

## School Funding 2021/22

<b>Schools' Forum Date</b>	17 <sup>th</sup> November 2020
<b>Type of Decision</b>	For decision
<b>Background Documents</b>	30 <sup>th</sup> August 2019 Prime Minister announcement about £14billion extra funding <a href="#">Link</a> DfE announcement on 20 <sup>th</sup> July <a href="#">Link</a> The National Funding Formula for Schools and High Needs 2021/22 <a href="#">Link</a>
<b>Author</b>	Phil Haslett, Head of Education Strategy and Development Neil Egles, Finance Manager – Schools Strategy and Capital
<b>Purpose of Report</b>	To set out the implications of government indicative announcements on school funding for 2021/22 and to seek agreement from the Forum on the funding formula method to use for Gloucestershire schools and academies
<b>Key Recommendations</b>	<b>Recommendation 1</b> The Schools Forum agrees the basis on which the formula will be allocated for 2021/22 in line with their previous stated intention to match the NFF method as closely as possible. <b>Recommendation 2:</b> That a top-slice for growth of £1.5m is agreed for 2021/22 subject to being updated for any change in the basic need AWPU rates for 2021/22 when these are finalised in January 2021. <b>Recommendation 3</b> Forum members are asked to consider and approve de-delegation at the per pupil rates shown.
<b>Resource Implications</b>	Funding announcements relate to indicative increases in DSG funding. Exact amounts for Gloucestershire are not due to be announced until December 2020.

### 1 Introduction

On the 19<sup>th</sup> September 2019 the Prime Minister announced £14billion extra funding for Education over 3 years. On the 20<sup>th</sup> July 20 an announcement was made about the second year of that funding including information on: indicative 2021/22 DSG funding; the 2021/22 Schools and High Needs National Funding Formula (NFF); the rolling of the teachers pay and pension grants into the 2021/22 NFF and a £1 billion Covid catch-up package.

The DSG figures released are indicative only at this stage. Final DSG figures will be released in December 2020 along with the October 2020 pupil census and other

census data that will be used to determine schools' actual budget allocations for 2021/22.

## 2 Indicative 2021/22 DSG allocations

The indicative 2021/22 DSG allocations (before any changes for the updated census data that will be announced in December 2020) are shown below. These include funding for teachers' pay and pension costs that were previously funded through separate grants:

### 2021/22 Indicative DSG Block Summary

	Schools	High Needs	Central School Services	Early Years	Total DSG
20/21 (as at Sept 20)	£376.745m	£66.376m	£2.579m	£34.868m	£480.568m
<b>21/22 before teachers pay &amp; pensions funding</b>	<b>£389.280m</b>	<b>£72.793m</b>	<b>£2.653m</b>	<b>£34.868m</b>	<b>£499.595m</b>
<b>Change before teachers pay &amp; pension funding</b>	<b>£12.535m</b>	<b>£6.418m</b>	<b>£0.074m</b>	<b>£0.000m</b>	<b>£19.027m</b>
<i>% change before teachers pay &amp; pension funding</i>	<i>3.3%</i>	<i>9.7%</i>	<i>2.9%</i>	<i>0.0%</i>	<i>4.0%</i>
Teachers pay and pension funding addition	£18.107m	£1.097m	£0.000m	£0.000m	£19.204m
<b>Total Indicative DSG block funding</b>	<b>£407.387m</b>	<b>£73.890m</b>	<b>£2.653m</b>	<b>£34.868m</b>	<b>£518.799m</b>
<b>Change after teachers pay &amp; pension funding</b>	<b>£30.642m</b>	<b>£7.515m</b>	<b>£0.074m</b>	<b>£0.000m</b>	<b>£38.231m</b>
<i>Total percentage change</i>	<i>8.1%</i>	<i>11.3%</i>	<i>2.9%</i>	<i>0.0%</i>	<i>8.0%</i>

*The 2021/22 growth funding element of the schools block has not yet been announced so the schools block total above currently includes growth funding assumed at the £2.637m 2020/21 level.*

*No 2021/22 indicative DSG has been notified yet for Early Years block funding so that block is included above at its current 2020/21 level.*

The final DSG position will be presented at the 14<sup>th</sup> January 2021 Schools Forum meeting after updates for the final DSG and revised pupil data expected to be announced in December 2020.

Following discussions at the January 2020 Forum and the decision to utilise the surplus in the 2020/21 schools block to support the 1 in 40 model, Forum members may want to consider how any surplus in the schools block could be utilised and any necessary consultation with the broader schools system that could be necessary to support the decision making process.

## 3 The NFF and Gloucestershire Schools Funding Formula

In light of the need to focus efforts on meeting the challenges of Coronavirus (COVID-19), the local authorities' role in the distribution of school funding remains unchanged. The Government will, later this year, put forward its proposals to introduce a 'hard' NFF in the near future, which will determine schools' budgets directly rather than through local formulae set independently by each local authority.

The DfE have published indicative school-level figures which illustrate the impact of the notional NFF for each school. However these figures are based on data from the October 2019 census while actual budgets schools will receive will be based on the October 2020 school census and other census data for additional needs, so the final figures will be different.

The deadline for issuing school budgets for 2021/22 is the 26th of February 2021.

**The key NFF changes and clarifications for 2021/22 are:**

**Teachers Pay and Pension Grants**

The pre 16 elements of the teachers pay and pension grants have been added into the NFF in 2021/22 and will therefore be in schools' core budgets rather than paid as separate grants.

This has been done by increasing school baselines and adding £180 per primary pupil and £265 per secondary pupil to the basic entitlement (age weighted pupil unit) factor.

**Minimum Per Pupil Funding (MPPF) Levels**

Minimum per pupil funding (MPPF) increases to £5,150 per secondary pupil and £4,000 per primary pupil, (currently £5,000 and £3,750). It is then further increased for the inclusion of the teacher pay and pensions funding by £180 primary and £265 secondary to £5,415 secondary and £4,180 primary.

These amounts exclude the premises elements of the formula but include the lump sum and any sparsity allocation so should not be confused with the Basic entitlement age weighted pupil unit rates. They are the minimum amount a school will receive per pupil, if the total produced by their funding formula (excluding premises factors) is lower.

In the DfE's Indicative NFF budgets there are 75 schools (26% of schools) allocated additional funding due to the MPPF (59 primary, 16 secondary).

This is a net increase of 26 schools (31 more primary schools and 5 less secondary schools).

A further breakdown by bandings of number on roll is shown in **Annex A**.

**Sparsity Factor**

The total Sparsity Factor funding for small and remote schools increases nationally by over 60%. By sectors the increase is 73% in primary from a maximum of £26,000 in 2020/21 to £45,000 in 2021/22 and for secondary and increase of 11% from the 2020/21 maximum of £67,500 to a 2021/22 maximum of £75,000. The DfE announcement says this is to reflect the financial challenges that these schools can face, and the unique role they play in local communities.

30 Primary schools currently receive sparsity funding and the smaller the school's number on roll the higher the sparsity funding they receive e.g. 9 qualifying schools below 70 NOR receive the maximum sparsity allocation so will see an increase of £19,000 due to the increase in the NFF rate. All qualifying primary schools under 110 NOR will see an increase of at least £10,000. The average sparsity increase for qualifying primary schools is £14,781.

4 secondary schools currently receive sparsity funding. None receive the maximum amount but due to the increase in the funding rate the schools would receive increases between £2,681 and £7,137.

Deprivation Affecting Children Index (IDACI) element of Deprivation Factor

An update has been made to the Income Deprivation Affecting Children Index (IDACI) data used for deprivation funding, so that it is based on ranking rather than scores and so that it is based on the latest 2019 data rather than the previous 2015 data. A change has also been made to the allocation rate to reflect the data changes and further increases to the funding blocks.

IDACI allocations in the DfE's 2021/22 Indicative school figures do not yet include this revised count method.

## NFF Formula factor rates

The increases in the government's NFF rates for 2021/22 are shown below:

<b>NFF funding rate increase 20/21 to 21/22</b>	<b>As per DfE published tables. Excludes Area Cost Adjustment (ACA)</b>					
			21/22		21/22	
			DfE NFF		DfE NFF	
			Rate		Rates including	
	20/21		before	TPG &	Teachers Pay	Overall
	DfE NFF	Increase	TPG & TPECG	TPECG	& pension	Increase
<b>Pupil led Factors:</b>	Rate	%	uplifts	Adjustment	Adjustment	%
	£		£	£	£	
Basic Entitlement Primary (Age Weighted Pupil Unit)	2,857	3.01%	2,943	180	3,123	9.31%
Basic Entitlement KS3 (Age Weighted Pupil Unit)	4,018	3.01%	4,139	265	4,404	9.61%
Basic Entitlement KS4 (Age Weighted Pupil Unit)	4,561	3.00%	4,698	265	4,963	8.81%
Deprivation Primary (FSM ever 6)	560	2.68%	575	0	575	2.68%
Deprivation Secondary (FSM ever 6)	815	3.07%	840	0	840	3.07%
Deprivation Primary (FSM)	450	2.22%	460	0	460	2.22%
Deprivation Secondary (FSM)	450	2.22%	460	0	460	2.22%
IDACI F Primary	210	2.38%	215	0	215	2.38%
IDACI F Secondary	300	3.33%	310	0	310	3.33%
IDACI E Primary	250	4.00%	260	0	260	4.00%
IDACI E Secondary	405	2.47%	415	0	415	2.47%
IDACI D Primary	375	9.33%	410	0	410	9.33%
IDACI D Secondary	535	8.41%	580	0	580	8.41%
IDACI C Primary	405	9.88%	445	0	445	9.88%
IDACI C Secondary	580	8.62%	630	0	630	8.62%
IDACI B Primary	435	9.20%	475	0	475	9.20%
IDACI B Secondary	625	8.80%	680	0	680	8.80%
IDACI A Primary	600	3.33%	620	0	620	3.33%
IDACI A Secondary	840	2.98%	865	0	865	2.98%
Prior Attainment Primary	1,065	2.82%	1,095	0	1,095	2.82%
Prior Attainment Secondary	1,610	3.11%	1,660	0	1,660	3.11%
English as Additional Language (3 year EAL) Primary	535	2.80%	550	0	550	2.80%
English as Additional Language (3 year EAL) Secondary	1,440	3.13%	1,485	0	1,485	3.13%
Mobility Primary	875	2.86%	900	0	900	2.86%
Mobility Secondary	1,250	3.20%	1,290	0	1,290	3.20%
<b>School Leds Factors:</b>						
Lump Sum Primary	114,400	2.97%	117,800	0	117,800	2.97%
Lump Sum Secondary	114,400	2.97%	117,800	0	117,800	2.97%
Sparsity Maximum Primary	26,000	73.08%	45,000	0	45,000	73.08%
Sparsity Maximum Secondary	67,600	10.95%	75,000	0	75,000	10.95%
<b>Minimum Per Pupil Funding Uplift</b>						
Primary	3,750	6.67%	4,000	180	4,180	11.47%
Secondary	5,000	3.00%	5,150	265	5,415	8.30%

An Area Cost Adjustment (ACA) to reflect geographical variation in both the general labour market (GLM) and in teacher pay scales will also be applied in the NFF. For Gloucestershire the ACA was 1.00629 in 2020/21, the ACA for 2021/22 has not yet been announced.

## Split site factor.

The DfE currently identify this as an element of premises funding and therefore allocates funding for it to LAs based on the previous year's allocations. It is then up to LAs and schools forums to identify their own local formula for allocating to schools. As the Gloucestershire split site formula is based on a lump sum and per pupil amount, we have uplifted this for 2021/22 by 3.01% for the per pupil amount and

2.97% for the lump sum amount in line with the increase in those factors. This will provide an indicative 2021/22 split site factor of £46,859 plus £62.53 per pupil.

#### Funding Floor

An additional funding floor protection is included in the NFF to ensure each school is allocated at least 2% more pupil-led funding per pupil when compared to its 2020/21 NFF allocations.

There are 90 schools (31% of schools) allocated additional funding due to the funding floor (86 primary, 4 Secondary).

This is a net increase of 77 schools (74 more primary schools and 3 more secondary schools).

A further breakdown by bandings of number on roll is shown in **Annex A**.

#### ***Recommendation 1***

***The Schools Forum agree the basis on which the formula will be allocated for 2021/22 in line with their previous stated intention to match the NFF method as closely as possible.***

#### **4 Growth Fund**

In line with DfE requirements, the growth fund is topsliced from the schools block DSG to provide age weighted pupil unit (AWPU) funding for new classes required as a result of a shortage of basic need places and for start up costs for any new schools opening in the year. On current information and using the 2021/22 NFF Basic Need AWPU rates, the growth fund needed for 2021/22 is £1.5m. This is the same amount as was needed in 2020/21.

**Recommendation 2: That a top-slice for growth of £1.5m is agreed for 2021/22 subject to being updated for any change in the basic need AWPU rates for 2021/22 when these are finalised in January 2021.**

#### **5 De-delegations**

Decision-making on de-delegations rests with maintained school representatives of the forum only and decisions need to be made separately for each phase.

Deductions are made from the formula allocations for maintained schools only. The aggregate total for each de-delegated budget changes each year to reflect both changes in maintained pupil numbers and reductions due to further academy conversions.

## 5.1 In-year increases in pupil numbers at primary schools

This supports maintained primaries with significant increases above a threshold in their NOR between October census dates. The formula has been reviewed by the Forum a number of times and has been agreed as:

*Where the increase in October School Census numbers exceeds the higher of 5% or 10 pupils (the 5% threshold is subject to a ceiling of 15 pupils) then 7/12 of the Basic Entitlement (Age Weighted Pupil Unit) pupil allocation will be triggered for each pupil above this threshold.*

The actual budget needed for this can be difficult to predict, but on the basis that the highest total amount paid out in the last 3 years was £219,275, the rate per pupil for 2021/22 has been set at £6.32 to produce a similar size budget. This represents a £2 reduction in the charge rate for 2021/22.

## 5.2 Targeted Intervention-Primary

The de-delegated funding has been used to support the LA in carrying out its duties to local authority maintained primary, junior and infant schools under the Schools causing concern guidance (Schools causing concern guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers, September 2019) and in accordance with the LA's ongoing responsibility for school improvement as detailed in the LA's school improvement strategy. The aim is to develop and support a self-improving school system.

Advisers have worked closely with the schools that are judged to require improvement and those that were good at their previous Ofsted inspection but are currently considered vulnerable. There are 13 schools where Ofsted will return for a full Section 5 inspection following one-day Section 8 inspections. The LA uses a rigorous risk assessment process in order to identify all schools that are at risk of decline, including those currently judged 'outstanding' and puts in place a model for bringing about rapid improvement. Close monitoring ensures that the appropriate level of challenge and support is provided for these schools to ensure that provision improves as quickly as possible. Additional support is commissioned or brokered where necessary, including through the locality partnership, with Teaching Schools Alliances and with good and outstanding schools, to ensure that the capacity for further sustained improvement in all schools remains strong.

There is a differentiated, bespoke approach to support and targeted intervention for schools. In some cases, the funding has been used to support new, acting or interim leadership arrangements. In others, it has been used to provide urgent support with training and coaching of staff, or to secure urgent improvements in, for example, safeguarding or governance. The project group approach and the risk assessment is undertaken collaboratively with head teachers and governors.

Research shows that schools at risk of decline or failure are likely to benefit from specialist HR advice. A HR business partner for schools is funded and dedicated to the Education Outcomes and Intervention Team. Where the school would benefit from other specialist support (e.g. Safeguarding, Finance, Health and Safety) this

has been coordinated and funded through the project group. In order to ensure that budgets are used effectively, schools are monitored and potential deficit is challenged robustly by the deficit scrutiny group. The targeted intervention deficit budget has been used to support schools in particular difficulty to address financial management concerns.

Ofsted inspectors continue to speak highly of the quality of work undertaken by the local authority in supporting and challenging schools to improve. There are a number of primary schools that have improved significantly as a result of LA intervention and support.

### 5.3 Union Facilities-Primary

A report summarising the use of facilities time funding is attached at **Annex B**.

At last year's September 2019 meeting, the forum also requested that information on what other south west LAs were charging should be sought. The following responses were received to that request:

<u>Feed back from SW finance managers group 8/10/19 e-mail asking for union facilities charge rates</u>					
<u>Union Facilities charges:</u>	<u>De-delegation charges</u>			<u>Traded service charge</u>	
	<u>Charge method</u>	<u>Primary</u>	<u>Secondary</u>	<u>Charge method</u>	<u>Academies</u>
<b>B&amp;NES</b>	Don't de-delegate			per school and per pupil	£200 per school plus £2.11 per pupil
<b>Bristol</b>	Per pupil	£3.85	£3.85	Not offered as a traded service	
<b>Dorset</b>	Per pupil	£1.00	£1.00	per pupil	£1.00
<b>Gloucestershire</b>	Per pupil	£3.05	N/A	per pupil	£3.30
<b>Herefordshire</b>	Per pupil	£2.75	N/A	per pupil	£2.75
<b>North Somerset</b>	Don't de-delegate			Not offered as a traded service	
<b>Somerset</b>	Per pupil	£2.72	£2.72	per pupil	£2.86
<b>Worcestershire</b>	Per pupil	£1.92	£1.92	per pupil	£1.92

### 5.4 LA statutory duties-Primary and Secondary

The regulations continue to provide for LAs to retain some of their maintained schools' DSG in an arrangement akin to de-delegation to cover statutory duties



(primarily budgeting, accounting and internal audit, administration of pensions and a range of other HR duties and landlord responsibilities on buildings) that relate to maintained schools only.

### 5.5 The de-delegation rates to apply in 2021/22

In summary the relevant phase maintained school representatives on the Forum are asked to consider agreeing deductions, from the budgets of maintained schools only, for the functions listed in the table below.

Items 1 to 3 cover the primary maintained sector only and item 4 covers both the primary and secondary maintained sectors. Those eligible to vote are shown against each de-delegation proposal.

	De-delegation proposal	Eligible to vote	Estimated Budgets based on maintained schools October 2019 census numbers & known academy conversions. <i>(Will be updated for October 2020 census)</i> Primary 34,703 Secondary 4,051	
			Per pupil Rate £	Total £000
1	In-year increases in pupil numbers – <b>primary</b>	Lisa Jones David Metcalf Dan Johnson Sara Byrne Matthew Bishop	6.32	219
2	Targeted intervention - <b>primary</b>	Lisa Jones David Metcalf Dan Johnson Sara Byrne Matthew Bishop	9.27	322
3	Union facilities - <b>primary</b>	Lisa Jones David Metcalf Dan Johnson Sara Byrne	3.05	106

		Matthew Bishop		
4	Local authority statutory duties -primary and secondary	Lisa Jones David Metcalf Dan Johnson Sara Byrne Matthew Bishop David Alexander Adam White	5.00	194

### Recommendation 3

Forum members are asked to consider and approve de-delegation at the per pupil rates shown for:

- in-year increases in pupil numbers (primary)
- targeted intervention (primary)
- union facilities (primary)
- local authority statutory duties (primary and secondary)

### 6. High Needs Block

The indicative figures for the high needs block for 2021/22 show an increase of £7.515m (11.3%), this includes the addition of funding for teachers pay and pension previously funded by separate grants.

There is a separate high needs report on the agenda which details the impact of this funding and the latest actions and trends.

### 7. Central Schools Services Block (CSSB)

The CSSB includes funding for on-going responsibilities of Local Authorities for the statutory duties that they hold for both maintained schools and academies. It includes funding for Admissions, School Forum coordination, copyright licences and centrally retained duties. The allocation is based on a formula using pupil numbers (90%), free school meals (Ever 6, 10%) with an area cost adjustment applied. The indicative rate per pupil for 2021/22 is £32.86 which is a small £0.92 increase in the block total compared to the previous year.

### 8. Early Years Block

In July 2020 notification was received of the uplift in the Early Years block following the January 2020 census due to pupil numbers. The Early Years block increased for this in 2020/21 by £0.688 million to a total value of £34.868 million. There will be a

further update in the summer of 2021 following the January pupil count which will amend the 2020/21 block value again.

Indicative figures for the early years block for 2021/22 have not yet been released.

## **9. Next steps/timetable**

December 2020 – announcement of Dedicated Schools Grant for 2021/22 updated for data changes arising from the October 2020 school census and other censuses for additional needs.

14<sup>th</sup> January 2021 – Forum to agree final recommendations on the school funding formula for 2021/22

26<sup>h</sup> February 2021 – Individual 2021/22 school budgets issued.

## **10 COVID 19 Catch Up Premium**

The government has announced a £1 billion Covid catch-up package which is on top of the £14.4 billion 3 year settlement.

The funding includes 2 parts:

### 10.1 A one-off universal £650 million catch-up premium ( [Link](#) )

This is to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations from the £650m will be paid across 3 terms in the next academic based on:

- £80 for each mainstream school pupil in reception through to year 11.
- £240 for each place in a special, alternative provision or hospital school.

This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000 to tackle the impact of lost teaching time on pupils as a result of the coronavirus pandemic.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances, but are recommended to do this in line with the guidance ([link](#)) available from the Education Endowment Foundation.

### 2. A £350m tutoring fund

From the second half of the 2020/21 autumn term this will provide support to disadvantaged pupils aged 5-16 in two ways:

- Access to heavily subsidised tuition from organisations on a list of approved partners.
- Support to the most disadvantaged schools to employ in-house academic mentors to provide intensive support to pupils.

A reception year early language programme will also be available that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial.

£96M of the tutoring fund will be used to support colleges, sixth forms and all 16-19 providers, to provide small group tutoring activity for disadvantaged 16-19 students whose studies have been disrupted.

**11 COVID 19 exceptional costs**

The DfE have released details of the initial allocation of funding for exceptional costs incurred during the first phase of COVID outbreak (up to the summer break). Allocation.

These payments are for the maintained schools who submitted claims within their limit for the total of the three eligible categories of additional costs, and did not claim for other costs. Details of the categories and the limits are set out in the [funding guidance](#). We are currently assessing the claims from other schools and will issue the outcome in due course.

The headlines from those that have successfully as follows:

- Total amount claimed £441,059 with the primary sector claiming the biggest share (63.7% = £281,145)
- Funds claimed for increase in premises costs represented the biggest share of the claim (45.5% = £200,901) closely followed by the support for FSM (42.65% = £187,700)
- The maximum amount claimed is £58,903 (Secondary sector - Rednock School)
- The minimum amount claimed is £290 (Primary sector – English Bicknor School)
- The average amount claimed is £16,839

Table 1: Percentage of schools who successfully claimed:

Sector	No of maintained schools	No of schools successfully claimed	%
Primary	188	63	33.5%
Secondary	5	4	80.0%
Special	5	3	60.0%
Alternative Provision	4	1	25.0%
<b>Total</b>	<b>202</b>	<b>71</b>	<b>35.1%</b>

Table 2: The total amount successfully claimed from the COVID 19 fund by maintained schools is £441,059 split by sector is as follows:

<b>Sector</b>	<b>Amount successfully claimed</b>	<b>%</b>
<b>Primary</b>	281,145	63.7%
<b>Secondary</b>	111,922	25.4%
<b>Special</b>	19,619	4.4%
<b>Alternative Provision</b>	28,373	6.4%
<b>Total</b>	<b>441,059</b>	<b>100.0%</b>

Table 3: Amounts successfully claimed split into eligible categories:

<b>Sector</b>	<b>Premises</b>	<b>Free School Meals</b>	<b>Additional Cleaning</b>	<b>Total</b>
<b>Primary</b>	151,329	88,295	41,521	<b>281,145</b>
<b>Secondary</b>	35,965	71,047	4,910	<b>111,922</b>
<b>Special</b>	8,607	7,533	3,479	<b>19,619</b>
<b>Alternative Provision</b>	5,000	20,825	2,548	<b>28,373</b>
<b>Total</b>	<b>200,901</b>	<b>187,700</b>	<b>52,458</b>	<b>441,059</b>
<b>%</b>	<b>45.5%</b>	<b>42.6%</b>	<b>11.9%</b>	<b>100.0%</b>

Table 4: The maximum, minimum and average claims:

<b>Sector</b>	<b>Max</b>	<b>Min</b>	<b>Average</b>
<b>Primary</b>	29,978	290	4,463
<b>Secondary</b>	58,903	3,864	27,981
<b>Special</b>	8,632	5,405	6,540
<b>Alternative Provision</b>	28,373	28,373	28,373
<b>Overall Max, Min, Avg</b>	<b>58,903</b>	<b>290</b>	<b>16,839</b>

## **12 F40 letter to DfE about Impact of Covid-19 on school and education funding**

In recent months, members of f40's Executive Committee and Finance Managers Research Team (FMRT) have been discussing the impact Covid-19 is having on school and education funding, with many local authority officers, councillors and head teachers expressing concern about additional, unexpected costs during the pandemic.

Particularly concerning to many was the cost of all pupils returning to school in September and the impact the coronavirus would have on budgets in the coming months.

As a result of the feedback and insight received, F40 sent a detailed letter to the DfE, informing them of the concerns raised by its members and suggestions on how they believed these could be dealt with.

A copy of the letter is attached at **Annex C**. It is also on the f40 website.

F40 have since received a response from Tom Goldman, Deputy Director of the DfE's Funding Policy Unit, thanking them for their input and to say they are considering all of the points raised. A follow up call or meeting may take place in the weeks ahead.

**Schools receiving minimum per pupil funding and funding floor uplifts in the DfE's 2021/22 Indicative NFF**

Primary		MPPF uplift		Funding Floor	
Total by Size Band:	Schools	Schools	%	Schools	%
Less than 100 pupils	56	0	0%	23	41%
100 to 200 pupils	90	4	4%	32	36%
200 to 300 pupils	56	29	52%	18	32%
300 to 400 pupils	20	10	50%	7	35%
400 to 500 pupils	19	13	68%	5	26%
500 to 600 pupils	2	1	50%	0	0%
600+ pupils	3	2	67%	1	33%
700 to 800 pupils	0	0	0%	0	0%
800 to 900 pupils	0	0	0%	0	0%
900 to 1000 pupils	0	0	0%	0	0%
1000+ pupils	0	0	0%	0	0%
	<b>246</b>	<b>59</b>	<b>24%</b>	<b>86</b>	<b>35%</b>

Secondary		MPPF uplift		Funding Floor	
Total by Size Band:	Schools	Schools	%	Schools	%
Less than 100 pupils	0	0	0%	0	0%
100 to 200 pupils	1	0	0%	0	0%
200 to 300 pupils	0	0	0%	0	0%
300 to 400 pupils	1	0	0%	0	0%
400 to 500 pupils	3	0	0%	1	33%
500 to 600 pupils	0	0	0%	0	0%
600+ pupils	6	2	33%	0	0%
700 to 800 pupils	10	6	60%	2	20%
800 to 900 pupils	5	1	20%	1	20%
900 to 1000 pupils	2	1	50%	0	0%
1000+ pupils	12	6	50%	0	0%
	<b>40</b>	<b>16</b>	<b>40%</b>	<b>4</b>	<b>10%</b>

### Local Authority Teaching Union Facilities 2020 Report for Schools' Forum

#### Overview

LA facilities time allows teaching unions to provide Gloucestershire schools access to effective statutory and collective consultation, bargaining and individual representation from trained and accredited local teaching union officials. Consequently, school leaders and managers also have access to a valuable resource in the resolution of workplace issues and disputes. *This allows LA schools to meet all statutory and procedural entitlements to union representation*, which include:

- capability
- grievance
- disciplinaries
- long term absence
- pay and grading appeals
- redundancy and restructuring consultations (all relevant unions)
- equality and discrimination issues
- introduction of new or revised policies and procedures
- health and safety issues

It also allows local officers to respond to the large proportion of queries for informal advice from members, via phone and email, which result in issues being dealt with without having to involve the school or without escalation to any formal procedure. We strongly believe that this de-escalation saves head teachers a substantial amount of time and helps to enhance school cohesiveness.

To enable a certified union representative to be available, facilities time allows for:

- time off for relevant training
- time to prepare for the meeting
- travel time
- “follow up” time

Elected County Union representatives – currently Tony Chong (TC) and Andrew Birkett (AB) (NASUWT), Sarah Murphy and David Hampson (SM, DH) (NEU) are trained in current employment law and related matters, have an excellent working knowledge of procedures and have considerable experience in bringing issues to a speedy conclusion and resolving disputes. They work across the county and hence have an understanding of how disputes and employee issues have been resolved in a mutually acceptable way across the whole of the Gloucestershire building up a substantial amount of local knowledge. This provides a unique insight into the background and historical development of local schools. This expertise is supported by high-level regular training arranged and funded by the respective teacher unions (not by facilities funding). They have access to resources, colleagues and solicitors at regional and national level who provide information and advice on policy and professional matters and on employment relations issues.



## **What are the implications of not buying this service?**

Without this service LA schools would *individually* be responsible for meeting all statutory obligations (for example: individual right to representation and legal obligation to consult on redundancies and staff changes) *from their own budget*. Schools would be taking on responsibility for agreeing, co-ordinating and paying for release time and paid time off for duties and training of their own school-based reps. This release would be in addition to the normal training required by School Representatives and would need to replicate the training undertaken by County representatives to enable those functions to be fulfilled at school level rather than through the buy-in scheme. This would be necessary if the school is to meet *its statutory obligations in respect of trade union duties for which money is delegated to schools through the funding formula*. The cost of training school reps to this level would, however, be considerably greater than that of the current facilities arrangements. The cost at £3.05 per student means that to the majority of primary schools this service will cost just a few hundreds of pounds.

In addition, these trained school-based reps would have to be released from lessons to provide the support required by their colleagues. *LA facilities funding pays for the availability of county representatives to respond to schools' issues*.

If the service were not de-delegated then TC, AB, DH and SM are concerned over the number of schools that would not 'buy in' to the service because of an admin oversight and hence would create a really burdensome and unnecessary workload for these representatives in chasing the schools for payment.

All other areas of trade union work and representation are paid for by member subscriptions. With minor variations, this is the same for all recognised teacher unions including the Headteacher associations. Some examples of work paid for by subscriptions are:

- Regional staffing team including regional officials who undertake serious and high-level case work (for example NCTL cases, external exam malpractice and employment tribunal cases).
- Legal advice and support including solicitor teams
- Campaigning and policy work – locally, regionally and nationally
- National telephone advice line for all members and reps to access seven days a week
- Website advice and resources
- Workplace reps training programme
- Advance training programmes for county representatives
- CPD programmes and courses for members of the NEU and NASUWT

Gloucestershire officials (TC, AB, SM and DH) receive paid release time from the facilities funding to provide advice, support and representation (a summary to follow). The time is allocated on the basis of the respective membership of each union in the county. We promote and maintain partnership working, best practice and consistency across the county. We work with schools and academies to facilitate early resolution of difficulties to reduce the risk of disputes or legal claims. TC, AB, SM and DH, in many instances work collaboratively within schools.

## **How facilities time was spent in 2019-2020 by NEU and NASUWT**

Report for Schools' Forum by Sarah Murphy (District and Branch Secretary Gloucestershire NEU)

From September 2019 I have been carrying out casework on behalf of National Education Union Members for 3.5 days per week funded through Union Facilities Time. My colleague David Hampson has been in receipt of two days per week facilities funding.

We currently have 117 Work Place Representatives (Reps) who have also supported their colleagues in schools.

I receive casework via our Advice Line, our Regional Office and direct from members. I have endeavoured this year to keep an accurate tally of all of this work as shown below.

During the past year I have supported numerous members including teaching assistants and HLTAs, teachers (including supply), TLR holders, assistant head teachers and head teachers.

Breakdown of cases September 2019 – March 2020:

• Disciplinary 20 • Sickness/ R to W/ absence 20 • Restructuring/ Redundancies 13 • Flexible working 2 • Grievance 7 • Capability 12 • Contract Issues 19 • Maternity Issues 15 • Pay disputes 21 • Part time issues 3 • Appraisal 3 • Workload 6 • Other 55

Total 196

Breakdown of cases March 2020 -August 2020:

• Disciplinary 5 • Sickness/R to W/ absence 9 • Restructuring/ Redundancies 9 • Flexible working 3 • Grievance 4 • Capability 3 • Contract Issues 13 • Maternity Issues 11 • Pay disputes 3 • Part time issues 1 • Workload 1 • Other 19 • CoVid related enquiries 107

Total 188

Distribution across Educational Institution:

Primary 47%, Secondary 28%, Independent 8%, APS/Special School 7%, Advisory Teacher Service 2%, Supply staff 8%.

It is important to recognise that as union representatives and caseworkers we see it as a priority to resolve issues within education settings swiftly and constructively for all those involved. We visit schools to speak to members on a collective and individual basis, members contact us directly by email on a daily basis, we speak over the phone and meet with members out of school. Head teachers and HR representatives call us directly.

Advice is sought via email from us 24 hours a day with the nature of the query or incident being completely unpredictable. Our role will often involve 'coaching' with the result that teachers return to the classroom ready to teach again without the headteacher probably even being aware that their staff member has raised a concern.

**Sarah Murphy**

**District and Branch Secretary Gloucestershire NEU**

N.A.S.U.W.T. [National Association of Schoolmasters and Union of Women Teachers]

Report for 2019 to 2020

Title: Gloucestershire Federation and Negotiating Secretary and Local Association Secretary for Gloucester Severnside. An Accredited Caseworker, working for N.A.S.U.W.T. two days a week funded through Union Facility Time.

From September 2020 a second colleague will continue receiving one day a fortnight time for casework due to the ever - increasing amount and complexity of casework in Gloucestershire and they are also funded through Union Facility Time.

Work Place [School and College] Representatives have also contributed to supporting member colleagues and employers.

Nature of work: The face and voice of NASUWT in Gloucestershire, providing a point of contact for members - regardless of their setting - concerning every aspect of their current employment. As well as ensuring that possible future working conditions and pay as qualified professional educators are all within the framework of Employment law.

The benefits of the role to members: For members the benefits are many but crucially it is having an easily contactable local point of contact with a person who has an in-depth understanding and knowledge of the Gloucestershire Education landscape. That contact is then in turn able to access the expertise and knowledge of a National professional organisation dedicated solely for Teachers, regardless of their educational setting.

Individual cases:

These are cases that are recorded at and generated from the N.A.S.U.W.T. Regional Centre in Exeter for Gloucestershire.

During the period 1st April 2019 to 31st March 2020, there were sixty individual member cases from across educational settings [an increase of 114.3% from the last reporting period] who received direct support.

The following list indicates the type of educational institutions members worked.

Secondary 24 Independent Schools 2 Supply 1

Primary 29 Special Schools 1

Infant 4 Further Education 3

This Casework ranged from – redundancies arising from internal re-organisations prompted by financial pressures, parental / student / colleague complaints, staff grievances, Directed Time Calendar – not being made available or indeed completed, Maternity Leave, Performance Management, and latterly specifically the implementation of increased employer contributions to the T.P.S. [Teachers' Pension Scheme] through to implementation of NASUWT's Action Short of Strike Action.

Additionally, there were some one hundred and eighty - two 'one off' member contacts made, an increase of almost 10% from last year.

Collective Cases: Eight

Two cases concerned – Schools forming a Trust.

Two cases concerned – New School policies [ Performance Management / Appraisal]

Four cases concerned – possible withdrawal from T.P.S

General Policy requests: Ten

These have included areas such as: Pay Progression, Performance Management, Redundancy, Attendance and Competency.

Corona Virus [CoVid19]

Towards the end of this reporting period 31st March 2020, as a result of the CoVid Pandemic all schools were closed as part of the National 'Lock Down' to all pupils and students. It is pleasing to report that many schools in Gloucestershire remained opened for the children of Key Workers and Vulnerable children.

Mr. A. Chong 7th July 2020



August 12, 2020

## **Impact of Covid-19 on school and education funding**

Dear Mr Goldman

I hope you are well and managing to navigate your way around the Covid-19 pandemic. I'm sure it has been, and continues to be, a major challenge for the Department for Education.

These are unprecedented times and you have our continued support as you try to work through all of the issues and return schools to some sort of normality.

The f40 group thought it would be beneficial to share with you some of the concerns and feedback we have received during recent weeks, from both local authorities and schools, relating to extra costs and funding pressures during the pandemic.

We appreciate that you are likely to be updating guidance for schools on claiming additional expenses in the coming weeks and thought our insight might be useful.

While the original guidance produced by the DfE was very helpful in the early stages, things have moved on significantly. We have found a number of areas where more clarity is required and where one set of rules cannot apply to all.

Our insight is as follows:

### **1. Existing issues are exacerbated**

f40 is made up of 42 local authorities who are among the lowest funded for education in England.

Our members have expressed concern that existing pressures within the school system, such as lack of funding, insufficient resources for special needs, the need for early intervention, and the impact of MPPFL on rural and small schools and those supporting pupils with greater levels of additional need in low funded areas, have been further challenged by the coronavirus.

Covid-19 has focused a sharp lens on issues that already existed. This is particularly the case with High Needs funding.

In many ways, our members are less able to cope with the additional demands of the pandemic than better-funded schools, further highlighting the need for fairer distribution of budgets.

Similarly, with Early Years, while the inflationary 8p increase in funding this year was welcomed, this was the first increase in funding for a number of years. The sector is under

immense strain. The loss of private income to Early Years providers has left the future of many in doubt, which could result in a severe lack of places for children.

While some Early Years providers have been able to apply for grants, others have not been eligible. Without financial help, they may close.

**Suggestion:** f40 believes short and long-term funding and support measures need to be in place to support schools, the High Needs Block and Early Years.

Clarity as to the department's view on the future of the maintained nursery school sector would also be useful.

## 2. Clarity of guidance

There was confusion around which additional costs schools and local authorities could reclaim during the pandemic.

For example, it is unclear whether Maintained Nursery Schools were eligible to claim for extra expenses as there was no mention of them in the guidance.

Requests for clarification, either directly with the EFSA or through conversations with Regional Schools Commissioners have thrown up similar contradictions, such as whether extra staffing costs can be reclaimed and how they are recorded and recouped.

**Suggestion:** We believe schools and local authorities need more clarity on the process for reclaiming expenses in any future claim window, and more recognition of the breadth of extra costs they are facing. One size does not fit all.

## 3. Breadth of additional costs

The current guidelines have been in place since the beginning of lockdown and, while helpful at the time, they have been superseded by changes to guidance and the length of school closures. We now have the benefit of hindsight and can better understand widespread extra costs, as well as extraordinary costs that may only be relevant to some.

f40 believes that schools should be as flexible as possible in their approach to extra expenditure and should be maximising on areas where they can make savings.

However, there are extra costs that all schools are facing, which we believe they should receive financial support with, such as:

- Additional deep, preventative cleaning
- Extra water usage for hand washing
- Providing hand sanitiser
- Displaying floor stickers and signage
- Using large quantities of PPE in special schools
- Subscription to E-learning platforms

There have also been many exceptional costs, such as:

- Posting of homework to pupils for one school amounted to £7,500
- A small school with only one set of toilets had to hire portable toilets to aid social distancing

- Providing mobile phones to teachers to enable them to carry out wellbeing/safeguarding calls with pupils – especially vulnerable pupils.

Schools and local authorities have experienced a number of funding pressures in recent weeks, but everyone is agreed that these issues will be magnified when schools return in September. The true financial cost of the pandemic to schools may not become clear until next year.

**Suggestion:** f40 believes schools should not be worse off due to the coronavirus and should receive financial support with extra costs that are common to all.

**Suggestion:** We believe allowance should be given for schools to recoup extraordinary expenses that may be specific to their situation. At the end of the financial year(s), it should become clearer whether there is a need for any schools to pay back funds.

#### 4. Additional teaching costs

A number of schools have incurred additional teaching costs as a result of the pandemic. The current guidelines do not stipulate whether extra teaching costs will be met.

While many schools have been able to operate a rota system, either internally or with neighbouring schools, to provide on-going teaching to vulnerable children and children of key workers, we know of several instances where this has not been possible.

There are a number of instances where teachers had to work through their Easter and half-term holidays and have been unable to take time off later in the term to compensate, as suggested by the Department for Education.

Special schools, for example, provide specialist care and have not been able to rotate with others for two reasons:

- 1) They were open during the Easter holidays and half-term. Some staff were unable to take holidays and were unable to take time off in lieu during term time as they were required to support the number of small bubbles of children.
- 2) In some cases, pupils with special needs required support from staff they knew well.

Most schools have had reduced numbers of teaching staff, either because of sickness or because some teachers have been shielding, which has put more strain on those teachers available to work.

As a result, the rota system, has not always been a practical option. In some cases, schools have had to rely heavily on the use of supply teachers. The use of supply teachers has added pressure to the budgets of some of the lowest funded schools, with some reporting that their annual budget for supply costs have been spent within the first term.

For low funded schools, many of the staffing flexibilities have been removed in recent years to ensure schools remain viable. The use of teaching assistants in some cases is limited to support named children through an EHCP. Some schools do not even have a supply budget, with the headteacher often having to provide cover (on top of what may already be a regular class commitment).

Many teachers have worked additional hours to set up E-learning platforms for pupils, while continuing to provide homework and ongoing support. This requirement has increased with year groups returning, as in many cases a full teaching establishment has been necessary to cover the returning year groups.

Many support staff required to work in the holidays are on term-time only contracts. They have not been budgeted for or paid during the holidays – but were still needed when the schools were open (e.g. admin/finance/reception and teaching assistants for pupils with EHCPs who were counted as vulnerable.)

All of this has led to additional staffing costs for many schools, which they are now struggling to meet.

**Suggestion:** f40 believes schools should be able to recoup extra staffing costs where they can show exceptional circumstances, where a rota system could not be utilised, and where staff could not be compensated with time off.

## 5. Loss of income

The greatest financial concern for many schools has been the loss of income caused by the pandemic. As schools closed, so did many of their private income streams.

Many schools within f40's member authorities struggle financially and rely heavily on private income, such as from breakfast and after school clubs and the hiring out of facilities, to help fund core education delivery.

The DfE has actively encouraged schools to create private income initiatives like these, but those schools that have are now among the hardest hit.

In many cases, while their private income has stopped, some costs have continued. For example, staff who run the breakfast club may have a second contract within the school, so may not be eligible for furlough, and the school must continue to pay their salaries.

And despite school astro-turf pitches and sports facilities being unavailable for hire, some schools may have to continue paying for their leases. This has placed a greater burden on budgets.

**Suggestion:** f40 believes the DfE should support schools who have lost income by agreeing to subsidise a percentage of it – for example, funding 75% of lost income. This would be in line with the approach taken with local authorities.

## 6. Catch-up grant

f40 welcomes the Government's £1bn Coronavirus catch-up grant – with £650m going directly to schools and £350m for a tutoring programme.

However, we believe more information and clarity is needed on how the grant will be distributed and how it is to be used in the months ahead.

Concerns have been raised about the long-term loss of funding through the Year 7 catch up, with any gains received through the National Funding Formula being eroded in meeting this loss in revenue. Special schools have raised particular concerns as, depending on need type, this could represent a substantial loss.

f40 believes SEND pupils will remain vulnerable unless a needs-based funding formula is introduced at the earliest opportunity.

**Suggestion:** The introduction of a needs-led funding formula for High Needs that protects the funding made available through the year 7 catch up grant.



**Suggestion:** Additional High Needs funding provided to schools to assist with additional pupil need (e.g. emotional support) as a result of the pandemic. This is especially important for pupils in special schools with higher needs which have been exacerbated by the pandemic.

## 7. September return

### a. Allowing a phased return

Many local authorities and school leaders believe that when children return to school in September, a number of issues will arise that may require additional support and discretion.

For example, while it is desirable to have all children back in school at the earliest opportunity, there are going to be instances where it is not practical or safe, such as with special schools.

**Suggestion:** Schools should be encouraged to bring all of their pupils back to school in September at the earliest opportunity but understanding and discretion should be used where particular challenges arise. Schools should be permitted to use phased returns if they can demonstrate the benefits to both staff and pupils.

### b. Reassurance to parents

Some parents are understandably concerned about their children returning to school and f40 believes schools, local authorities and the DfE should provide reassurance to encourage all children to attend – rather than threats of prosecution.

### c. Early intervention

Many local authorities and school leaders believe there will be a spike in special educational needs and exclusions when schools return in September. The pandemic and school closure will have had an adverse impact on many children, who may require short-term funding and support to assist them.

While some local authorities are expecting the number of EHCP applications to rise, we do not believe this is necessarily the answer to the expected increase in short-term issues. Rather than increasing the number of EHCPs, we believe early intervention programmes should be available to restore emotional well-being and provide additional support where needed.

Local authorities can play a key role in this bringing together large numbers of schools along with other key associated services such as social care. The importance of the role local authorities play has been highlighted during this current crisis and has demonstrated the impact they can have working closely with their local schools and families.

**Suggestion:** Early intervention funding, over and above the £1bn catch-up grant, should be provided, where needed, to ensure additional emotional and learning support can be accessed – reducing the likelihood of children needing EHCPs and to help children progress.

### d. School transport

Many concerns have been raised by local authorities about how school transport will be managed when schools return in September.

Keeping children socially distanced on buses will be near impossible. It will also be extremely difficult for local authorities to timetable the additional school transport required.

While local transport authorities welcome the £40 million funding package dedicated for transport during the autumn term, it is still unclear how children will be able to arrive at school by public transport on time, due to the double running of routes and additional transport arrangements required to cover multiple destinations.

**Suggestion:** f40 believes local authorities should be given more guidance and clarity on how the £40 million funding package will ensure children are able to travel to school while social distancing measures remain in place.

### **Conclusion**

Thank you for taking the time to read the insight we have gathered during recent weeks. We hope you find it useful and would be only too happy to discuss it in more detail if you wish.

Don't hesitate to contact either myself or Karen Westcott, Secretary of the f40 group, if you feel a call would be beneficial.

Kind regards

James McInnes  
Chairman F40