	Difference
Unitary charges	24,524	27,430	2,906
PFI Grant	-17,338	-17,271	67
Stakeholder contributions	-5,146	-4,172	975
Interest	-78	0	78
Pfl Factor	-2,090	-1,939	151
Total for 2017/18	-128	4,048	4,177

4.8 The Unitary Charges have increased by £2.9m because the indexation (ie inflation) has been higher than the 2.5% expected in the original model. Also, there have been increases in utility consumption and the inclusion of a TUPE adjustment and Authority Notices of Change (the majority of which are paid for by stakeholders). The PFI Grant is slightly less than anticipated because of a change in the annuity rate. Stakeholder contributions are lower by £1m because the original assumptions were that schools would be full, but many have had lower pupil numbers. Interest was going to be a feature of the financial model, but there can be no interest if there are no balances supporting the accounts. And the PFI Factor has not kept up with inflation which is why it is £0.2m lower.

4.9 What is the long-term position? The long-term position is dependent on changes to the retail prices index, changes in pupil numbers, further variations to the contract, any performance penalties that may arise and any other unforeseeable circumstances affecting the contract and the stakeholders. Nonetheless, it is clear that there is a significant shortfall on the contract now and it will not get any better without some intervention.

4.10 On the basis of the current known position, officers have set out some scenarios of how the long-term financial position will look. Officers have developed a range of 12 scenarios, based on indexation being 1%, 2.5%, 4% and 5.5% and pupil numbers being low, medium or high. **Table 3A** shows the gross forecast shortfall over 18 years for these scenarios and **Table 3B** shows how much would have to be found / saved in each financial year at current prices.

Table 3A: Gross shortfall (£'000) over 18 years for both contracts

	Pupil number forecasts		
Inflation	High	Medium	Low
1.0%	£51,092	£56,947	£65,080
2.5%	£69,185	£75,881	£85,229
4.0%	£90,200	£97,870	£108,628
5.5%	£114,632	£123,431	£135,830

Table 3B: Annual amount (£'000) to be saved / found in each financial year at current prices to avoid the shortfalls in Table 3A.

	Pupil number forecasts		
Inflation	High	Medium	Low
1.0%	£2,994	£3,337	£3,814
2.5%	£3,581	£3,928	£4,412
4.0%	£4,111	£4,460	£4,951
5.5%	£4,586	£4,938	£5,434

- 4.11 **Inflation.** The standard inflationary assumption for PFI contracts is 2.5%. The scenarios on inflation are illustrative, based on increments of 1.5% between 1.0% and 5.5%. Long-term inflationary assumptions are not necessarily reliable. The Office of Budget Responsibility in its most recent publication on the Economic and Fiscal Outlook suggested that RPI would be between 3% and 4% up to 2021.
- 4.12 **Pupil number forecasts.** The assumptions about pupil number forecasts are important because school contributions (and possibly PFI Factor contributions too) are based on pupil numbers in the participating schools. The “High” forecast assumes that every mainstream PFI school will be full to capacity within 5 years and will stay at that level. The “Low” forecast assumes that the total number of pupils in those schools will be no different than now, on average, for the next 18 years. The “Middle” forecast is based on an assessment in School Place Planning of what school admissions may be in the medium-long term, but is essentially a middle option between the two others.
- 4.13 What this suggests is that, even with a consistently low inflation rate over 18 years of 1% and all schools filling to capacity and staying that way for the remainder of the contract, the Authority would still need to find £3m each year, at today’s prices to plug the affordability gap. The likelihood is that inflation will be higher than that and not all schools will be completely full all the time.
- 4.14 The range of outcomes is so large and the variables are so beyond the influence of any individual that there can be no guaranteed way of ensuring that a decision about how to address the problem now will

resolve the issue for ever. Officers believe that we should be aiming to find around £4.5m at today's prices each year (shaded in Table 3B) to take a prudent view of the medium term position. This is higher than the current shortfall for 2017/18 (£4.0m) because major change on the PFI is unlikely to take effect until 2018/19, so 18 years shortfall is being recovered over 17 years. A further review should take place periodically, no less frequently than every 3 years to ensure that the account is due to balance by contract end.

4.15 How can £4.5m be found? The analysis of the PFI contracts over the summer has established what the underlying position is and this has included clarification of who should pay for some contract variations. There remain some areas where officers may be able to make further progress in either reducing costs or finding a stakeholder to bear the cost instead. These areas include:

- **Contract variations.** 75% of the Authority Notices of Change are funded by stakeholders, but that still leaves £0.150m funded by BCC. The Authority could ask the stakeholder to take on the costs or it could ask the contractor to reverse the ANC (eg remove the equipment, no longer replace it etc). The Authority could go further and seek out ways of making savings on the contract, but this would be difficult to achieve without some agreement from the stakeholders whose facilities are affected.
- **Utilities.** Utility consumption was recalculated 5 years after the start of each contract and it was much higher than originally planned. Tariff changes, sometimes up, sometimes down, have also contributed to the change. The Authority has had to bear an increase of £0.7m per year with no linked change to the contributions from PFI schools, whose payments were based on 13% of their budget and more recently a fixed amount per pupil. The Authority could ask PFI schools to increase the contributions they make to reflect these changes and link their future contributions to agreed tariff changes. Or the Authority could seek to remove utilities from the contract, such that schools met their own costs.
- **Benchmarking.** While the unitary charges are indexed in accordance with the retail prices index, periodically the changes in prices for the relevant commodities are reviewed by benchmarking. Sometimes this will be a reduction, sometimes an increase. At present benchmarking is costing £0.1m (ignoring utilities). This sort of cost should be reflected in the indexation of school contributions (ie the amount per pupil

should be adjusted to reflect the specific inflationary pressure, not simply the RPI change).

- **TUPE transfers.** When each of the contracts went live, there were some TUPE transfers that were seen as additional to the agreed unitary charges. Most of the individuals who transferred are still working for the contractors, which may explain why the costs have continued to be indexed. It is nonetheless a £0.250m ongoing cost which officers will continue to challenge.
- **Stakeholder contributions.** All of the participating secondary schools are academies, but each continues to be a party to the contract through the Governing Body Agreement (GBA). The Authority has no power to insist on any increases beyond those in the GBAs (and many of those need to be brought up-to-date with current principles and practices), but collectively PFI schools could opt to contribute more.
- **PFI Factor.** Individual schools in receipt of the PFI Factor in the Schools Block are obliged to repay that to the LA to meet the affordability gap. If all £4.5m were somehow allocated to this factor in the formula for 2018/19, it would take up all the available headroom the EFSA indicated would be available for schools and all Bristol schools would be funded at the level of the Minimum Funding Guarantee of -1.5% for that year. It would mean that the whole of the cost of the shortfall was being met by all mainstream schools, rather than shared with the PFI schools.

4.16 In the context of this analysis, Section 5 sets out the outline options for addressing the shortfall on the PFI contracts.

5. Outline Options

5.1 The Authority to work with all PFI school governing bodies to ensure the Governing Body Agreements reflect the current principles and practices for charging schools for their share of the PFI contract:

- a. An amount per pupil, based on previous October pupil census, indexed by RPIx, adjusted up or down by periodic benchmarking of facilities costs.
- b. PFI schools to repay the PFI Factor in the funding formula.
- c. PFI schools are responsible for meeting the initial and on-going costs of any contract variations they request (ie Operating costs and lifecycle costs arising from Authority Notices of Change (ANC))

- d. PFI schools to be invited collectively to consider ways in which they could assist with sharing in meeting the shortfall in funding on the PFI contracts.

5.2 The Authority ensures that the contracts provide value for money for the City, for participating schools and for all schools through effective management and monitoring arrangements, including:

- a. Contractor delivers as per performance schedule and any performance penalties are deducted as appropriate
- b. Where the Authority has agreed to meet the costs of Authority Notices of Change in the past, these are either passed over to the relevant school or the impact of a new ANC is issued to reverse the original.
- c. Challenging costs, supporting benchmarking exercises and ensuring stakeholders honour their financial obligations.

5.3 Adjust the PFI Factor in the mainstream formula and (at a much lower level) in the High Needs budget to provide sufficient for the expected long-term affordability gap on these contracts. This means:

- a. Making a stepped increase in the PFI Factor for 2018/19 (from the current level of £1.9m);
- b. verifying with the EFSA that this will be reflected in the National Funding Formula and increasing by inflation each year; and
- c. seeking a one-off disapplication of the MFG for the PFI Factor to assist with such a change.

5.4 The long-term affordability of the contracts to be re-evaluated no less frequently than every three years.

5.5 Allocate targets to deliver the shortfall. If £4.5m needs to be found each year, officers initial view is that around £0.250m may be an appropriate target for 5.1 (stakeholder contributions), £0.250m may be an appropriate target for 5.2 (contract management), leaving a balance of around £4m which might be met from increased PFI Factor, if that were available.

6. Financial Implications

6.1 If no action is taken. If the financial arrangements for these contracts are unchanged, a deficit balance would accrue on the PFI accounts, accumulating at £4m and more each year. This would adversely impact on Bristol City Council's financial position, as it would need to hold compensating balances elsewhere on its balance sheet or would have to fund these shortfalls from non-school funds. These PFI contracts are substantially school contracts which should be funded from the DSG:

the existence of a PFI factor in the mainstream formula and a budget line within the High Needs budget reinforce that this is where PFI affordability gaps should be funded.

6.2 School Contributions. Individual schools are required to contribute to the PFI in accordance with their Governing Body Agreements. As schools became academies, their Governing Body Agreements were updated to reflect the prevailing principles and practices. As time has passed, however, subsequent changes to the principles and practices have not been reflected in GBAs. This has not affected the contributions that individual schools have made, but it is important that GBAs reflect the agreed position.

6.3 PFI Schools are not obliged to contribute any more than their GBA says. So, any increase in contributions would have to be by agreement. Indeed, individual schools may believe they contribute sufficient currently and their budgets are already stretched as a consequence. It would nonetheless be helpful if those most benefitting from the PFI contracts were able to share in finding some of the shortfall.

6.4 It could be that schools individually or collectively chose to contribute by agreeing some service reductions (negative Authority Notices of Change) which would reduce the Unitary Charge for the Authority, without changing the amount that the school contributed.

6.5 Value for money from the contact. It is imperative that contract monitoring and management is ensuring that the services are delivered as required, applying penalties as appropriate. Also, identifying and pursuing opportunities for value engineering (ie removing unnecessary services, benchmarking, challenging the basis of charges) and working collaboratively with the contractor and stakeholders.

6.6 PFI Factor. For 2018/19, the EFSA has indicated that there will continue to be a soft version of the mainstream National Funding Formula (NFF). So, while the overall resources will be calculated, school-by-school using the NFF, the Local Authority may continue to use the local formula and apply a Minimum Funding Guarantee between 0% and -1.5%. The EFSA indicated that there may also be headroom of 0.5% for mainstream schools in the final settlement.

6.7 The report on the DSG Overview, elsewhere on the agenda, indicates that the provisional 2018/19 Schools Block is £4.9m higher than the 2017/18 baseline. So, £4m of this might be used to increase the PFI Factor. This would treble the value of the PFI Factor and the mechanics of the Minimum Funding Guarantee would have unintended consequences if the MFG were not disappplied for those schools in receipt of a PFI Factor

(ie PFI Factor is within the MFG calculation). This would need the agreement of the EFSA. So, subject to the MFG issue, this proposal looks to be technically feasible in 2018/19, (leaving aside the issue for the moment of whether it is desirable in the context of the current financial circumstances in the DSG). This would mean that the vast majority of the available resource (if £4.9m is the additional resource for 2018/19) would be spent on PFI, rather than being distributed to all schools.

6.8 For 2019/20, the EFSA operational guidance suggests that it would again be a soft NFF. If the stepped increase in the PFI Factor had been successfully introduced into the funding formula, there would be no need for any special arrangements to accommodate the same amount (plus inflation for 2019/20).

6.9 Beyond 2019/20, however, the DfE and EFSA do wish to introduce a hard NFF and it is not clear whether the higher PFI Factor values prevailing in 2019/20 would be accepted as the base amounts to use (plus inflation) for 2020/21, or if the EFSA would revert to the values in an earlier base year (eg 2017/18). Clearly, if the EFSA revert to the previous values, the shortfall re-emerges and the Authority will have to radically rethink how it addresses the gap. Officers intend to meet with the EFSA to discuss this situation as soon as practical.

6.10 The DSG Overview paper elsewhere on this agenda discusses whether this is the most appropriate course of action, given the other acute financial pressures faced by schools and the LA within the DSG. A sustainable solution has to be found urgently because of the introduction of the national funding formula. Ideally, however, this option would be better introduced gradually, if that were possible or practical.

7. Glossary of Terms

Affordability Gap- the difference between the costs of the PFI contract (unitary charges) and the funding agreed to pay for it (PFI grant, stakeholder contribution, DSG contribution via PFI Factor); the shortfall in funding.

ANC – Authority Notice of Change – An instruction from the City Council to the provider, following an instruction from the school, for certain additional works or services to be delivered.

CNC – Company Notice of Change – A proposal by the company to change something, at their cost.

PFI – Private Finance Initiative – A financial model where a private company raises equity investment to fund the construction/refurbishment of an asset, in return for running the asset for a long period after construction.

UC – Unitary Charge – The monthly invoice by which the City Council pays the providers, typically with very short payment terms.

Bristol Schools Forum
High Needs Block Update

Date of meeting:	27 th September 2017
Time of meeting:	6.15 pm
Venue:	City Hall

DRAFT

1 Purpose of report

- 1.1 To update Schools Forum on progress in developing a High Needs deficit recovery action Plan, and the progress with the key mitigating actions.
- 1.2 It sets out the forecast position before new savings measures and mitigations in **Appendix 1**.
- 1.3 It identifies the sorts of initial savings measures and mitigations that would be necessary to address this situation in **Appendix 2**.
- 1.4 It then provides in **Appendix 3** an analysis of the different components of the High Needs Budget, the activities funded and their costs, the underlying position for 2018/19, the cost drivers, the opportunities and constraints in making changes and then what the emerging savings measures and mitigations are.

2 Recommendations

- 2.1 To note the budget forecast outturn 2017/18 and impact on 18/19 forecast set out in **Appendix 1**.
- 2.2 To endorse and comment on the mitigations and savings measures set out in **Appendix 2**.

3 Current financial position and forecast

- 3.1 **Table 1** sets out the latest period forecast for 2017/18 based on the actions taken to date. This includes some mitigating actions, including: reducing top-up rates by -1.75%, delayed implementation of panel decisions and building in the cost of specific PFI costs relating to High Needs.
- 3.2 A more summarised position is provided in **Appendix 1**, which sets out what the future position of the High Needs Budget will be if no more mitigations were introduced. The 2017/18 position would be an overspend of **£7.7m** (based on a more up-to-date, detailed forecast that that used in the DSG Overview paper elsewhere on the agenda), but, without further action and with a provisional High Needs Budget for 2018/19 £1.1m higher than the 2017/18 baseline (after accounting for £1m transfer to the Schools Block), this deficit would have accumulated to **£12.9m**.
- 3.3 Clearly, without significant additional funding, reductions in commitments and allocations from the High Needs Budget will be necessary.

DRAFT

4 High Needs Action Plan

- 4.1 The High Needs deficit recovery Action Plan has been developed by Local Authority officers and has been informed by the work of the Inclusion Reference Group. A project group has been established chaired by the Service Director: Education & Skills to take forward the actions of the plan and monitor impact. The project group meets fortnightly with associated task & finish activities taking place outside of the core group meetings.
- 4.2 The six key work areas addressed by the action plan are:
1. Core Places
 2. SEN Top Ups
 3. Alternative Learning Provision Top-ups
 4. Other SEN Provision (e.g. out of authority placements)
 5. Other Alternative Learning Provision (eg hospital tuition)
 6. High Needs Services
- 4.3 The action plan is concerned with improving practice and considering value for money in the context of the guiding principles agreed by Schools Forum at the last meeting. **Appendix 2**, indicates what the savings measures and mitigations are that arise from this approach. However at this stage, these are not all quantified, but those which are amount to **£4.9m**. This slightly exceeds the current in-year deficit facing the High Needs Budget.
- 4.4 This would not address the historic deficit, nor would it recognize the growing pressures in 2018/19 that are unlikely to be matched with additional DSG funding. So, the unquantified measures would need to plug the gap caused by growth and historic deficit. Yet, even the quantified **£4.9m** measures would take time to develop and implement, would contain risks and are not guaranteed to be delivered.
- 4.5 The IRG noted that whilst actions specific to achieve savings are clear within this report they should be considered alongside the other DSG funding blocks and changes proposed within those in order to fully assess impact and achieve sustainable savings across the whole DSG.
- 4.6 Section 5 of this report goes through each of the six key areas, corresponding to the activities described in **Appendices 3.1 to 3.6**, which in turn are explaining some of the thinking behind the £4.9m savings measures and mitigations set out in **Appendix 2**.
- 4.7 Delivery on this deficit recovery plan is a priority and requires significant work across all schools and service delivery teams. Internal capacity is required to support this work and will be funded from the SEND grant.

5 Key Areas of spend in the High Needs Budget

5.1 Core Place Funding (Appendix 3.1)

- 5.1.1 The SEN Capital business case is being reviewed to ensure that the highest priority is given to schemes that would have the greatest impact on reducing pressure on the High Needs block. The aim would be to fund these first schemes from Basic Need allocations and/or SEN capital allocations. This is subject to agreement through capital governance boards.
- 5.1.2 Other key activity includes: Reviewing proactively occupancy rates in each setting to maximise core places available
- 5.1.3 The IRG have asked that this work is subject to an impact assessment and should specifically consider the impact of achieving EHCP upon specialist need.

5.2 SEN Top Ups (Appendix 3.2)

- 5.2.1 The IRG working group on mainstream Top Up put forward a number of options:
 - implementation of fixed budgets
 - removal of support for those in Band 2 (primary) without EHCP
 - Aligning funding with EHCP's
- 5.2.2 The view of officers is that it could be counter-productive on our inclusion strategy to cut mainstream school top up significantly further. So our recommendation is not to pursue a fixed budget or the removal of band 2 but to instead focus on ensuring that funding is only allocated where an EHCP is in place. The impact of achieving this is likely to cause some capacity pressures for different LA teams and schools. Work to consider how to achieve this is currently underway. .

- 5.2.3 For **Special Schools**, the highest priority activity is to review the operating model for Special Schools, seeking efficiencies where able. There is agreement with special schools for an in depth workshop with schools in October. This builds on the work completed in 2016. Our benchmarking of High Needs funding revealed that funding levels in Bristol are above both statistical neighbours and core city averages (taking account of spend on out of authority placements) and this analysis shows the potential for a £2m saving. The aim is to reduce the level of funding towards the average for core cities. This new funding approach (subject to consultation) will be implemented from April 2018.
- 5.2.4 As an interim measure Special Schools top up rates have been reduced by 1.75% from 1st September. This has already been factored into the forecasts.
- 5.2.5 For **Resource Bases**, there is a need to review our approach and this work will follow on from the above Special School funding review. In the interim, we intend to reduce top up rates by 1.75% by 1st October as these Bases have not yet had any reduction in Top Up rates. This, too, has been factored into the forecasts.
- 5.2.6 For **Further Education and post 16**, we are challenging the funding of FE core places with neighbouring authorities and the EFSA. We anticipate savings of c£500k from this measure.
- 5.2.7 The mechanism and amount of funding allocated to GFE will be allocated and reviewed monthly. This work is ongoing and savings are contained above
- 5.2.8 The newly developed NEET service and apprenticeship service (which includes supported internships) will support the development of appropriate pathways into employment or into meaning participation. This will ensure that EHCP's for 16-25 year olds are in place only where the young adult is participating in an appropriate education or training programme which will lead to achieving the preparing for adulthood outcomes. The aim will be to support young adults into employment when they have the skills, are ready and have secured employment. This could happen at any age between 18-25 years. .

5.3 **Alternative Provision Top-Ups (Appendix 3.3)**

- 5.3.1 For **Pupil Referral Units**, officers are pursuing the same measures as for Special Schools, reviewing the methodology for resourcing, abating the top-up rates by -1.75% (which is already included in the forecast).

- 5.3.2 Develop a mechanism for agreeing External AP top up allocations to reduce per pupil unit cost for spot purchase and block contracts, and reduce number of pupil placements. We anticipate savings of £350,000.
- 5.3.3 Secondary schools already make contributions to PRU and other Alternative Provision placements where the pupil is on their roll. This contribution should be subject to review to achieve a closer alignment of expenditure and number of pupil placements. This saving is included above.
- 5.3.4 Officers wish to consider a similar arrangement for primary pupils. We anticipate this will offer savings, if achieved, of £450k. The IRG supported this to achieve equity with Secondary schools for Fair Access, to build upon partnership work across schools within areas and to reduce permanent exclusions in primary.

5.4 Other SEN Provision (Appendix 3.4)

- 5.4.1 Bristol has joined a multi-authority framework for the purchase of individual out of authority placements. This goes alongside the Capital strategy of developing local specialist provision to reduce expensive independent costs and the development of local FE pathways. A Multi authority framework will support effective and efficient commissioning of individual placements, ensure value for money and opportunities for potential pupil return.
- 5.4.2 Joint agency placements are made for children in care, for children with complex needs including disability and mental health. Placements are agreed to a set of criteria which consider local opportunities and costs. Placements can be for 38 weeks or 52 weeks. Work has commenced to review cases where there is joint funding to ensure education contributions are individually agreed, with cost attributed consistently. Additionally agencies are working together to arrange bespoke local packages at reduced costs. Further work continues to identify opportunities and savings.

5.5 Other Alternative Learning Provision (Appendix 3.5)

- 5.5.1 Early Intervention Bases were developed through the Pushed Out learner plan for Primary excluded pupils, those needing short term intervention or outreach and to support statutory Fair Access. 3 pilots including pupil panels have been established at approximately £900k, sole funded by the HNB. There are no contributions from primary schools at this time. The EIBs provide both statutory provision and early intervention. As such the proposal seeks to achieve agreement for a charging mechanism to jointly fund the EIB's. This would align Primary and secondary schools. We anticipate a £450,000 saving.
- 5.5.2 The 2 remaining maintained PRU's, Hospital Education Service (BHES) (for students who are medically unable to attend their Mainstream school) and the Meriton (for young parents) share a headteacher and management committee. A consultation has commenced on the future of the Meriton. The consultation seeks views to providing for young parents through the Hospital Education Service in partnership with Children Centre services. This would release capital costs and associated expenditure .We anticipate a saving of c£200k
- 5.5.3 A further proposal is to add the provision at BHES to the Bristol inclusion panel and therefore offer places to schools where those places meet criteria and are considered appropriate to the young people's needs. This would include a cost for those pupils who are no longer active cases to CAMHS . The saving is included above.

5.6 High Needs Services (Appendix 3.6)

- 5.6.1 The funding allocated for specialist provision in financial difficulty has been reduced by £150k for this financial year and this is reflected in the forecast
- 5.6.2 3 special schools, Kingsweston, New Fosseway and Briarwood occupy PFI schools and as such are required to contribute to the PFI affordability gap. There are costs relating to the PFI which are attributable to the High Needs Block and these are now included.
- 5.6.3 The inclusion service provides Educational Psychology services to schools for early intervention and the LA Statutory assessment and advice gathering. The current specification contains both aspects described above and as such the proposal is seeking to rebalance the allocation to reflect the early intervention and Statutory roles.

- 5.6.4 Activities at Hope Virtual School need to be more aligned with LAC Pupil Premium.
- 5.6.5 A review has commenced of the delivery model of various specialist support services, including sensory support and Bristol Autism team This will review the balance of statutory and non statutory work for each team and explore options for future funding.
- 5.6.6 Total savings are allocated at £650k for all activities within this section.

6 Inclusion Reference group:

- 6.1 This group last met on 21st September and have offered some comments on the proposals made.
- 6.2 In broad terms the IRG noted and considered the proposals and felt they were evidenced based and reasonable to pursue. The IRG feel it important strategically to consider the HNB savings in the context and alongside the other DSG block funding to ensure alignment and this is especially relevant to those savings proposed from special schools.
- 6.3 The IRG members have noted that the proposals do not address the carry forward deficit however feel that the focus on achieving in year alignment is reasonable. However they remain concerned that the mitigating proposals do not go far enough to achieve the HNB deficit recovery plan.

7 Financial Implications

- 7.1 The Chief Finance Officer is concerned that the High Needs Budget is overspent and is projected to have a cumulative overspend of £7.7m by the end of 2017/18, which could rise to £12.9m, if mitigating actions and savings measures are not swiftly put in place. While the action plan is identifying what could be done to offset the pressures, few of these have been put in place and many have long lead-in times. There is a risk that some of these measures will be delayed or there will be practical difficulties of bringing them to effect. This would have implications for the wider DSG position and potentially the Council's budget.

8 Glossary of Terms

LA	Local Authority
SEND	Special Educational Needs and Disability

PRU	Pupil Referral Unit
AP	Alternative Provision
EIB	Early Intervention Base
BHES	Bristol Hospital Education Service
CAMHS	Child and Adolescent Mental Health Services

DRAFT

Appendix 1

Forecasts before mitigation

- This presentation has taken a step back to look at the components of the current High Needs Forecast for 2017/18 before savings.*
- It has then considered, for each component:
 - Activity based costs
 - Underlying position for 2018/19
 - Cost drivers
 - Opportunities and constraints
 - Proposals for savings.

Note *: Reflects -1.75% reductions in top-up rates and delayed implementation of Panel decisions.

Component	Forecast 2017/18	Forecast 2018/19	Change (Adverse = +ive)
1. Places only	15,959	15,370	-589
2. SEN Top-ups	24,079	25,447	+1,368
3. AP Top-ups	843	837	-6
4. Other SEN provision	6,026	6,026	0
5. Other AP provision	4,885	4,885	0
6. Services	3,407	3,355	-52
Total Commitment	55,199	55,920	+721
Brought Forward	-3,180	-7,730	+4,550
DSG Funding (gross) **	50,649	50,740	-91
Total Funding	47,469	43,010	+4,459
Overspend (cumulative)	7,730	12,910	+5,180

Note **: Includes provisional EFSA High Needs Block for 2018/19.

Appendix 2

Mitigation and Savings Measures

Category	Proposal	Full-year impact	Status
1. Places only	1.1 Revise agreed places, based on occupancy, including FE	-400	Proposal
2. SEN Top-ups	2.1 Negotiate lower contributions to FE Element 2s and to standardised FE top-ups	-500	In progress
	2.2 Review how we fund Bands 2 and 3 without EHC plans	-250	Proposal
	2.3 Develop revised models for special schools	-2,000	Proposal
3. AP Top-ups	3.1 Develop revised models for PRUs	-150	Proposal
4. Other SEN provision	4.1 Use Capital Strategy to re-provide local, less expensive provision	tbc	Proposal
5. Other AP provision	5.1 Share funding for Early Intervention Bases with schools	-450	Proposal
	5.2 Target saving for Hospital Education Service	-200	Proposal
	5.3 Restrict external AP provision to budget	-350	Proposal
6. Services	6.1 Target saving for services	-650	Proposal
Total full-year impact		-4,950	

These proposals are subject to final decision-making and validation of figures, but they illustrate the sorts of measures that would be needed to deliver the in-year shortfall in the High Needs Budget. The “to be confirmed” items would contribute to the past accumulated deficit.

Schools Forum – 27th September 2017

High Needs Budget Paper



Appendix 3.1 Core Place Funding

2017/18 Forecast £15.959m

Activity Based Costs

2017/18	No. of places April 17	No of places Sep-17	Rate (£)	Forecast Cost 2017/18 £'000	Forecast Cost 2018/19 £'000
Special Schools (Pre-16)	746	746	£10,000	£7,460	£7,460
Special Schools (Post-16)	134	134	£10,000	£1,340	£1,340
EiBs (Pre-16)	60	60	£10,000	£600	£600
Maintained Resource Bases (Pre-16)	58	29	£10,000	£411	£290
Maintained Resource Bases (Post-16)	25	25	£6,000	£150	£150
Academy Resource Bases (Pre-16)	216	194	£10,000	£2,032	£1,940
Academy Resource Bases (Post 16)	32	27	£6,000	£172	£162
FE places	271	588	£6,000	£2,894	£3,528
Pupil Referral Units	90	90	£10,000	£900	£900
Total of £10k places	1,304	1,253	£10,000	£12,743	12,530
Total of £6k places	328	640	£6,000	£3,216	3,840
Total	1,632	1,893		£15,959	£16,370
Funded by LA				£9,896	£9,250
Funded via EFA				£6,588	£7,120
Total				£15,959	£16,370
Less 2018/19 mainstream places transferring to Schools Block					-1,000
Revised total				£15,959	£15,370

Schools Forum – 27th September 2017

High Needs Budget Paper



Appendix 3.1 Core Place Funding

2017/18 Forecast
£15.959m

Considerations

Cost Drivers	Constraints
<ul style="list-style-type: none">• Number of planned places at £10k each for pre-16 and all Special Schools and £6k each for post 16.• In 2018/19 the place funding for specialist settings in mainstream transfers to the Schools Block, but the methodology is not yet clear.	<ul style="list-style-type: none">• The rates are determined by the EFA.• Places filled by out of authority pupils must still be funded by the LA area that the school is in.• The stepped increase in Further Education places in Sept 2017 is a pressure which may not be specifically acknowledged in the 2018/19 NFF calculated HNB.
Opportunities	Mitigation and Savings Measures
<ul style="list-style-type: none">• EFA have agreed these nationally in the past, but there is now more latitude for local discretion.• Most settings are full, but current occupancy suggests around 80 more places than pupils in special schools. (Consider the position in all settings)• Undertake further investigation in relation to FE funding particularly over-allocation of places.	<ul style="list-style-type: none">• Look to reduce excess places where practical, plus anything in other settings, including FE.

Schools Forum – 27th September 2017

High Needs Budget Paper



Appendix 3.2 SEN Top-ups

2017/18 Forecast
£24.079m

Activity Based Costs – Summary of all SEN Top-ups

Summary forecast	No of pupils	Average	Total cost £'000
Special	856	£17,294	£14,804
Resource Base	205	£9,122	£1,870
Mainstream	881	£3,824	£3,369
Other Local Authorities	141	£10,199	£1,438
Further Education	tbc	tbc	£2,228
Expected new ones			£370
Total forecast for 2017/18			£24,079
Expected net new ones 2018/19			£1,230
Full-year effect of current FE commitments			£303
Full-year effect of MFG reduction (-1.75%)			-£165
Total forecast for 2018/19			£25,447

Appendix 3.2 SEN Top-ups

2017/18 Forecast
£24.079m

Considerations

Cost Drivers	Constraints
<ul style="list-style-type: none"> Actual pupils while they are in the school at full cost of their additional SEN, less £6k for the Element 2 which is to be met by the school. For specialist settings it is the combined unit cost of the facility at a particular occupancy level, less £10k for elements 1 & 2. DfE expect the funding to go to the setting only for as long as they are there in as near to real time as possible. 	<ul style="list-style-type: none"> The Local Authority is responsible for the Element 3 cost of every High Needs pupil, in accordance with the LA's assessment of need (usually through the Education Health and Care Plan). Minimum Funding Guarantee requires total amount per type of pupil to be no less than 98.5% of the rate the previous year.
Opportunities	Mitigation and Savings Measures
<ul style="list-style-type: none"> There are many pupils without EHC plans who are funded How does site specific fit alongside the place factor? Work is being done to reconfigure special schools staffing structures. The funding should always be for the Authority's view of the Element 3 needs of the child or YP. 	<ul style="list-style-type: none"> Reconfigure special schools operating models Consider provision for pupils without EHC plans FE top ups and element 2s to be challenged. Detailed reconsideration of the top 20 most expensive top-ups (and top 10 in each type of provision?) to identify cost effectiveness and thematic issues to pursue

Appendix 3.3 AP Top-ups

2017/18 Forecast
£0.843m

Activity Based Costs -PRU

	PRU pupils	PRU average rates	PRU Total costs 2017/18 £'000
Band 1 top up	4	£2,351	£9
Band 3 top up	70	£7,238	£507
Band 4 top up	21	£11,643	£245
Pupil Referral Unit	17	£2,351	£40
Retrospective adjustments?	17	£2,474	£42
Total pupil units	129		£843
TOTAL unique PUPILS in each setting receiving Top Up payments	101		
Expected net new ones 2018/19			0
Full-year effect of MFG reduction (-1.75%)			-6
Total forecast for 2018/19			£837

Appendix 3.3 AP Top-ups

2017/18 Forecast
£0.843m

Considerations

Cost Drivers	Constraints
<ul style="list-style-type: none">The cost of the place at the PRU, less the £10,000 elements 1&2 provided to the PRU.DfE expect the funding to go to the setting only for as long as they are there in as near to real time as possible.	<ul style="list-style-type: none">The Commissioner is responsible for meeting the Element 3 cost.
Opportunities	Mitigation and Savings Measures
<ul style="list-style-type: none">Have we recognised the appropriate commissioner in all cases? While the LA might be the actual commissioner and gatekeeper for appropriate provision, there are circumstances where the school ought to pay.PRU operating models should be reviewed in the same way as for special schools.	<ul style="list-style-type: none">Reconfigure PRU operating modelsGet schools to pay for placements where pupils on their roll are accessing alternative provision.

Appendix 3.4 Other SEN Provision

2017/18 Forecast
£6.026m

Activity Based Costs – Independent and Non-Maintained Schools

	Pupils	Average rates	Total costs 2017/18 £'000
Independent Non-maintained Schools – Pre 16	56	£58,214	£3,261
Independent Non-maintained Schools – Post 16	28	£69,928	£1,958
Independent Non-maintained Schools - Prevent	-	-	£60
Individual Specialist Places	9	£73,444	£661
SEN Equipment	-	-	£85
Total pupils	93		£6,026
Expected changes 2018/19			0
Total forecast for 2018/19			£6,026

Appendix 3.4 Other SEN Provision

2017/18 Forecast
£6.026m

Considerations

Cost Drivers	Constraints
<ul style="list-style-type: none">• Agreed price for a place between the LA and the setting• Agreed proportion of the overall costs where the placement involves health and/or social care, too.	<ul style="list-style-type: none">• The market will determine what providers are willing to accept as a price.• Cost of a place in the DSG is often accompanied by a transport cost to the GF.
Opportunities	Mitigation and Savings Measures
<ul style="list-style-type: none">• More local provision could help if balance of placement and transport was lower.• Dynamic Purchasing System could help secure lower prices if market was healthy, but this is not currently proven.	<ul style="list-style-type: none">• Consider potential for impact through the HN capital plans.• Review top 10 most expensive placements and review.

Appendix 3.5 Other AP Provision

2017/18 Forecast
£4.885m

Activity Based Costs - Alternative Provision

	Pupils	Average rates	Total costs 2017/18 £'000
Hospital Tuition	-	-	£2,006
Alternative Provision – Block contracts	65	£15,369	£999
Alternative Provision – Spot contracts	127	£11,265	£1,431
Early Intervention Bases	30	£15,000	£450
Total pupils			£4,885
Forecast change for 2018/19			0
Forecast 2018/19			£4,885

Appendix 3.5 Other AP Provision

2017/18 Forecast
£4.885m

Considerations

Cost Drivers	Constraints
<ul style="list-style-type: none">• Hospital Tuition is largely staffing costs, but funding levels do not seem to be linked to actual numbers of pupils• Early Intervention Bases are paid a fixed sum per place• Spot contracts are a price per actual pupil in provision• Block contracts are an agreed total price for a set number of places.	<ul style="list-style-type: none">• Funding for hospital tuition is subject to the MFG, but this is on an amount per place basis.• Block contracts mean that costs are incurred, regardless of whether places are filled.
Opportunities	Mitigation and Savings Measures
<ul style="list-style-type: none">• We should not be in a situation where the price for a block contract place is more than the price for a spot contract pupil• No evidence of reassessing the needs of the hospital tuition service in volume terms.• They may be circumstances where schools should be paying for Alternative Provision when the pupil is on their roll, including for EIBs.	<ul style="list-style-type: none">• Review the expenditure / charging policy for the Hospital Education Service• Review the pilot for Early Intervention Bases and seek a split of costs with schools for pupils on their rolls.• Consider scope to negotiate block contract rates down and limit spend on spot contracts.

Schools Forum – 27th September 2017

High Needs Budget Paper



Appendix 3.6 Services

2017/18 Forecast
£3.407m

Activity Based Costs - Services

	Staffing (fte)	Total costs 2017/18 £'000
TWS Commissioning – Educational Psychology		£558
SEN Tribunal costs		£22
Therapies for 14 children		£147
Additional Learning Needs Team costs (offset by buyback)	12.9	£895
Hope Virtual School	9.2	£435
ALN Commissioning – ASDOT		£328
ALN Commissioning – Sensory Support		£656
ALN Commissioning – Youth Offending Team		£57
Schools in Financing Difficulty		£130
Contribution to High Needs elements of PFI contract costs		£179
Total pupils		£3,407
Commissioning budget scaled back to budget		-52
Forecast position 2018/19		£3,355

Schools Forum – 27th September 2017

High Needs Budget Paper



Appendix 3.6 Services

2017/18 Forecast
£3.407m

Considerations

Cost Drivers

- The four commissioned services are mainly Council services mostly comprising staffing costs.
- ALN and Hope are staff and operating costs
- Therapies
- Tribunal costs are fees
- Schools in Financial Difficulty is transferring funding to schools that might need it.

Opportunities

- Need to reassess what the balance is for Educational Psychology between High NB, GF and charging.
- Schools in Financial Difficulty will be an issue if we are modelling special schools, but may not need a line of its own.
- Consider use of LAC Pupil Premium
- Consider size of ALN and Hope teams
- Consider size of other support services.

Constraints

- There will be an element of ALN team costs that is necessary to manage, co-ordinate and develop policy in the High Needs sector.
- There is no contribution currently to the PFI contracts, but there are costs and they need to be built into the future budget.

Mitigation and Savings Measures

- Review level of funding for Educational Psychology Service in the High Needs Block.
- Charge LAC Pupil Premium for part of Hope Virtual School
- Review Sensory / ASDOT services
- Scale back size of support services across the board in the High Needs Budget, including considering schools paying for elements of provision.
- Reduce the budget for schools in financial difficulty.

Schools Forum – 27th September 2017

High Needs Budget Paper



Bristol Schools Forum
Growth Fund

Date of meeting:	27 th September 2017
Time of meeting:	6.15 pm
Venue:	City Hall

1. Purpose of report

- 1.1 To inform Forum of how the Growth Fund was allocated to schools during 2016/17 and the expected position in 2017/18.

2. Recommendation

- 2.1 That Forum notes the report.

3. Background

- 3.1 Under the 2016/17 Revenue Funding Arrangements published by the EFA: 'Schools Revenue Funding 2016-17', Local Authorities may centrally retain funding within the schools block in order to create a growth fund for the purposes of supporting growth in pre-16 pupil numbers to meet basic need, to support additional classes needed to meet the infant class size regulation and to meet the costs of new schools.
- 3.2 The growth fund may **not** be used to support schools in financial difficulty or for general growth due to popularity.
- 3.3 All central budgets within the schools block must be made available to recoupment academies on the same basis as maintained schools.
- 3.4 Growth funding will apply where a school/academy:
 - has increased its PAN, at the request of the authority, to provide an extra form of entry or greater to meet basic need in the area (caused by general population growth or housing development) as an on-going commitment

- has agreed with the authority to provide a number of places above PAN as a bulge class as a consequence of school reorganisation or to meet short term additional needs.

3.5 Bristol's growth fund consists of 5 elements:

1. Planned basic need growth
2. Brand new schools start up
3. Brand new schools post opening
4. Infant class size funding
5. Application for exceptional circumstance

3.6 Schools can submit an application for exceptional circumstance due to basic need growth (that requires funding over and above the funding formula and the planned basic need growth) that should be clearly stated with evidence supporting the claim for which the outcome will be decided by the Service Director for Education and Skills and the Chair of the Schools Forum after the 1st December each year.

3.7 Any unspent growth funds as at 31st March will be used to support the overall DSG fund as directed by the Service Director of Education and Skills in consultation with the Service Director of Finance.

4. Financial Implications

4.1 As reported to Forum in July, £1.880m was allocated for 2016/17 as follows:

£1.633m Authority approved planned growth,
£0.135m for new school start up funding / post opening grants
and £0.112m for additional individual school bids.

In addition £0.688m was allocated to Academies for April to August planned growth though this is funded by the formula rather than the growth fund.

4.2 Appendix 1 shows the allocation of growth fund to individual schools for 2016/17.

4.3 Appendix 2 shows the anticipated growth fund allocations for 2017/18 based on predicted pupil numbers – the final allocations will be calculated using the October 2017 census figures.

4.4 Schools Forum has discussed the possibility previously of the Growth Fund being limited to extra pupils who are residents of Bristol City Council only. At present the policy makes no distinction but there are difficulties of

principle and practicality in amending the policy to exclude non-resident pupils from the calculation.

- 4.5 The issues of principle relate to the equity issue of treating non-resident pupils less generously than resident pupils and that funding for the Schools Block is provided on the basis of all the actual pupils on roll, whether they are Bristol residents or not. Schools admission policies do not generally distinguish between resident and non-resident pupils, other than where particular schools serve the region, rather than just the City. The expansions have been agreed by the Local Authority for each school on the basis of their admission policies. Changing the basis of providing support for the first two terms when new pupils are on roll risks undermining the basis of those original agreements. After the first two terms the formula would fund all pupils regardless of their home authority.
- 4.6 The practicalities are two-fold. Firstly, as expanding schools grow the extra pupils are not a discrete cohort, they are (for the new academic year) a net of the Year 6 leavers and the Reception joiners (for primary schools, with different yeargroups for other schools). Working out how the number of non-resident pupils has changed is not straightforward and could have unpredictable outcomes. Secondly, the National Funding Formula will have different arrangements for funding growth, so any change would be temporary.
- 4.7 Officers have raised the issue with the Education Funding and Skills Agency to get some advice on this matter and Schools Forum will be updated when we receive a response.

5. Glossary of Terms

EFA Education Funding Agency
PAN Published Admissions Number

Appendix 1

Allocation of 2016/17 Growth Fund	Planned Primary Growth	Bidding Pot	Academy April-August 2016	Post Opening Grant	Total
	£000	£000	£000	£000	£000
Air Balloon Hill Primary School	57				57
Ashton Gate Primary School	121				121
Avon Primary School	41				41
Barton Hill Academy			51		51
Barton Hill Primary	103				103
Begbrook Primary School	63		40		103
Bishop Road Primary School	39				39
Bridge Farm Primary School	62				62
Brunel Field Primary School	112				112
Christ Church C.E. Primary	64		35		99
Colston's Primary School	76		56		132
Compass Point South Street School	61				61
Easton CE Academy	39		90		129
Fair Furlong Primary School	2				2
Fairlawn Academy			44		44
Fairlawn Road Academy				44	44
Filton Avenue Primary School	61		42		103
Greenfield E-Act Primary Academy	28		30		58
Headley Park Primary	22				22
Henbury Court Primary Academy	0		2		2
Little Mead Academy Trust			23		23
May Park Primary	122				122
Oasis Academy Long Cross	36		102		138
Oasis Academy Marksbury Road			43	22	65
Oasis John Williams		79			79
Our Lady of the Rosary		33			33
Redfield Educate Together Academy				69	69
Redland Green School	67				67
Southville Primary School	103				103
St Anne's Junior Academy School	49				49
St Bernard's Catholic Primary	6				6
St John's Primary School	57				57
St Peter's Church of England Primary	41				41
St Werburgh's Primary School	65				65
Stoke Bishop Church of England Primary School			25		25
Two Mile Hill Primary School	21				21
Waycroft Academy			65		65
West Town Lane Academy	49		40		89
Whitehall Primary School	68				68
Total	1,635	112	688	135	2,570

Note – there were no exceptional circumstance applications submitted during 2016/17.

Overall, from the £3m budget, £1.882 was allocated during 2017/18, with the £688k for Academies being funded by the formula. Hence there was an underspend of £1.118m from the growth fund budget which was offset against the overall DSG overspend at the end of 2016/17 as agreed by Forum.



TRADING WITH SCHOOLS

Annual Report 2016-17



BRISTOL
LEARNING CITY





Contents

Introduction	1
TwS Customer Services	2
Financial Review	3
Inclusion Service	5
Education Services	9
Outdoor Education	15
Education Welfare Service	17
Admissions	20
Information and Operational Support Service	21
Customer Services	22
School ICT Services	23
School Support Services	24

INTRODUCTION

Ali Mannering

Welcome to the fourth Annual Report for Trading with Schools!

I am delighted to present the fourth Annual Report for Trading with Schools for the 2016-2017 financial year. In what has been a hugely important and significant year in terms of change within the service, this report outlines some of the outstanding work which has contributed to the service achieving a number of its key priorities.

In light of the significant ongoing changes within the Education sector it is inevitable that Trading with Schools will need to continue on its journey of transformation and change in order to maintain a sustainable business model for the future.

During these challenging times Trading with Schools colleagues remain committed to the delivery of:

- High quality services;
- Value for money;
- A transparent pricing framework;
- A single point of contact.

We look forward to continuing to work in partnership with Headteachers and School Business Managers to improve existing services and provide the highest quality as efficiently as possible.

I do hope that you find the information contained in this report helpful and informative. If you have any questions or comments please contact myself, Sue Finch or your Client Manager directly.

TwS CUSTOMER SERVICES

Ali Mannering

Over the past year TwS has continued to implement a number of strategic change initiatives with the overall aim of achieving improved operational functions for internal and external customers.

Projects have included a relocation of the whole service to Parkview Campus, further reducing TwS property footprint and increasing efficiencies by teams working more closely together and sharing good practice and resources.

The transfer of the majority of paper resources into electronic format has increased opportunities for colleagues to adopt more agile work styles and created improved access to online resources when working in schools.

An increase in the use of electronic communication channels with customers has continued and in some service areas is proving to be cost effective and popular. The decision to fully convert all Trading with Schools communications to electronic format has not yet been taken but will be reviewed during 2017/18.

TwS also continues to benefit from the dedicated flexible training space at Parkview Campus. The venue is fully equipped with Wifi and interactive smart boards and offers on-site parking and sustainable travel facilities. The venue accommodates the vast majority of TwS CPD courses and also provides a creative space for colleagues to work collaboratively to develop new training events.



www.tradingwithschools.org

FINANCIAL REVIEW

Sue Finch, Resource Manager

TwS has 5 main sources of income. These are:

1. Local Authority (LA) Commissioning specifications for the delivery of statutory and discretionary services funded from both Dedicated Schools Grants (DSG) and General Fund.

2. DSG De-delegated funding for a number of services which are delivered on behalf of primary schools and for a limited number of services in the secondary sector and is commissioned through School's Forum.

3. Annual Orders – orders secured are mainly for School Support Services, but not exclusively.

4. Pay As You Go (PAYG) income from bespoke consultancy work secured during the financial year.

5. PAYG from Continuing Professional Development (CPD) opportunities.

Figure 2 illustrates the total amount of income which was secured during the financial year. The traded income generated represented 67% of the turnover, with the remaining 33% of income secured through commissioning by the Local Authority and de-delegated funding from the LA maintained primary

and secondary sectors.

Commissioning income for services provided by TwS has reduced in this financial year by circa £0.5m due to a number of factors including continued reductions in the Education Service Grants.

Figure 2: 2016-2017 Income



Table 1: Number of Schools Purchasing Annual Orders

Financial Year 2016-17	
	No of Schools Purchased
TwS Service	
EDUCATION SERVICES:	
Every Child a Reader (ECaR)	42
Governor Development Service	125
Newly Qualified Teacher Induction	158
Academy Moderation	39
SCHOOL SUPPORT SERVICES:	
School Admissions Service	30
Free School Meals (Academies)	51
Education Welfare Service	25
SCHOOL FINANCE SERVICE	
Finance System	109
Standard Consultancy	54
Bronze Consultancy	20
Silver Consultancy	14
Gold Consultancy	7
Ezepay	13
SCHOOLS ABSENCE INSURANCE:	
Teaching Staff	69
Non Teaching Staff	68
CC Teaching Staff	14
CC Non Teaching Staff	17
MATERNITY SCHEME:	
Maternity Scheme	34
HR ADVICE AND SUPPORT:	
HR Advice Bronze	8
HR Advice Silver	70
HR Advice Gold	7
HR OPERATIONS:	
Annual Contract	99
Contracts	89

PROCUREMENT, CONTRACTS AND CATERING MANAGEMENT	
Cleaning Contract	39
Catering Contract	91
Kitchen Equipment	100
ICT Hardware	38
SCHOOL ICT SERVICES	
Remote Admin	11
Whole School Remote	26
Whole School On Site 2hrs per week	32
Whole School On Site 2 hrs additional per week	12
Emails	67
SIMS	125
SIMS on site	2
SIMS Dinner Money	64
Internet	165
Internet Plus	63
Internet Virtual Server Hosting	2
Backup	63
Telephones	139
PARTNER SERVICES:	
Legal Services	107
School Cleaning Service	35
Security - Key Holding Service	126
Security - Cash in Transit	117
Eteach	140

INCLUSION SERVICE



In addition to annual orders, a number of services provide pay-as-you-go bespoke consultancy services. A total of £2.3 million was secured through this route. New services to TwS for 2015-16 included the transfer of the Telephony Service from Corporate IT and the previously external ICT Hardware Service to the Schools ICT Service. Competitive prices have been secured for both services.

Purchasing trends are showing that higher levels of Finance Consultancy are being secured both by LA Maintained Schools and Academies during the financial year. Other notable trends include a 33% increase in annual orders for Academy Moderation.

A reduced number of LA Maintained Schools are opting to buy back into the Absence Insurance Scheme, with a small increase in the Maternity Scheme.

Partner Services continue to deliver competitive prices secured by TwS and show an overall increase of 10%.

For the first half of the year, The Inclusion Service combined the Educational Psychology Service (EPS), the Behaviour Improvement Service (BIS) and Learning Improvement Service (LIS). In September 2016 voluntary redundancy was offered to a number of staff and all colleague in BIS and LIS took up the opportunity.

The Inclusion Service is commissioned by the Local Authority to contribute to the statutory assessment of children and young people with additional needs. The service contributes to this process by completing psychological assessments, in all cases providing written psychological advice and in some cases specialist reports.

The Inclusion service has completed 273 Education Health Care Plans (ECHPs) including preparation, liaising with other professionals, meeting with parents and young people, completing assessments and report writing. Specialist behaviour colleagues completed 11 statutory reports between April 2016 and September of that year.

As part of the statutory duties undertaken by this service, Educational Psychologists attend annual reviews for young people where there is an imminent possibility of a placement breaking down. The Local Authority also commissions this work. Educational Psychologists have undertaken psychological assessments and provided written report, attended annual reviews for 48 young people, attended 14 conversion reviews for young people over 16 and 15 conversion reviews for those under 16.

Inclusion Service colleagues have also attended and facilitated SEN panels, Top up Panels, EIB panels, Fair access panels and Complex Needs panels. They assist in crucial Local Authority decision-making and planning for children and young people.

The Inclusion Service completed work in relation to 10 critical incidents over the past year. All of these require varying levels of intensity of work and an immediate response. Those involved have informed us that this is a highly regarded service. This support is available to all settings as required.

The Service has been involved with a large number of children in care, at different levels, ranging from telephone advice to assessments and consultations within schools and children's homes and foster parents. Assessments in secure units have also been undertaken.

152 data-driven Annual Consultation Meetings (ACM) have taken place across children's centres, primary, secondary and specialist schools, resource bases, primary and secondary academies. Through the ACM/iReview, the service has helped each educational setting identify their most vulnerable children and young people and have provided support to the school in developing first steps to safeguard progress, agree systemic developments and deliver individual support for these young people. In addition to this Schools received a core visit, undertaken by learning consultants to assist school in embedding the new code of practice. New SENCOs have received a higher level of core visits and up to 20 delegates have attended new SENCO induction meetings.

Prior to the redundancies of behaviour support colleagues, primary aged pupils and a wide range of primary and secondary aged pupils at risk of permanent exclusion accessed specialist behaviour support this year.

The service continues to publish 6 newsletters for SENCOs a year that combine local and national information updates, research findings and local initiatives and have also worked with the SEN team to develop paperwork and systems for the statutory assessment process. The service has assisted in the development and organisation of locality base Top Up panels and has developed SENCO briefings held in localities three times a year.

In addition to the work commissioned by the local authority, the Inclusion Service also offers educational settings the opportunity to purchase bespoke work. 87 schools have purchased bespoke psychological work. This work has been at individual and systemic levels. 9 secondary schools have purchased specialist psychology and behaviour time to develop multiagency projects to guide educational settings in providing bespoke interventions tailored to the needs of the individual.

When taking into account the training role, the number of schools taking up the purchased services increased to over 100 for psychological support. There was also a strong take-up of training undertaken by specialist behaviour work and specialist learning advice and support.

The Inclusion Service offers Local Authority maintained schools a number of prepaid visits from an Educational Psychologist according to the level of de-delegation. There has also been further work purchased in some schools and the overall number of records of involvement this year total 767.

Training and development work is offered to educational settings through the TWS CPD offer. The Inclusion Service has run successful well-attended conferences with highly acclaimed speakers. Approximately 300 Bristol teachers, SENCOs, social care colleagues collectively attended the conferences.

In addition to the conferences, 11 courses have run. 300 colleagues from Bristol schools have attended Inclusion Service training courses. The analysis of feedback suggests that they have enjoyed, appreciated and learned from these training courses.

In addition to the above further benefits of using the inclusion service are:

- Support to embed the school based stages (graduated response) of the new SEND COP;
- Targeted support for young people identified by schools as requiring early intervention or those at risk of exclusion in order to maintain provision in mainstream settings;
- The facilitation of quality first teaching and systems for working with families and young people;
- Resolution in complex cases and positively supported home/school relationships;
- Support for young people in transition to alternative provision and from specialist provision into mainstream settings;
- Close work with other agencies, such as social care, to aid positive resolution for complex cases and highly vulnerable young people;
- Increased access to the voice of the young person, promoting co-construction of intervention plans and support;
- Increased understanding of the psychological and systemic processes that affect the development of children and young people;
- Improved systems and confidence to help develop preventative and early intervention approaches to meeting the needs of all young people;
- A partnership approach to organise, and plan educational interventions to minimise difficulties and enhance success;
- Advice and support in the management of critical incidents, loss and bereavement and the facilitation of posttraumatic growth;
- Access to consultants with a depth and breadth of skills, knowledge and expertise spanning hundreds of collective years of

experience of working to support Bristol children, young people, families and schools.

"Our EP has been excellent this year. Supportive, helpful and flexible. They have been able to provide exactly the support the school needed."

Bristol Maintained
Primary

"You do so much for the staff and students and really go the extra mile."

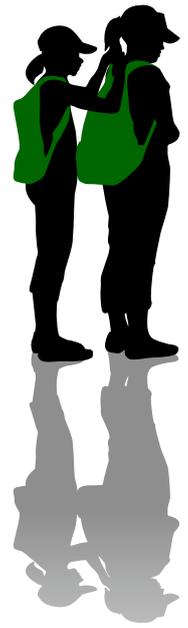
Bristol Special
School

"Thank you for your report which completely captures and summarises his need so accurately. We are very keen to work with you in the future to support the identification of needs for our Bristol SEND students."

SENCO, Bristol
Secondary School

More positive feedback for the Inclusion Service

87% of head teachers and SENCos rated educational psychology input addressing the needs of their setting very well and a further 7% as addressing the needs of their setting well.



"The additional flexibility of working with a trainee EP allowed for swift response to pupils who experienced a sudden escalation of difficulties. We have looked, where possible, to replicate this model with this year's planning."

Bristol Primary Academy

"The information EP has provided about certain students is very thorough, EP has researched subject in depth providing staff and families with greater knowledge as well as suggestions for strategies to use with certain students."

Bristol Special School

The three main conferences, which included the SENCo conference, the Wellbeing Conference and ACT training all received overwhelming positive comments, with over 90% of attendees feeding back that the key note speakers were particularly good as were specific workshops.



EDUCATION

School Improvement

School Improvement continue to provide a core offer, including three half day visits a year and support with headteacher appraisal over the course of the year. This was accessed by a total of 77 schools (63 local authority maintained and 14 academies). Support was also given to 9 schools in the appointment of new headteachers.

Schools also accessed a range of bespoke support including staff meetings, INSET training, governor support and leadership support. School Improvement Officers continued to provide a range of professional development including facilitating subject leader network meetings for English and Mathematics and a series of data briefings linked to the new data reporting systems. The re-introduced and re-modelled primary headteacher briefings proved popular with headteachers from over 75 schools represented during the year.

A total of 100 schools are currently using Bristol as the appropriate authority for newly qualified teachers and a total of 262 newly qualified teachers are being supported. The service provides a number of events and training, quality assurance of each assessment and support and advice to schools and teachers. There is increased closer working with the Bristol Primary Teaching School Alliance, who provide much of the pedagogical support.

The Specialist School Improvement Officer for children in care continued to work closely with the Head of the Virtual School to raise the profile of the service across all phases of education. The focused visits to both primary and secondary schools to discuss and review provision proved to be successful provided an increased level of knowledge about provision.

The Bristol outcomes for the key national Year 6 assessments were in line with national measures in 2016.

The number of primary school settings now being judged good or better by Ofsted is in line with the national average.

A total of 262 NQTs successfully completed their first year of teaching in Bristol. Briefings and information have ensured that there is a well-informed school workforce who are up-to-date with current developments in education, particularly with respect to the new assessment reporting arrangements.

WRAP Workshop Raising Awareness of Prevent

A new area of work this year has been the support to schools on the Prevent Duty. This has included delivering the Home Office product WRAP (Workshop Raising Awareness of Prevent), developing a training pack and supporting material to deliver 'WRAP train the trainer sessions' and an education specific briefing on the Prevent

Duty for practitioners, support staff, leaders, and Governors.

WRAP was delivered in 11 schools, 88 senior leaders were trained to deliver WRAP, the Prevent briefing was delivered in 20 education settings, Prevent training was commissioned by Early Years with 106 Early Years practitioners attending and for Designated Safeguarding leads from two Multi Academy Trusts. TwS continues to work in partnership in this area and information shared continues to inform material used in the training and updates communicated to schools.

WRAP Governors and Academy Boards Training Governors and academy board members have been supported with training on Equalities, Diversity and the Prevent Duty. The sessions have supported Governors, assisting with the development of their understanding of the legal responsibilities, ensuring that their schools and meet their duties within equalities legislation and the Prevent Duty.

During 2015-2016, there were two briefings at strategic briefings for Headteachers and Governors, 2 training sessions on Equalities attended by 28 governors/board members and a briefing on Prevent attended by 27 governors.

The feedback gathered from schools through the first stage of Prevent training was used to inform the further support; a briefing on the Prevent Duty, a Prevent self-assessment template, information for Designated Safeguarding leads and a pilot training session on British Values. Since April last year, 16 Bristol schools have made referrals to the Avon and Somerset Counter Terrorism Unit. TwS has also been able to support the development and identify good practice in individual schools and share with others.

The number of schools who have published information on their websites related to the Equality Act and its compliance with specific duties has increased since last year.

The support has also enabled staff to deliver training in their own settings individual staff making comments such as "will revisit training records and single central record and CPD plans to ensure compliance, will raise awareness more explicitly re: links with safeguarding"; "deliver WRAP, embed Prevent in curriculum further revisit our statutory obligations under the Equality Act".

Teaching and Learning

Teaching and Learning Consultants provided support to a total of 14 schools over the course of the year. This support was predominantly in the form of intensive support, but also included staff meetings, INSET training, support for teachers and leadership and curriculum development support.

Teaching and Learning Consultants have also provided a range of professional development, including subject specific training, curriculum courses focussed on Bristol resources and support for subject specific training, a well-received curriculum conference and ongoing support around curriculum review and redesign. This also involved a bespoke project with a group of 5 schools developing the language of mathematics, which has had a positive impact on the language children use; how to meet the needs of the most able readers and writers; and working scientifically to develop investigative approaches in science.

All Bristol schools benefited from local authority support with assessment and moderation in 2016. Over 200 teachers have attended the programme of training linked to establishing the new assessment arrangements of 2016/2017.

A range of cross council work has also been undertaken to support the statutory responsibility with regard to the Armed Services Community Covenant and SACRE. Most recently, work has expanded to include the management of NQT provision for the authority and joint working with EWS colleagues on Elective Home Educated pupils.

Through the range of work undertaken by the team of consultants, staff at all levels within schools have benefited in variety of ways including increased knowledge and understanding, particularly of the new national curriculum and new assessment arrangements; improved skill sets and teaching and learning strategies and increased confidence in their individual roles. This has helped to accelerate progress for pupils of all abilities.

ECAR

An integral part of the teaching and learning consultant is the national recognised team of Every Child A Reader (ECaR) consultants. Three Reading Recovery Teacher Leaders have continued to provide ongoing accreditation from Institute of Education, UCL for 40 Reading Recovery (RR) teachers in 37 schools, which are part of the Every Child a Reader project. 4 teachers have also taken part in the in-service training course for new Reading Recovery teachers. The Teacher Leaders have offered schools a range of evidenced-based interventions for children struggling to read and write such as Reading Recovery, A to Z programme, Boosting Reading @

Primary, Switch-on and Inference training. In these schools, over 3000 children a year benefit from ECaR and this has contributed to the improvements in standards of reading. The remarkable progress of RR children was celebrated in a Reading Recovery Read Aloud event with a wide range of adults from the community, including the Lord Mayor. Two schools and one Reading Recovery child won national Reading Recovery Awards.

In addition as part of a unique collaboration between UWE, the Local Authority and school, 75 2nd year students were trained to take part in a project to read with 150 children in 20 schools.

61 volunteers were trained in BR@P and an additional 25 volunteers placed in schools to support reading.

The Teacher Leaders have also provided an input to the Best Practice Network meetings for English subject leaders and offered TwS CPD and bespoke training to all schools across the City. The Bristol Reading Project was also launched with 12 schools submitting entries to demonstrate the creative teaching of reading using good quality texts. This project will continue to run next year. A conference on Guiding Reading is also planned for the Autumn term.

An EU project 'Open the Door to Reading' has been submitted as a transnational exchange of innovative practices regarding reading, literacy and language development.

Data for ECaR schools is collected on a national data collection site. This data shows that on average 82% of children who engaged with Reading Recovery, made 3 times the rate of progress to bring them up to age related expectations.



Data for other interventions listed showed that children make double the rate of progress.

Equalities

This area of delivery within Trading with Schools this year has continued to develop and grow to cover Equalities, Diversity and the Prevent Duty.

This year support has been given to schools in; understanding equalities legislation, achieving compliance with the Equality Act 2010 tackling prejudice related incidents and embedding equalities in everyday practice. The Teaching and Learning Consultant (Equalities) has supported schools in: developing their policies, building capacity, developing their skills and knowledge, collating evidence, considering key issues and identify priorities such as underperformance and poor progress, to improving pupil outcomes whilst improving the experience of different groups of pupils.

This service has been delivered in 12 schools through training, coaching, peer mentoring, assisting with planning, curriculum development; support, advice and guidance on prejudice related incidents, bespoke packages to raise attainment and narrow the gap, developing policy and practice relating to equality and whole school training (INSET) and staff meetings.

Support to schools on the Prevent Duty has included delivering the Home Office product WRAP Workshop Raising Awareness of Prevent Train the trainer sessions, assisting schools with compliance in relation to the Prevent Duty, support and advice for schools whilst developing their skills and knowledge. This has also included an education specific briefing on the Prevent duty for practitioners, support staff, leaders and Governors.

school based training also inviting governors.

WRAP train the trainer was delivered to 75 senior leaders, and a successful Prevent conference took place in October 2016; this involved contributions from key partner agencies and was also a great opportunity to share the good practice of Bristol's multi agencies partnerships and work in schools.

This year we have also established a virtual Prevent Network that covers all Bristol schools and we have used this effectively to share resources, updates and key communications from both the LA and other partners.

TwS continues to work in partnership in this area and information shared continues to inform material used in the training and updates communicated to schools.

This service has also continued to support the training of Governors and academy board members on Equalities, diversity and the Prevent Duty.

Providing sessions to aid them in developing their understanding of the legal responsibilities in relation to Governance, ensure that their schools meet their duties within equalities legislation and the Prevent Duty and enable them to liaise with school senior leaders to ensure equal opportunities for all to succeed at the highest possible level striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. Also to ensure Governors/ academy board members have been trained on Prevent and can ensure schools have policies and practices in place to implement the Prevent Duty.

WRAP train the trainer was delivered to 75 senior leaders, and a successful Prevent conference took place in October 2016; this involved contributions from key partner agencies and was also a great opportunity to share the good practice of Bristol's multi agencies partnerships and work in schools.

This year we have also established a virtual Prevent Network that covers all Bristol schools and we have used this effectively to share resources, updates and key communications from both the LA and other partners.

Governor Development Service

138 schools subscribed to the service in 2016/17, including 32 academies. The service continued to provide a full range of training, support and communications that has become well established over many years.

The Service also continues to provide three optional services at preferential subscription rates: GovernorHub, The Key and Modern Governor. 84 schools chose to purchase at least one of these services.

32 centrally delivered courses were offered as part of the core training programme, together with 4 briefings and workshops on areas of specific interest or importance that arose during the year. There were a total of 1027 attendances by clerks and governors at these sessions, and over 99% of evaluations indicated that the delegate would recommend the session to other governors or clerks.

Three Strategic Briefings were facilitated on behalf of the Service Director of Education and Skills.



The team also delivered 5 bespoke services for individual schools including governance self-reviews and supporting governing body investigations.

A tailored 'training only' package was purchased by a large academy chain that had not previously subscribed to GDS.

A wide range of advice and support for individual schools via telephone and email on issues from interpretation of changes in legislation to handling complex complaints was also provided.

A new on-line newsletter was introduced that was well received by governors, clerks and headteachers, and included valuable time saving resources such as the Annual Year Planner and checklist for statutory compliant school website.

In addition to all the other work, 235 LA maintained governor appointments were processed, including the successful placement of 23 LA governors and 10 co-opted governors.

The service has continued to be developed in order to keep up to date with the changing education landscape and ensure appropriate support is available for academies and multi-academy trusts as well as LA Maintained schools. Governing boards were supported in ensuring they are legally compliant and aware of new statutory obligations as they arise such as Prevent Duty and the requirement for all governors to undergo a DBS check.

Support and training has been provided to governing boards to achieve the necessary standard of governance to meet Ofsted inspection criteria for Good or Outstanding and provide appropriate challenge and strategic leadership to maintain the improvement in standards in Bristol schools.

OUTDOOR EDUCATION

Dean Field

Dean Field Study Centre (DFSC) welcomed over 3,000 young people and staff from more than 50 schools and 7 youth groups over the year. Most of these were for residential courses of 3 or 5 days but some large day visits for up to 108 students at a time were also run. Year 7 'Induction Days' were popular in September and a good way to enthuse and motivate a new cohort and for staff to get to know their tutor groups better. Several end-of-year day visits for Year 6 groups were also run successfully.

INSET dates for teachers continued to be popular and with a focus on team building as well as Outdoor Learning they ticked two boxes. The skills of the Centre teachers inspired a variety of activity ideas that can be done back at school providing valuable CPD as well as an enjoyable team bonding experience.

A service is offered whereby visits are made to schools to run team building problem solving activities for pupils and show how this can be run by school staff for subsequent events. This can be combined with peer mentor training for older pupils in the morning to then facilitate the team challenges with younger students in the afternoon.

2016-17 was the centre's busiest ever in 45 years of providing Outdoor Education courses. Bed spaces have increased to 86 overall but still provided courses for small schools bringing a group of 12+ students at a time. Accommodation has been enhanced with the refurbishment of the boys shower area and the visiting

teacher kitchen.

A new campfire and BBQ area is being enjoyed by groups in the main Centre grounds, where outdoor lighting provides an atmospheric setting. Excellent use continues to be made of the Garden Room which has been used for a whole variety of purposes over the year including conferences, meetings and wedding receptions. It makes an excellent venue for a last night disco/ karaoke! Disco lighting and karaoke machine are provided along with full size kitchen to make hot chocolate etc.

Once again this year catering staff have been awarded 5/5 stars for food hygiene by the Food Standards Agency and have produced over twenty two thousand meals. They cater for all dietary needs and are consistently being given excellent feedback for the food and service.

Schools consistently score the courses very highly in outcomes of personal development and team work for pupils. They note increased confidence and self-reliance and how their pupils' perseverance and commitment increases.

Outdoor Learning is a very effective way of developing key skills such as communication and problem solving and also has the ability to increase motivation and an appetite for learning. OFSTED states "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving



pupils' personal, social and emotional development."

There was an increased interest in providing revision weekends for secondary schools that combine teacher-led revision workshops mixed with outdoor activities. Experiencing the kinaesthetic aspects of outdoor learning alongside revision appears to be producing a winning combination and improving exam results.

All courses at DFSC are tailor-made to meet the needs of our user groups, so whether it's a focus on curriculum enrichment or promoting healthy lifestyles, we can work with you to deliver a course that meets your planned outcomes.

Exmouth

Exmouth Camp continues to offer a unique under-canvas experience for young people in full time education. During the summer season 2015, a total of 13 schools and 6 other organisations (1293 students) benefited from a residential visit at the camp.

The camp worked with a range of local providers, but particularly Exmouth Watersports (a local charity), to offer a range of opportunities for schools. This included a variety of watersports, archery, circus skills and mackerel fishing.

A financial investment meant the camp benefited from new tents, mattresses and a marquee as well as ongoing refurbishment and renovation.



EDUCATION WELFARE SERVICE

Education Welfare Service

The Education Welfare Service is responsible for:

1. Poor Attendance Casework
2. Pupil Tracking Casework
3. Child Missing Education Casework
4. New Arrivals (Refugee and Asylum Seeker) Casework
5. Elective Home Education
6. Maintained School Visits to Review Whole School Attendance
7. Attendance Support to Academies and Free Schools
8. Chaperone Vetting
9. Issuing Work Permits
10. Processing Child Performance Licences
11. General 'Duty' Phone Calls
12. EWS Training for Schools

Statutory enforcement action in relation to school attendance including:

13. Issuing Penalty Notices
14. Irregular Attendance Prosecutions
15. School Attendance Orders and Breaches

1. Poor Attendance Casework

Education Welfare Officers (EWOs) worked on a total of 386 poor attendance cases during the last financial year.

2. Pupil Tracking Casework

632 Pupil Tracking cases were processed. This process aims to trace and locate pupils who have gone missing from Bristol schools.

3. Child Missing Education (CME) Casework

217 Children Missing Education (CME) cases were processed. This process aims to ensure that any pupil found to be resident in Bristol but not on a school roll, has access to education.

4. New Arrivals (Refugee and Asylum Seeker) Casework

The EWS supported 86 newly arrived children, ranging from Reception to Year 11, to access the education system. The families were mainly from Africa, Asia and other European countries such as Albania. We received a large number of families from Iraq and Syria, who came through the government Vulnerable Refugee Families Resettlement Scheme; the majority of families from Africa entered the UK through family re-union. The EWS supported a number of unaccompanied children, who arrived in the country due to the Calais refugee camp closure and were reunited with extended family members living in Bristol.

5. Elective Home Education

On 1 December 2016 the EWS took on responsibility for overseeing Elective Home Education (EHE) within the city. When notified of children becoming home educated, the EWS make contact with the family to establish the plans for the child's education. The EWS make follow up contact as necessary and if it appears to the EWS that a child is not receiving suitable EHE the EWS work

with the family to resolve the situation. If necessary, the School Attendance Order process is followed, see paragraph 15 below.

6. Maintained School Visits to Review Whole School Attendance

EWOs visited the maintained primary schools and special schools bi-terminally, in order to review whole school attendance and assist with making plans for those pupils with below 90% attendance.

7. Attendance Support to Academies and Free Schools

The EWS provided attendance support to 31 academies and free schools. This support included bespoke training, whole school attendance reviews, individual case work, attendance surgeries and supervision sessions for attendance officers.

8. Chaperone Vetting

12 Chaperones were approved as suitable to provide assistance to children and young people that work in the entertainment industry.

9. Issuing Work Permits

120 Child Employment Work Permits were processed and issued to allow statutory school aged children to work in part time employment.

10. Processing Child Performance Licences

198 Child Performance Licences were processed and issued to allow statutory school aged children perform in the entertainment industry.

11. General 'Duty' Phone Calls

EWOs provided ad-hoc advice and guidance to more than 250 parents/carers and professionals that contacted the EWS by telephone during the last financial year.

12. EWS Training for Schools

Over the course of the financial year

the EWS delivered three Penalty Notice training sessions and three whole day training sessions on the legal aspect of school attendance.

Statutory enforcement action in relation to school attendance including:

13. Issuing Penalty Notices

2390 Penalty Notices were issued to parents/carers of compulsory school aged children in respect of their child's irregular attendance at school.

14. Irregular Attendance Prosecutions

233 s444 School Attendance Prosecutions were instigated against parents/carers for failing to ensure the regular school attendance of a compulsory school aged child.

15. School Attendance Orders and Breaches

One School Attendance Order was made as part of the enforcement process to ensure that young people not on a school roll, and not receiving suitable EHE, access the education they are legally entitled to. During the last financial year two parents were prosecuted for breaching School Attendance Orders.

CME/Pupil Tracking

Of the 849 CME/Pupil Tracking referrals received during the financial year, 819 have been closed according to our agreed outcomes, and 30 of the cases are still being actively worked as at 1 June 2017. Of the 819 closed cases: 560 pupils have been traced and located to ensure that they are on roll at a school either in Bristol, the rest of the UK or abroad; 115 pupils have been located and handed over to another local authority/agency for follow up action; 144 pupils remain un-located and information has been shared with safeguarding agencies.

Penalty Notices

The EWS continued to receive high volumes of Penalty Notice requests from schools and issued over 40% more Penalty Notices than during the previous financial year.

The EWS has worked with the Safeguarding in Education Team and SIMS Team in order to devise Bristol City Council's CME Guidance for Schools on adding and removing children from roll at non-standard transition points. The EWS has worked with corporate colleagues and TwS Information Support to devise new online notification forms for schools in order to meet these new notification requirements as set out in the revised Education Pupil Registration regulations and DfE CME Guidance.



"Excellent training,
very informative"

"Really good
delivery. Learned
lots today, feel
motivated and
renewed"

"Thanks for
everything
yesterday. It gave
me a much needed
morale boost."

Family Link Worker
Bristol Primary and
Nursery School

ADMISSIONS

The Admissions Service met the local authority's statutory duty to offer every child in Bristol a school place for September 2017 in each phase of education. All published deadlines were met.

The Admissions Service processed 5,603 on-time applications for reception places in 102 primary schools in 2017, compared to 5,716 in 2016. 97% of children offered a preference with 86% being offered their first preference. This is a broadly similar to 2016. 192 children were not offered a preference school this year compared 253 in 2016.

In the secondary sector, 4,567 applications were processed, compared to 4,117 in 2016. This represented a rise of 450 applications from 2016. 91% of young people were offered a place at one of their preferred schools, with 74.5% of young people offered a place at their first preference school. Figures are comparable to those of 2016. 400 children were not offered a preferred school, compared to 307 in 2016. The majority of young people not offered a preference school applied for schools which allocate places by random allocation, are outside Bristol, or are faith schools.

All children were offered their in-area school if applied for as a preference. 366 appeals have been lodged for 2017, compared to 343 in 2016. In-year, 3,300 admissions were processed for the primary phase and 677 for the

secondary phase.

2,494 applications for free school meals were processed for 120 schools.

For in-year admissions all children were offered a place at a Bristol School if resident in the City.

Overall, the number of children offered a preference school in both primary and secondary phases is similar to 2016 figures, despite a rise in applications in the secondary sector. The number of appeals lodged have increased, however, no Bristol children have been refused a place at their in-area secondary school if selected as a preference.

"Thank you for helping to make a stressful relocation less so. I really appreciate how extremely helpful you've been throughout the process."

Parent

INFORMATION AND OPERATIONAL SUPPORT

These support teams provide a broad range of financial and business administration support for TwS professionals and customers. The teams provide administration of training courses and conferences, including the design and production of professional flyers and brochures, along with financial tasks to secure the timely procurement of goods and services. TwS relies on high quality operational support functions to support all business priorities.

Information Support is responsible for the invoicing of educational establishments, including locally maintained schools, academies and free schools for all services provided by TwS.

- April 2016 - March 2017: 183 schools and settings were invoiced £5.6m as part of the annual order process.
- April 2016 - March 2017: 280 schools and external settings were invoiced approximately £750k for Training, CPD and bespoke package requests.

Operational Support and Information Support administered over 255 courses in 2016 - 2017, providing front-of house, design and technical support for several well attended courses and conferences.

The Operational Support team manages a dedicated e-mail inbox (tradingwithschools@bristol.gov.uk) responding to a variety of enquiries and service requests as a first point of contact for training course bookings and invoice enquiries.

On a daily basis, the team responded to an average of 30 telephone calls and 60 emails.

The team provides administrative support and handles confidential calls for the Inclusion and Education Welfare Services, ensuring timely and accurate processing of statutory documents such as Educational Health Care Assessments, (ECHA), Annual Reviews and Records of Involvement. This includes administration for Pupil Tracking, Children Missing in Education, and poor attendance referrals.

The team processed the following:

- 218 Educational Health Care Assessments for pupils within Educational settings.
- 632 Pupil Tracking referrals
- 217 records for Children Missing Education.
- 86 records for new arrival refugee asylum seekers.

The team also provides flexible and responsive support to TwS Governor Development Service and Admissions.

CUSTOMER SERVICES

The Client Manager role continues to be very popular with schools and settings. Each has a named Client Manager who is a single point of contact for all TwS and partner service enquiries.

The Client Managers act as advocates for the customer, ensuring that the best possible customer outcomes are always considered as a priority.

Client Managers are also responsible for providing Service Leads with details of customer feedback and new business opportunities throughout the year, monitoring all outcomes to ensure customer satisfaction.

Client Managers also take the lead in working with our internal and external partners such as Legal, Security and Eteach Services.



SCHOOL ICT SERVICES



Internet

166 subscribing schools/sites:
99% internet availability for schools.
534 users actively using remote access

Backups

166 subscribing schools/sites:
99% internet availability for schools.
534 users actively using remote access

SIMS

127 subscribing schools:
49 SIMS courses delivered, attended by 149 delegates.
46 Bespoke training sessions or projects delivered.
5101 SIMS support tickets closed.

- The SIMS development plan has been implemented and greater links with the SIMS team and other departments within the LA have been achieved
- Increase in consultancies and bespoke assessment creation has been carried out throughout the year.
- Developed an EYFS data dashboard which will be offered to all infant and primary schools.

Admin and Curriculum Support

71 subscribing schools- 5946 tickets closed.
99% internet availability for schools.
534 users actively using remote access

- Developed a comprehensive programme to help interested schools to “go Google” in partnership with a commercial provider.

- Introduced a major upgrade to schools' anti-virus and anti-malware products which supported schools from the global WannaCry malware attack.
- Major improvements made to our support of Apple equipment in schools, ultimately saving schools time and money.

Telephony

The Virgin Media telephony contract is managed on behalf of 141 schools, providing over 1500 telephone lines.

Purchasing

166 laptops for staff and students (20% increase)
145 PCs for staff and students
33 Interactive Screens/Whiteboards (22% increase)
299 iPads (11% increase)

Hardware

Average turnaround time for repairs was 1.3 days.

“We are all delighted with the service - well done to all!”

Bristol Nursery and Family Centre

SCHOOL SUPPORT SERVICES

Procurement and Contract Management

The Procurement and Contract Management Service has undertaken a broad range of procurement/tender exercises either on behalf of a collection of schools or on an individual school basis.

Procurements are completed, in accordance with national and European procurement, legal and pensions' regulations.

TWS has successfully completed the new school cleaning contract for 36 schools, this Framework contract permit's schools to enter and exit the contract within agreed timelines.

The new Budget Working Papers contract was awarded in January 2017 providing

a new on line budgeting software system for schools and is being accessed and used by 50+ schools.

The Procurement and Contracts Management provide advice, support and management for:

- 78 settings currently participating in the city-wide School Meals Contracts and receive contract management services from Trading with Schools.
- 40 settings currently commission TwS to provide contract management for school cleaning.

On behalf of schools, TwS has led the consultation on schools catering options with 92 schools, leading to each setting making a decision on how to commission school meals during 2017.



The Educational Supplies Framework Contract with Findel Education is available for all schools and educational settings in Bristol. 40% of the Bristol schools have seen savings using the benefits secured through the Education Framework contract and has been extended until March 2018.

TwS also manages the city-wide Food Supply Contract, which provides food supply to a wide variety of educational, leisure and care settings in Bristol. This includes the school milk contract delivering school milk to the majority of infants and primary schools in Bristol.

88 schools participate in the TwS Kitchen Equipment Replacement Scheme, which provides a guaranteed replacement of a broken piece of heavy kitchen equipment for a fixed annual fee, thereby allowing schools to spread the costs and liabilities of heavy equipment over several years.

TwS offers Catering Management Support to schools that have decided to operate their own catering in house.

The service, once initialled established, provides schools with bespoke offers to maintain the service in key areas where support is required.

TwS offers Kitchen Design services, to support educational settings to design kitchen facilities and to procure kitchen equipment.

The Service acting as a broker for a number of schools contracts are able to negotiate favourable pricing, which enables our customers to secure value for money on larger contracts which wouldn't otherwise be achievable when purchasing on an individual basis.

TwS has supported schools' catering providers and schools to increase the delivery of school meals in both primary and secondary schools.

- Primary: 69.9% (up by 12.8%)
- Secondary: 38.3% (up 1.5%)

"Really enjoyed being part of the Stakeholder Group"

Bursar, Bristol Primary School

"Extremely happy with new cleaning contractor"

Bursar, Bristol Special School

Schools Finance

The Schools finance team provides financial support, the provision of a schools based finance system 'E1' and management of a centralised bank account on schools behalf.

Finance consultancy was accessed by 86 schools and the E1 system is supplied to 92 schools, including 2 academies.

The number of schools purchasing the gold consultancy package remained static at 5, however the number of schools purchasing the silver package increased from 6 in 2015/16 to 12 in 2016/17. Schools indicated they needed more specialist support to help manage increasingly complex school budgets.

There are three members of the team who have completed the CIPFA academies certificate who can support Academies, something we are looking to grow in 17/18.

During 16/17 the finance team also tendered and successfully procured new budget planning software, provided by Orovia, to allow schools to prepare, monitor and plan their future budgets.

There are a total of 428 users on the centrally managed E1 finance system, 28 of those being set up on 2016/17. An additional 528 suppliers were set up during this period and a total number of 23,997 transactions were processed through the system, an increase of 3323 from 15/16. The value of these transactions totalled £182,677,532.06 in payments and £173,677,465.17 in receipts.

"The new Budget Working Papers is brilliant and easy to use."

Bursar, Bristol Primary School

"The Finance System is excellent and really helpful. Our Finance Officer is great."

"The dedicated Finance Team is really helpful. There's always someone at the end of the phone and they keep us up to date with everything."

HR Operations

HR Operations is a fully comprehensive transactional service, providing a fully compliant support and payroll function to Educational settings. The service meets the statutory requirements including all returns and pensions administration.

During 2016/2017 the service supported eighty settings across Bristol, including Secondary, Primary, Nursery and Childrens Centres, LA Maintained and Academies.

The service processed the following transactions on behalf of their customers to ensure all staff were paid correctly and on time and all statutory requirements were fulfilled.

- 58,095 payments made to staff in schools.
- 186 Maternity/Paternity/Adoption Requests.



- 1,400 Leavers removed from the HR/ payroll system.
- 6507 Starter, changes and transfers actioned on the HR/payroll system.
- 1,085 contracts produced and issued.
- 1,126 variation to contract letters produced and issued.
- 1,367 pension related queries answered and relevant information submitted to TPS and LGPS.
- 6,860 annual pension entries returned, checked and submitted to TPS.
- 12,046 calls answered by the dedicated TwS HR Operations call centre.

The income generated from this service for 2016/17 was £475,403.

The benefit of providing this service allows the Council to adequately carry out their statutory function in terms of pension submissions, using our direct link to the pension service.

It also allows the council to retain the required information on their own staff as the employer, ensuring staff are paid correctly, pension information is sent in a timely manner and DBS checks are carried out.

The benefit for the customer is a fully inclusive service, which doesn't require the need for the double entry of information to both the outsourced provider and the Council as the employer.

We also ensure schools are issued with

the correct Bristol City Council contract, incorporating any changes disseminated by Corporate HR, all pay increases are applied at the correct point and paid in a timely manner. We have a close working relationship with corporate colleagues to ensure we adhere to Council policy and procedure at all times.

The team have also continued to provide the above level of service to customers whilst assisting with the implementation of the Apprenticeship Levy scheme and planning for Teachers Pensions Monthly Data Collection (MDC).

Knowle West Nursery and Childrens Centre – praised a member of staff for always being very helpful and knowledgeable.

“Really appreciate your work on this. The work of the TwS frontline staff often goes unrecognised.”

“A big thank you to everyone for helping us out throughout 2016. As always it is greatly appreciated.”



HR Advice and Support

Supported 98% of schools which bought our service and three schools which do not buy our service also bought consultancy.

We opened 360 cases which included:

- 69 disciplinaries;
- 47 Managing change;
- 62 Managing Attendance;
- 9 Performance cases;
- 6 TUPEs;
- 10 Probation cases;
- 19 Multiple where one person is part of a number of procedures;
- 138 other e.g. Appeals, Employment Tribunals, Recruitment, Freedom of Information Requests.

Of these cases, 7 went to major appeals which were supported by the HRA.

The data shows that there has been a 5% reduction in the percentage of Managing Attendance cases which would indicate that schools are now more confident in their ability to manage staff absence/attendance.

On average a case was open for 3 months.



TwS STAFF

Approximately 130 members of staff work in TwS, utilising their professional skills and expertise for the benefit of schools and educational settings. Staff are organised in 4 main service areas.

These are:

1. Inclusion Services
2. Education Services
3. School Support Services
4. Operational Support Services

During the first half of the financial year 16-17, the service was led by Service Manager Jackie Turner. When Jackie left to pursue new challenges, Deputy Manager Ali Mannering took over the service, supported by Becky Wilkins and Billy Forsythe acting as Deputy Managers/ Client Managers on a job share basis.

Sue Finch is the Resource Manager for TwS and her key role is to support the organisation to achieve the surplus income targets through improved economy, efficiency and effectiveness in service delivery. To ensure that the surplus remains achievable, comprehensive and robust regular monitoring is undertaken on a monthly basis throughout the year.

The TwS SLT meet on a monthly basis and keep all staff informed of developments through the TwS InfoHub.

An organisational staffing structure for 2016-2017 is shown in **Figure 1: TwS Organisational Chart**.

Figure 1: TwS Organisational Chart

