



City of Doncaster Council

Agenda

Meeting: Doncaster Schools Forum

Date/Time: Thursday 14th November 2024 08:30

Venue: The Laurel Academy

Items for Discussion	Time
1 1.1. Apologies 1.2. Substitutes 1.3. Observers 1.4. To consider the extent, if any, to which the public and press are to be excluded from the meeting. 1.5. Declarations of interest 1.6. Minutes of last meeting & matters arising	
2 2.1 Update from Jane Reed on behalf of Leanne Hornsby, Service Director, Education & Skills <u>Reports requiring Decisions</u> 2.2 School Funding Formula 2025/26 update; incl. a) Central school services block budgets, LA Statutory duties funding and maintained schools de-delegated budgets 2025/26; <i>[Stephen Boldry]</i> b) Central Early Years Expenditure Budget 2025/26 <i>[Alison Tomes]</i> c) Maths and Literacy Lead Officers update <i>[Jane Reed/ Tara Bradley / Anne Walker]</i> 2.3 Funding Formula 2025-26 transfer of 0.5% from the Schools Block to the High Needs Block <i>[Jane Cresswell]</i> <u>Reports for Information</u> 2.4 High Needs Sufficiency and Element 3 Funding Verbal Update <i>[Martyn Owen]</i> 2.5 Out of Authority Placements Summary Position <i>[Kate Featherstone-Bennett]</i> 2.6 Dedicated Schools Grant Quarter 2 revenue monitoring 2024-25 <i>[Stephen Boldry]</i>	08:40 08:50 09:00 09:10 09:20 09:35 09:50 10:05 10:20
3 Any other Business	
4 Dates and times of next meeting December 24 / January 2025 Microsoft Teams Date TBC and Thursday 6 February 2025 at 8:30am venue TBC	

Schools Forum
Membership List 2023-25

Schools Members

Maintained Members

Primary

Main Member

David Richardson	Sunnyfields Primary
Amanda Painter	Tickhill Estfeld Primary School

Substitutes

Vacant

Governor Member

Janine Reid	Copley Junior School
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Special School

Headteacher Main Member

Paul Scotting	Stone Hill School
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Governor Member

Vacant

Pupil Referral Unit

Hannah Buchanan	The Levett School
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Vacant

Academy Members

Primary

Main Member

Andy Hibbet	Exceed Learning Partnership
Matthew Ridley	Shaw Wood Academy
Nevine Towers	Diocese of Sheffield Academy Trust
Rebecca Everitt	Venn Academy Trust
Rob Harvey	Crookesbroom Primary Academy

Vacant

Vacant

Secondary

Main Member

Simon Swain	Hallcross Academy
Richard Brooke	Delta
Lesley Bailey	Delta
Vacant	
Vacant	

Vacant

Vacant

Special School

Karen Smith	Nexus Multi Academy Trust
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Joel Hardwick	Nexus Multi Academy Trust
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Alternative Provision Academies

Dirk Pittard	St Wilfrid's Academy
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Jo Pittard	St Wilfrid's Academy
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Non-Schools Members

Diocesan Representatives

Philip Patterson	Diocese of Hallam
Philippa Cousins	Diocese of Sheffield

Substitutes

Clare Thorpe	Diocese of Hallam
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Early Years, Private, Voluntary & Independent Sector

Lesley Clark	Little Oaks
Adie Brown	Sticky Mits Childcare Centre

16-19 Providers

Julie Kaye	Doncaster College
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Observers

Keith Hawker	Trade Union Representative NASUWT
Fiona Campbell	NEU
Sue Farmer	Elected Member (Councillor) - Equalities, Education and Skills
Leanne Hornsby	Service Director Education and Skills
Riana Nelson	Executive Director of Children Young People and Families
Stephen Boldry	Local Authority - Finance Manager

CITY OF DONCASTER COUNCIL

SCHOOLS FORUM

Minutes of the Schools Forum held at The Laurel Academy on Thursday 14th November 2024, commencing at 08:30am.

PRESENT: A Painter, N Towers, D Richardson, R Harvey, R Brooke, P Scotting, K Smith, D Pittard, P Cousins, L Clark.

APOLOGIES: S Swain, P Patterson, J Kaye, L Bailey, M Ridley, A Brown, J Reid, L Hornsby.

1 SUBSTITUTES

None

2 OBSERVERS

S Farmer, S Boldry, K Hawker, M Owen, J Reed, J Cresswell, A Tomes, K Featherstone-Bennett, A Walker, T Bradley.

3 DECLARATIONS OF BUSINESS INTEREST & OTHER MATTERS

There were no declarations of specific business interest in respect of any item on the agenda or raised at the meeting.

4 MINUTES 19 September 2024

RESOLVED (1)

- a) That the minutes of the meeting held on 19 September 2024 be agreed as a true record.

5 MATTERS ARISING

No matters arising.

6 UPDATE FROM JANE REED ON BEHALF OF LEANNE HORNSBY, SERVICE DIRECTOR, EDUCATION & SKILLS

- 6.1 Inspection outcomes showing a stronger position for standards for Doncaster schools. Achievement outcomes for 2024 (awaiting DfE validation) show a consolidated position with some gains. Gaps have narrowed in SEN support however comparative outcomes were lower for children with EHCP's.

- 6.2 A revised syllabus was being drawn up for the SACRE board for the RE syllabus which will come into force from September 2025. The syllabus is called 'Believing and Belonging'
- 6.3 Discussion took place around supporting our most disadvantaged pupils and their families in applying for a place at a secondary school by the deadline of the 31st October each year.

RESOLVED (1)

- a) That the update be received and noted.
- b) That a report be brought back to a future Schools Forum meeting to detail the data of our most disadvantaged pupils and their families in achieving the deadline of the 31st October in applying for a place at a secondary school.

7 SCHOOL FUNDING FORMULA 2025/26

Members were presented with reports outlining the schools funding formula for 2025/26, Central School Service block budget, Central Early Years Expenditure Budget 2025/26 and Maths and Literacy Lead Officers update.

Discussion took place on the following issues: -

- 7.1 Members were informed that the DfE are aiming to publish the schools, high needs and central school services block (CSSB) NFF allocations for schools and local authorities and all supporting documents on the NFF for 2025 to 2026 in late November 2024.
- 7.2 DfE have confirmed that the total core school funding is increasing by £2.3 billion in 2025 to 2026. A further Schools Forum meeting is planned in January 2024 to consider the schools funding formula for 2025-26.
- 7.2 Members were asked to agree to the Central Schools Services Block. The provisional allocation for 2025/26 is £1.8m based on October 2023 pupil numbers. The only figures to change within this allocation are the National Copyright Licences and the Former ESG Retained Duties but this will not change the overall allocation.
- 7.3 Members were provided with a report on the Early Years Block central budget.
- 7.4 Members were asked to agree the continued de-delegation of budgets centrally for 2025/26; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2025/26, which were previously funded through the Education Services Grant (ESG) general rate.
- 7.5 An update on the Lead officer for Maths and English was provided.
- 7.6 Members were provided with the funding proposal for the LA Statutory Duties for Maintained Schools for 2025-26 (appendix C) which includes the Maths and Literacy Leads. Maintained school members were asked to agree to the de-delegation of these and the budget for central services, which will remain at the same levels as in 2013/14 covering

Insurance, EMTAS, Museums, FSM eligibility and Schools in Financial difficulty/Schools of Concern

RESOLVED (2)

- a) That the report be received and noted.
- b) The Central School Services Block for 2025/26 of £1,768,790 was AGREED
- c) The Central Early Years funding for the retained duties, Early Years sufficiency – capacity and planning and the Early Years inclusion team was AGREED
- d) The de-delegation of budget for former ESG funded services for 2025/26 be set at £23.69 per pupil and the de-delegation of budget for School Improvement for 2025/26 be set at £13.45 including the Maths and Literacy Leads was AGREED.
- e) The de-delegation of budget for central services at the same levels as in 2013/14 covering Insurance, EMTAS, Museums, FSM eligibility and Schools in Financial difficulty/Schools of Concern was AGREED
- f) The de-delegation of budget for central services increase for Staff absence Compensation - maternity to £40.09 was AGREED
- g) The de-delegation of budget for central services for Staff absence Compensation – TU facilities times, the new rate of £11.60 was AGREED

8 FUNDING FORMULA 2025-26 TRANSFER OF 0.5% FROM THE SCHOOLS BLOCK TO THE HIGH NEEDS BLOCK

Members were presented with a report outlining the request made for the 0.5% transfer from the Schools Block to the High Needs Block.

Discussion took place on the following issues:-

- 8.1 Members were reminded that the 0.5% transfer from the Schools Block to the High Needs Block has taken place for the last 2 years and that the impact on schools would be similar to previous year.
- 8.2 Further in depth discussions took place around SEN data with members informed of an increase in maintained EHCP's of 1898 in 2019 compared to 3058 currently in 2024 which is putting pressure in system including pupils moving into the area with EHCP's.

RESOLVED (3)

- a) That the report be received and noted.
- b) The 0.5% transfer from the Schools Block to the High Needs Block for 2025/26 was AGREED

9 High Needs Sufficiency and Element 3 Funding

Members were presented with a verbal report outlining a high needs sufficiency and element 3 funding update.

Discussion took place on the following issues: -

- 9.1 Members were informed that sufficiency data was being compiled for high needs students with the authority considering capital plans to generate sufficient places to meet demand for high needs pupils
- 9.2 That work on the element 3 funding proposals were continuing with a continuum of panels established. These panels are to be chaired by an independent person with training being provided to panel members to ensure equity of decision making.
- 9.3 It was confirmed that the high needs sub-group will agree a process for evaluating the project at the next meeting. It is expected that they will report to the summer meeting of forum.

RESOLVED (4)

- a) That the reports be received and noted.

10 Out of Authority Placements Summary Position

Members were presented with an out of authority placements summary report.

Discussion took place on the following issues: -

- 10.1 Members were informed that this summary report would be brought back to February 2025 meeting with further details.
- 10.2 Members were advised that there were 410 active placements with 183 within an independent special school and 227 within specialist post 16 placements with some younger age children now being requested to enter such placements.
- 10.3 Members were also advised that the largest majority of pupils held an identified primary need of ASD and the second largest need was SEMH.
- 10.4 It was confirmed that Social Care looked after children in placements had reduced from 71 in 2021-22 to current numbers of 18 in 2024-25 and CWD children of 13 in 2021-22 to 8 currently.

RESOLVED (4)

- a) That the reports be received and noted.

11 DEDICATED SCHOOLS GRANT (DSG) Revenue Monitoring Quarter 2 2024/25

Members were presented with a report outlining the forecast outturn for the DSG in 2024/25 as at Q2.

- 9.1 Members were informed that the forecast in-year overspend for DSG at quarter 2 is £11.6m for 2024/25 this is mainly due to the High Needs Block, with details shown in appendix A.
- 9.2 Members were referred to appendix B, the High Needs Medium Term Financial Plan, the current High Needs overspend position is predicted to be £54.7m by the end of 2027/28. This position is not uncommon to other Councils.
- 9.4 Members were informed that appendix C of the report related to the estimated growth fund payments for 2024/25 and that these figures would be updated following the publication of the October 2024 school census data.
- 9.5 Members requested further analysis of the figures shown within the high needs block to understand these further

RESOLVED (4)

- a) That the reports be received and noted.
- b) That analysis of the high needs block be presented to a future meeting of the Schools Forum High Need Sub Group meeting.

ANY OTHER BUSINESS

None.

DATE AND TIME OF NEXT MEETING

That an extraordinary meeting of the Schools Forum to consider to 2025-26 Schools Funding Formula will be held on Wednesday 8th January 2025 at 08:30am.

The next full meeting of the School Forum will be held on Thursday 6 February 2025 at The Laurel Academy at 08:30am.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

SCHOOLS FUNDING FORMULA 2025/26

Purpose

1. This report is provided to finalise the schools block funding formula for 2025/26.

Recommendation

2. That Schools Forum members:
 - Note that the 2025-26 Schools Budget will be considered at a future Schools Forum date.
 - Agrees the allocation of the Central School Services Block (CSSB) of the Dedicated Schools Grant (DSG) for 2025-26;
 - Agrees Early Years central Expenditure Budget (included in 2.2b)
3. That maintained Primary Schools representatives:
 - Agree the continued de-delegation of budgets centrally for 2025-26; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2025-26, which were previously funded through the Education Services Grant (ESG) general rate (further information included in 2.2c and 2.2d).

School Funding Formula 2025-26

4. The Department for Education (DfE) has published a summary policy note for schools and high needs national funding formula for 2025 to 2026 which confirms that it aims to publish schools, high needs and central school services block (CSSB) NFF allocations for schools and local authorities and all supporting documents on the NFF for 2025 to 2026 in late November 2024.
5. Within this document the DfE have confirmed that the total core school funding is increasing by £2.3 billion in 2025 to 2026, meaning that this funding will total almost

£63.9 billion. This includes funding through the schools NFF, high needs funding, CSSB of the DSG, and pupil premium, however at this stage it is unclear what this will mean for Doncaster schools. A further Schools Forum meeting is planned in December 2024 to consider the schools funding formula for 2025-26.

6. Local Authorities are able to request to its School Forum that funding from the schools block of the Dedicated Schools Grant be transferred to the high needs block should they have particular cost pressures that need to be met. The LA will again be requesting a transfer for the 2025-26 as detailed within report 2.3.

Allocation of the Central School Services Block (CSSB) 2025-26

7. The funding allocation for the Central School Services Block (CSSB) for 2024/25 is £1,768,790 (based on October 2023 pupil numbers with the 2025-26 grant still to be confirmed). The CSSB is a separate block within the DSG incorporating centrally retained budgets previously included in the Schools block DSG in 2017/18 or transferred in from the ESG. These budgets require approval from School Forum, as set out below. As the CSSB allocation from DfE will be updated in December 2024, based on October 2024 pupil numbers, and the value of the National Copyright licences will also change it is proposed that lines 1-3 are fixed as noted below, line 4 will be updated as notified by DfE and line 5 for Former ESG duties will be adjusted to balance to the total CSSB funding available.

<i>Budget line</i>	<i>Budget 2025/26 £</i>	<i>Notes</i>
Servicing of Schools Forum	35,220	No increases proposed for 2025/26
School Admissions	314,470	No increases proposed for 2025/26
Safeguarding, Management and ICT (data) revenue funding	169,940	"Historic Commitments" budgets - no increases or new commitments allowed, previously held at 12/13 levels as required by DfE
National Copyright Licences (estimate)	316,092	School Forum approval is not required, although should be consulted. The budget figure is to be advised by DfE (December 2024).
Former ESG Retained Duties	933,068	Balance of CSSB - this budget line will be updated in December 2024 based on any net change to total CSSB funding and Copyright Licences cost.
	1,768,790	

Early Years central Expenditure Budget

8. Further information is contained within report 2.2b

Maintained Primary De-delegation - services previously funded from the general funding rate of the ESG and school improvement.

9. We reported in previous years that the DfE's schools revenue funding 2017 to 2018 operational guide set out details (extract below) on the removal of ESG general funding rate and arrangements for schools block retention for "school improvement services, such as bringing in subject or curriculum experts" as follows, which are to continue for 2025-26:
- *In the 2015 Spending Review, we announced a saving of £600 million from the ESG general funding rate by 2019 to 2020. Local authorities will receive transitional ESG funding from April 2017 to August 2017. The general funding rate will then be removed from September 2017. The retained duties element of the ESG will be added to the schools block for 2017 to 2018.*
 - *We recognise that local authorities will need to use other sources of funding to pay for education services once the general funding rate has been removed.*
 - *As proposed in the first stage of the national funding formula consultation, we will amend regulations to allow local authorities to retain some of their schools block funding to cover the statutory duties that they carry out for maintained schools which were previously funded through the ESG. Further detail of the duties to be included under this arrangement will be included in our forthcoming consultation on changes to the School and Early Years Finance Regulations.*
 - *The amount to be retained by the local authority will need to be agreed by the maintained schools members of the schools forum. If the local authority and schools forum are unable to reach consensus on the level of the DSG to be retained by the local authority, the matter will need to be referred to the Secretary of State.*
 - *Local authorities should set a single rate for all mainstream maintained schools (both primary and secondary). They may choose to establish differential rates for special schools and PRUs if the cost of fulfilling the duty is substantially different for these schools.*
10. As in previous years a breakdown of the proposed de-delegation for former ESG funded services and additional school improvement services is included in appendix 2.2c.
11. The costs for 2025-26 have been reviewed and it is proposed that the maintained Primary Schools **de-delegation of budget for former ESG funded services for 2025-26 be set at £23.69**, as set out in Appendix C (£1.91 per pupil more than the equivalent rate for 2024-25, with the increase relating to pay award on staff costs).

12. It is proposed that the maintained Primary Schools **de-delegation of budget for School Improvement for 2025-26 be set at £113.45** as set out in Appendix C (£1.57 per pupil more than the rate for 2024-25, with increase relating to pay award on staff costs, the proposal to continue to fund the Maths and Literacy leads for the 2025-26 financial year and the ceasing in funding from the School Monitoring & Brokerage Grant). Further information is contained within report 2.2c and the impact report within report 2.2d.

Maintained Primary De-delegation

13. The Schools Funding Reform of 2013/14 stated that central services, funded from Dedicated Schools Grant, should be delegated to schools in the first instance, with maintained schools then able to decide whether to de-delegate (pool) budgets to provide services in certain instances. Further information on allowable de-delegation for maintained is covered within DfE's schools revenue funding operational guide.
14. It is proposed that maintained Primary Schools only continue to agree to the de-delegation of budget, at the same levels as in 2013/14, for the following services:
- Insurance (£1.16 per pupil);
 - Ethnic Minority & Traveller Achievement Service (£15.90 per pupil);
 - Museums (£5.10 per pupil);
 - Free School Meals Eligibility (£11.07 per pupil); and
 - Schools in Financial Difficulty/Schools of Concern (£8.21 per pupil).
15. It is proposed that maintained Primary Schools only continue to agree to the de-delegation of budget, but at increased levels from 2024-25, for the following services, as set out below and in Appendix c:
- Staff Absence Compensation - Maternity (£40.09 per pupil, increasing from £38.33);
 - Staff Absence Compensation – TU facilities time (£11.60 per pupil, increasing from £10.42);
16. Staff Absence Maternity – The previous years expenditure is as follows, 2016-17 £417k, 2017-18 £319k, 2018-19 £437k 2019-20 £392k 2020-21 £369k, 2021-22 £376k, 2022-23 £368k and 2023-24 £312k. The 2024-25 projection shows that there are a reduced number of maintained schools and an estimated £224k is required.
17. The only alternative is to not fund any maternity costs in which case this expenditure would need to be covered in full by each school directly as and when incurred.
18. Trade Union Facility Time – It is proposed to increase the budget for 2025-26 which equates to £11.60 per pupil (2024-25 £10.42 per pupil). The increase is due an estimated increase in salary costs in 2025-26. The actual cost for facilities time for trade unions and revisions made relating to convenor time allowed for the NEU, NASUWT and NAHT unions for the work they complete for maintained schools. The

trade unions are completing a return every month to confirm the time spent on duties relating to maintained schools with work completed on academies funded and invoiced to those schools separately.

19. Each of the trade unions has confirmed that during 2024-25 to date they have spent their core time supporting maintained schools. This should be met by maintained schools. Should the pupil rate above not be approved, either funding at the existing rate of £10.42 could be approved which would generate a budget of £52k. Alternatively, the decision could be made to not fund this work at all. This would then be subject to further discussions with the Trade Unions as to work that they would be able to support for this budget and may result in an alternative model for maintained schools around charging.

Conclusion

20. Forum members are asked to consider and approve the proposals included in this report.

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Local authority Statutory duties for maintained schools 2025/26 (relating to services relevant to Education Services Grant).

Service Areas (as referenced in Schools revenue funding 2024 to 2025 Operational guide)	2024/25 costs for comparison	2025/26 costs (Apr 25 - Mar 26) Other Income £	2025/26 costs (Apr 25 - Mar 26) DSG de-delegated school improvement £	2025/26 costs (Apr 25 - Mar 26) DSG de-delegated former ESG £	Notes/Post titles
School Improvement - Schools Causing Concern (page 57)	77,305	54,915	24,709		Head of Education (J Reed) - from April 2025. School Improvement Monitoring & Brokerage Grant funding was previously provided to local authorities to continue to monitor and commission school improvement for low-performing maintained schools was announced by DfE on 30th November 2016. No grant expected from April 2025 - March 2026 with this cost now expected to be traded with schools. The total cost for this post is £76k so additional would be required to be funded from de-delegated school improvement funding. The proposal is to fund the shortfall in cost for 2025/26 - total funding required for this post £27,019.
School Improvement - Schools Causing Concern (page 57)	57,171	54,915	3,971		Senior Education Stds & Effectiveness Officer (S Choudry). Full Year cost for 2024/25 offset in part by other Service income and budget The proposal is to fund the shortfall in cost for 2025/26 - total DSG funding required for this post £6,885 with the remaining being funded from corporate resources.
School Improvement - Schools Causing Concern (page 57)	56,370	54,915	3,971		Senior Education Stds & Effectiveness Officer (Sarah-Jane Smith). Full Year cost for 2025/26 offset in part by other Service income and budget. The proposal is to fund the shortfall in cost for 2025-26 - total DSG funding required for this post £6,083 with the remaining being funded from corporate resources.
School Improvement - Maths and Literacy Leads	42,039	-	44,200		DfE announcement on 30th November 2016 allowed for "Maintained schools to pool funding from DSG to buy school improvement services such as bring in subject or curriculum experts". Funded in 2017/18 to 2023-24 was a Maths Lead, Anne Walker (c. £36k per annum) and a Literacy Lead, Tara Chappell (c. £36k per annum). The proposal is to extend these posts for the whole of the 25/26 financial year (Apr 25 - March 26) which would cost £72k less contribution for work completed with academies.
Statutory & Regulatory duties - HR (page 73)	27,284	-	-	25,465	Proposal to fund costs at 2024/25 level - covering 1 x 0.3 FTE grade 10 officer and 2 x 0.2 FTE grade 9 officers for financial year + pay award 3%
Statutory & Regulatory duties - Finance (page 73)	20,872	-	-	19,480	Proposal to fund costs at 2024/25 level - covering 1 x 0.3 FTE Finance Manager Gr 10 and 1 x 0.3 FTE Principal Finance Officer Gr 9 for financial year. + pay award 3%
Statutory & Regulatory duties - Religious Education (page 73)	5,000	-	-	5,000	Proposal to fund costs at 2024/25 level - covering SACRE
Statutory & Regulatory duties - Religious Education (page 73)	0	-	-	0	No costs for 2025/26. Review of specification due every 4 years.
Education Welfare - annual inspection of school registers (page 74)	4,350	-	-	3,915	Proposal to fund costs based on 2024/25 level- covering 5 hours per maintained school based on 30 maintained schools as at 1st Nov 24.
Asset Management (page 74)	54,984	-	-	43,911	Proposal to fund for 2025/26 - covering: 1) Management of centrally funded Hard Wired electrical testing contract (60% Grade 8, including overheads £26,675 - point 1 section 542(2)); 2) The cost of providing each schools with an updated condition survey every 5 years (based on 27 maintained schools at Nov 24). 8 schools per year at a cost of £3,000 per school total cost £30,000 (All points section 542 (2)); and, 3) Project management of the Capital Maintenance Grant funded Schools Condition Programme (£12,055 required), which addresses issues identified from all the points highlighted in section 542(2).
Monitoring National Curriculum Assessment (page 75)	24,565	-	-	22,565	Proposal to fund for 2025/26 - covering: £29,150 (Based on 2 days per week School Improvement Officer in role of Assessment Lead including monitoring & moderation); and, £7,157 (recruitment, training & deployment to schools for KS1 - based on funding received for KS2 moderation and monitoring of the phonic screening check as the two moderation and monitoring activities are similar and based on the same number of schools in each key stage);
	369,940	164,745	76,852	120,336	

Cost to Schools Block		68,313	120,336	cost relating to Maintained Primary Schools
Cost to High Needs Block		8,539	13,371	cost relating to Maintained Special Schools & PRU's
Indicative cost per pupil (maintained primary) - TOTAL REQUEST (APT de-delegation)		£13.45	£23.69	Based on number of pupils in maintained schools (as at 1st Nov 24) using October 2023 census data.
		75,903	133,707	
		67,469	118,851	
Comparison to funding provided for 2024/25				
rate included in 24/25 APT		£11.88	£21.78	
		£1.57	£1.91	
Difference between rate requested and pro rata rate from last year				

Maintained Staff Absence 2024-25			
Schools Block budget		207,174.00	38.33
High Needs Block budget		17,581.00	
Total 2024/25		224,755.00	
Proposed 2025-26			
Maternity		240,000.00	40.09
TOTAL		240,000.00	40.09
			16/17 cost was £417k, 17/18 £319k, 18/19 £437k, 19/20 £450k, 20/21 £369k, 21/22 £376k, 22/23 £368k, 23/24 £312k and estimated at £224k for 2024-25.

TU Facilities 2024-25			
TU facilities		56,320.00	10.42
High Needs Block budget		2,339.00	
Total 2024/25		58,659.00	
Proposed 2025-26			
TU Facilities		58,009.60	11.60
TOTAL		58,009.60	11.60
		52,285.24	10.42
			budget if retained TU facilities at same rate as last year



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Early Years Block 2025/26

Purpose

1. This report details a recommendation to continue to utilise resources from Early Years Block DSG for Retained Duties, Learning Provision Organisation Service and the Early Years Inclusion Team.

Recommendation

That Schools Forum agrees the following Early Years Central Budget from Early Years Block DSG Budget of £1,191,940 for 2025/26. This equates to a 96% pass through rate to early years providers.

For Schools Forum to consider a further report should the passthrough rate and Local Authority Retained rate change over the next financial year.

Background

2. All Local Authorities receive a ring-fenced Dedicated Schools Grant (DSG) from the Department for Education (DfE) for their Early Years provision. Schools Forum must approve the Central Early Years Budget annually.
3. The Early Years Entitlement Expansion has seen an increase in the number of children who are entitled to funded places, meaning an increase in Early Years Block Funding.
4. The Department for Education (DfE) has advised that Local Authorities must pass through 96% in 2025/2026 and potentially 97% in 2026/2027.
5. A current review of projected Early Years Block funding for 2025/26 shows there should be available resources within the Early Years Block budget to cover these central costs which will amount to 4.0% of the early year's entitlement funding element. This is an increased pass through rate for early years providers.
6. Previous years details are as follows.

Year	Budget (£)	Percentage
2022-2023	715,570	4.29%
2023-2024	792,470	4.65%
2024-2025	838,010	4.55%

7. There is potential for further increase in the Early Years Block in 2025/2026 based on the increased number of places taken up in line with the expansion. With this in mind, the past though rate may increase to 97% in 2025/2026, this would be our aim. We would need to review the retained rate for the LA and additional capacity, needed to meet the expansion. It is suggested that should this be the case within the year, an additional report is tabled to evidence the change and review the decision.

Central Early Years – Retained Duties 2025-26

8. The Early Education Statutory Guidance (June 2018) requires we deliver functions which incorporate:-
- Receiving and reconciliation of funding claims for 2-, 3- & 4-year-olds in Private Voluntary and Independent (PVI) settings, ensuring the efficient processing of funding claims. This equates to over 3500 claims per term across almost 500 providers and the distribution of funds in excess of £11.5 million.
 - Conducting financial audits in line with financial and audit regulations to ensure claims submitted are appropriate and accurate. Thirty termly audits were carried out in the last 12 months.
 - Eligibility checking services for families wishing to access their funded places with approximately 150 checks carried out each month.
9. Budgets for Early Years retained duties are proposed to continue at the current budget levels (plus pay inflation and incremental progression) of £111,310 for 2025/26. This is a function delivered through the Learning Provision Organisation Service and includes funds to support 2.19 FTE posts within the Pupil Place Planning Team.

Central Early Years – Early Years Sufficiency - Capacity & Planning 2025-26

10. Provision was made from the Early Years Block budget in 2025/26 to support this work and this needs to be sustained to support both the 2-, 3- and 4-year-old entitlements and the increase to 30 hours of funded childcare. This is to ensure there is sufficient high-quality provision to meet all the requirements of the entitlement.
11. Part B of the statutory guidance for local authorities, Early Education and Childcare (DfE June 2018) requires that we secure sufficient childcare, so far as is reasonably

practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children). This involves the publication of the annual Childcare Sufficiency Assessment to ensure we have sufficient provision for eligible children. Provision is monitored on a regular basis in terms of cost-effective delivery and supporting the establishment of new provision and recruitment of new providers. Early years sufficiency has always been a strength across the Borough and throughout the pandemic parents were able to access the childcare needed. The most recent childcare sufficiency assessment shows that the Local Authority is currently meeting its statutory duty, however work is underway to ensure that this duty continues to be met with the introduction of the new entitlements and the wraparound programme.

12. High level sustainability support is provided in the form of start up support and training, business planning and financial forecasting, alongside support with recruitment and retention. Given the national recruitment crisis within the Early Years sector, there are risks to maintaining sufficient places in coming years. We are a pilot LA running the Early Years Incentive Programme to support more professionals working in the early years sector.
13. To ensure a sufficiency of supply and adequate planning and monitoring processes are in place, it is necessary to allocate funding to continue to support 2.53 FTE posts at a cost of £108,530 in 2025/26. Each of these functions is delivered through the Learning Provision Organisation Service, Pupil Place Planning Team.
14. In March 2023, The Department of Education announced the extension of the early years entitlement to support working parents with childcare costs and also increasing the wraparound provision from 8am to 6pm. From April 2024, working parents of two-year-olds have accessed 15 hours of free childcare. From September 2024, 15 hours of free childcare was extended to all children from the age of nine months. From September 2025, working parents of children under the age of five will be entitled to 30 hours free childcare per week.
15. This staggered approach will give childcare providers time to prepare for the changes, ensuring there are enough providers ready to meet demand. In order to support the sufficiency of both the new early years entitlement and the wraparound programme.
16. In October 2023 the Department of Education announced a Local Authority (LA) Delivery Support Fund for 2024. The purpose of the fund is to provide support to local authorities in England towards expenditure lawfully incurred or to be incurred by them, to effectively roll out the new expanded Early Years Entitlements offer, and the obligations set out in the Memorandum of Understanding between the Secretary of State for Education and City of Doncaster Council.
17. In line with the conditions of the funding, an Early Years Sufficiency Manager post was created alongside funding additional business support functionality to support the expansion of the Early Years (EY) entitlement. These posts have been temporarily funding until March 2026, however, these posts need to be permanent to ensure we continue to fulfil our statutory duties for sufficient and high-quality childcare. It is necessary to allocate funding to continue to support post March 2026.

Central Early Years – Early Years Inclusion Team 2025-26

- 18.** The funding will be allocated to ensure that the required posts are in place to plan, maintain and monitor a sufficiency of high-quality, early years provision and in order to improve the statutory Early Years Foundation Stage (EYFS) outcomes, ensure safeguarding of staff and children, provide advice, training and support to Special Educational Needs Coordinators, children and their parents, and to meet the needs identified through the ongoing Ofsted inspection judgements for Early Years in schools, childminders and day nurseries.
- 19.** In addition, the funding will be utilised to provide a fully integrated inclusion and education advisory role, thereby sustaining the capacity of the Early Years Inclusion Team but also providing a consistency of advice and approach to schools, early years providers, Family Hubs and families across Doncaster.
- 20.** Early years and childcare providers have continued to be readily accessible and flexible throughout the Covid-19 recovery phase. Readily available advice and support from the Early Years Inclusion Team has enabled early years and childcare providers to continue to implement post-lockdown preventative measures and to ensure children are kept safe. Infection levels across the Borough remain low in the early years sector.
- 21.** The Early Years Inclusion Team continues to provide onsite support visits or virtual support and advice. The visits/virtual support are offered to ensure high quality childcare is available to children and families across Doncaster. A wide programme of courses are available to both childminders and nurseries to support them in their efforts to improve their quality of provision and their understanding of inspection and safeguarding, including two 'Getting to Good' packages. The Getting to Good package is a comprehensive package of training, 121 visits and mentoring preparing new and requires improvement providers for their Ofsted inspection.
- 22.** The pandemic has continued to have an impact upon our children and young people. This has continued to be seen particularly in the area of mental health and has disproportionately affected the development of younger children. We have seen an increase in issues related to the speech, language and communication development of children under four years of age. A range of strategies have been developed and implemented in order to reduce the impact of the pandemic on families, babies and young children within the Family Hubs and with early years providers. These include the creation of the 'Talking Together - Speech, Language and Communication Needs Pathway' with all key stakeholders engaged and invested. Additionally, new multidisciplinary packages of support around trauma have been developed to support well-being and mitigate the impact of the pandemic.
- 23.** Current Ofsted outcomes for early years providers are strong, being above both National and Regional Levels. There are 66 group settings and 196 childminders totalling 262 settings, of these 99 % achieve good or above in Ofsted inspections.

- 24.** The new early years entitlements expansion for working parents started in April 2024. By the Summer Term 2024, there were 1247 codes issued and 1184 (94.95%) validated, which was slightly below the national average of 96%ⁱ.
- 25.** In the Autumn Term 2024, there have been 2044 codes for the working parent element of childcare issued and 1806 (88.36%) validated, which is above national average which is 87.37%. In the Autumn Term 2024 there have been 1448 under 2 codes issued and 1297 (89.57%) validated and 596 over 2 codes and 509 (85.4%) validated.
- 26.** Doncaster continues to be in line with the national trend for 2 Years olds (disadvantaged) accessing their 15 hours entitlement to funded childcare, at 74.3% (853/1143) and 75% nationally. This figure is expected to rise when later starters are added. The number of children/families eligible for this funding is decreasing with more families accessing the working family element.
- 27.** Against eligible birth data 61.9% of Doncaster children are accessing either the working families 2-year-old funding or the 2-year-old disadvantage rate. There is no national or regional benchmarking however, this is a phenomenal achievement in such a short space of time.
- 28.** In the Summer Terms 2024 the number of 3 year to 4-year-olds accessing 15 hours funded childcare continues to rise with an increase of 1.5% to 99.3%, which continues to outperform the national average of 95%. Nationally, take up increased by 1% but Doncaster retained its strong attendance rates, demonstrating confidence in the quality and safety of childcare settings by parents. There has, and continues to be an extremely strong offer, which remains crucial in supporting key workers and vulnerable children in particular.
- 29.** In 2023, the Early Years Inclusion Team continued to see a significant increase in the number of children who have been identified early as part of the graduated approach, as children with possible SEND. The Early Years Inclusion Team's Area Special Needs Co-ordinators have worked closely with settings to develop and enhance their provision to meet the needs of these cohorts and tailored training sessions to offer guidance and support to meet the early years sector's needs.
- 30.** Settings have also reported that, since the pandemic, they have observed that increasing numbers of children are developing differently socially. They are showing less confidence with interacting, taking turns and are finding it more difficult to make relationships with other adults and children due to them having fewer opportunities to develop their social and emotional skills during the pandemic. The Early Years Inclusion Team has supported settings to develop bespoke strategies and interventions to support each child to develop their social skills and have advocated holistic assessments such as the Reflection Toolkit focussing on setting's understanding the unique strengths of each child and building on them.
- 31.** There continues to be a significant increase in the number of children who have been referred to the Portage Home Visiting (PHV) team. The PHV teamwork with families who have children with complex needs, to help them develop a quality of life and experience, for themselves and their young children, in which they can learn together, play together, participate and be included in their community in their own right.

32. The last year has been another extraordinary year and Doncaster has seen early years practitioners respond admirably to the challenges they have faced to meet the demands of the new early year's entitlements. Whilst recognising the many successes that have been seen, there is an awareness that the sector retains significant, ongoing challenges, including recruitment and retention of staff, financial strictures, increased numbers of young children with developmental delay and changes to the cost of living impacting on families.
33. Ongoing funding will secure the resources required to ensure that support for providers is sustained and outcomes for young children and their families maintained.
34. The Early Years Sector in Doncaster is expanding and as a result there is increased need for additional capacity around business planning, quality, inclusion and SEND. The cost to be funded for 2025/26 is £972,100 which covers 18.63 FTE posts. This is an increase of £318,380 from the previous year for 7.0 FTE to cover childminders, providers and school-based nurseries.

Conclusion

Funding will be allocated in order to continue to support improved outcomes for young children, ensure increased school readiness, and provide advice and guidance to schools and settings for children with special educational needs and to secure both a sufficiency and increased access to high quality, funded, early education places.

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ⁱ [Expansion to early childcare entitlements: eligibility codes issued and validated, October 2024 - Explore education statistics - GOV.UK](#)



Doncaster Council

REPORT TO THE SCHOOLS FORUM

'RWM Doncaster – The Doncaster Strategy for Reading, Writing and Mathematics' Funding 2026/27

Purpose

1. This report provides an overview of 'RWM Doncaster' interventions associated with DSG spend for 2023/24 and seeks approval to sustain the existing level of investment of **£44,200 adjusted for pay and price inflation**.
The requested funding forms part of the required budget for School Improvement for 2025/26.

Recommendation

2. That Schools Forum:
 - Notes the RWM Impact Report attached;
 - Approves the proposed transfer of **£44,200** for maintained Primary Schools de-delegation of budget for School Improvement for 2025/26 to fund the RWM Doncaster Strategy offer to 31/03/26.

Background

RWM Doncaster is integral to the Education and Skills 2030 Strategy. As of September 2024, RWM Doncaster has been operating for three years, with the continued aim of securing and sustaining improvement in reading, writing and maths at all levels. This is not intended to be a superficial 'quick fix'; the intention is to deliver deep, long-lasting improvement in reading, writing and maths with significant and sustainable impact.

The initial RWM Doncaster strategy was a three-year plan. In line with the length of the plan, we have reviewed and revised the strategy and the RWM Doncaster 2024-27 strategy aims to take account of the needs and context both within Doncaster, and nationally.

The new RWM Doncaster Strategy 2024-27 and the key priorities take account of:

- the social, economic and political landscape which has changed the context in Doncaster, following both national and global events,
- knowledge gained from working across a wide range of schools.
- recent research developments.

The Priorities

Priority 1: For the effective teaching and learning of **oracy skills** to be seen as integral to effective teaching and learning in Reading, Writing and Maths and of key importance to improving outcomes for all pupil groups, including the most vulnerable.

Priority 2: To improve the **attainment and progress of all pupils** in reading, writing and maths so that outcomes for all pupil groups, including the most vulnerable pupil groups and higher attaining pupils are at least in line with outcomes nationally for their group, thereby closing the gap to national for all groups.

Priority 3: To build **strong and determined** leadership in reading, writing and maths, with oracy central in all three areas.

Priority 4: To promote a **positive perception** of reading, writing and maths in pupils and their families and develop a lifelong love of learning.

The new 3-year priorities and plan for 2024-27 crosses all phases of education, was developed and refined over the 2023/24 academic year by the Learning, Standards and Effectiveness Officers for English and Maths.

The attached RWM Impact Report sets out the continued implementation and impact of RWM Doncaster – The Doncaster Strategy for Reading, Writing and Mathematics, part of the Doncaster Education and Skills Strategy 2030.

The attached report addresses the following:

- **The revised RWM Doncaster 2024 overview.**
- **Overall implementation of the RWM Doncaster strategy 2021 – 2024, including the 2023-34 implementation.**
- **Impact of RWM Doncaster to date.**
- **Statutory Assessment Outcomes 2024.**
- **Key successes and areas for development:**
 - *What has been the reach of RWM Doncaster?*
 - *Income generation 2023 – 24.*
 - *Feedback.*

- **Next steps for RWM Doncaster - 24/25.**

- **Data tables:**

- 1.1 KS2 2024: Percentage of pupils achieving EXP+ in end of KS2 assessments - Trend.
- 1.2 KS2 2024: Percentage of pupils achieving the High / GDS standard in end of KS2 assessments - Trend.
- 1.3 2024 Percentage of pupils achieving EXP+ in end of KS2 assessments (2021 schools' engagement).
- 1.4 2023 Percentage of pupils achieving High/GDS in end of KS2 assessments (2021 schools' engagement).
- 1.5 2024 Percentage of pupils meeting the threshold in the Phonics Screening Check (PSC).
- 1.6 2023 Multiplication Tables Check (MTC).
- 1.7 Percentage increase in 2024 at EXP+ for low attaining schools in 2023.
- 1.8 Percentage increase in 2024 at the High / GDS standard for low attaining schools in 2023.
- 1.9 Vulnerable groups 2024 - EXP+ Standard (July 2024 - unvalidated).
- 1.10 Vulnerable groups 2024 - High/GDS Standard (July 2024 - unvalidated).

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Sarah Churchill – Literacy Consultant

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Commissioning Officer: Jane Reed – Head of Education and Skills

RWM Doncaster



Impact Report 2023 – 24

September 2024

Tara Bradley, Sarah Churchill and Anne Walker

RWM Doncaster

The Doncaster Strategy for Reading, Writing and Mathematics

Part of Education and Skills 2030

Summary

This report will contain the following:

- **The revised RWM Doncaster 2024 overview.**
- **Overall implementation of the RWM Doncaster strategy 2021 – 2024, including the 2023-34 implementation.**
- **Impact of RWM Doncaster to date.**
- **Statutory Assessment Outcomes 2024.**
- **Key successes and areas for development:**
 - *What has been the reach of RWM Doncaster?*
 - *Income generation 2023 – 24.*
 - *Feedback.*
- **Next steps for RWM Doncaster - 24/25.**
- **Data tables:**
 - 1.1 KS2 2024: Percentage of pupils achieving EXP+ in end of KS2 assessments - Trend.
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- 1.10 Vulnerable groups 2024 - High/GDS Standard (July 2024 - unvalidated).

RWM Doncaster

The Doncaster Strategy for Reading, Writing and Mathematics

Part of Education and Skills 2030

As of September 2024, RWM Doncaster has been operating for three years, with the continued aim of securing and sustaining improvement in reading, writing and maths at all levels. This is not intended to be a superficial 'quick fix'; the intention is to deliver deep, long-lasting improvement in reading, writing and maths with significant and sustainable impact.

The RWM Doncaster strategy has been, and will continue to be, based on the firm belief that there is a significant overlap in the skills needed to become successful and motivated readers, writers and mathematicians. Professional development and in-school support has sought to develop skilled professionals who are not only able to build key skills across all three areas of the curriculum, but who are also able to capitalise on the opportunities which come when learning in these areas is connected. The emphasis placed on the importance of oracy to learning in reading, writing and mathematics (and indeed in all areas of the curriculum) has grown significantly as the RWM Doncaster strategy has developed and progressed, based on compelling research evidence and the involvement of internationally renowned and respected researchers and speakers at our termly Leading Thinking Events, including Dr Neil Mercer Emeritus Professor of Education at Cambridge University and Director of Oracy Cambridge. Moving forward, oracy will be seen as an essential element in learning in reading, writing and maths and there will be a drive to teach oracy skills in the same way as the skills of reading, writing and maths are taught. Oracy will be the 'golden thread' connecting the three disciplines.

The initial RWM Doncaster strategy was a three-year plan. In line with the length of the plan, we have reviewed and revised the strategy and the RWM Doncaster 2024-27 strategy aims to take account of the needs and context both within Doncaster, and nationally.

The RWM Doncaster Strategy 2024-27 takes account of:

- the social, economic and political landscape which has changed the context in Doncaster, following both national and global events,
- knowledge gained from working across a wide range of schools.
- recent research developments.

The effects of the global pandemic are still being felt in schools and communities. This has been compounded by the cost-of-living crisis which has led to an increase in identified need for a number of vulnerable groups (e.g., disadvantaged, EAL, SEND). An overview of the revised RWM Doncaster strategy, developed with key partners across the Local Authority, is presented below. The overview of the strategy, together with linked actions is available on request.

The Revised RWM Doncaster Strategy 2024 – 2027

The Priorities

Priority 1: For the effective teaching and learning of **oracy skills** to be seen as integral to effective teaching and learning in Reading, Writing and Maths and of key importance to improving outcomes for all pupil groups, including the most vulnerable.

Related Planned and Ongoing Actions:

- Establish a Doncaster & Rotherham Oracy Hub.
- Create a group of oracy hub schools who are able to support the development of oracy within Doncaster and beyond.
- An emphasis on the teaching of oracy skills across all phases of education.
- Further develop the partnership with Rotherham (RoSIS) to explore potential opportunities to engage with 'Voice 21'.
- Deepen and extend the understanding of the importance of oracy through the RWM Doncaster Leading Thinking Events.
- Drive improvement in outcomes for pupils through the informed, deliberate and high-quality teaching and learning of oracy in Doncaster schools.
- Support subject leaders to baseline and develop oracy across their school in order to impact on outcomes in reading, writing and maths.
- Explore existing practice within Doncaster (and Rotherham) and determine potential development capacity within (and beyond) the Doncaster system.
- Support schools individually to enable them to deepen their reading, writing and maths sequences to reflect their growing understanding of oracy.

Priority 2: To improve the **attainment and progress of all pupils** in reading, writing and maths so that outcomes for all pupil groups, including the most vulnerable pupil groups and higher attaining pupils are at least in line with outcomes nationally for their group, thereby closing the gap to national for all groups.

Related Planned and Ongoing Actions:

- Improve outcomes for pupils from disadvantaged backgrounds and close the attainment gap between pupils from disadvantaged and non-disadvantaged backgrounds.
- Narrow the gap for learners in Y2 and Y3 by supporting effective development of reading fluency for targeted learners.
- Develop the teaching of reading, writing, maths and oracy for EAL learners in order to improve outcomes for these learners through high expectations and a deeper understanding of their needs.

- Narrow the gap to National outcomes for learners in reading and writing by supporting teachers both to use diagnostics effectively and to develop understanding of ways in which learners can be supported in literacy.
- Develop systems of transition at all key transition points, which is smooth and effective for all pupils.
- Provide support for schools in identifying key priorities for their reading, writing and maths implementation plans.
- Provide targeted and bespoke support to schools with their key priorities.
- With AFCL team: - support parents to develop their own skills in reading, writing and maths, leading to improved qualifications in the working age population of Doncaster.
- Support the assessment of reading, writing and maths in school so schools have a clear understanding of learning in reading, writing and maths in all year groups.
- Support schools individually to improve outcomes by refining their reading, writing and maths sequences to reflect their growing understanding of supporting vulnerable learners.
- Support practitioners in Early Years to develop effective vocabulary learning provision in order to successfully access their learning all areas in Key Stage 1 (KS1).
- Develop teacher understanding of the preparation for and administration of the phonics screening check (PSC) in order to show accurate outcomes for all learners and enable school to make effective next step decisions for children.
- Develop tools and skills within school to use diagnostic assessments to ensure gaps in learning are identified and addressed early.
- Build teacher expertise in adapting learning to meet the needs of *all* learners in reading, writing and maths in order to narrow the gap for disadvantaged and SEN learners.
- Raise attainment for children at both EXP and GDS in reading, writing and maths by supporting teachers in school at key assessment points to develop their practice and provide targeted support.
- Develop teacher assessment in reading, writing and maths so teachers can make accurate judgements and determine appropriate next steps in order to close the gap to national outcomes for all learners.

Priority 3: To build **strong and determined** leadership in reading, writing and maths, with oracy central in all three areas.

Related Planned and Ongoing Actions:

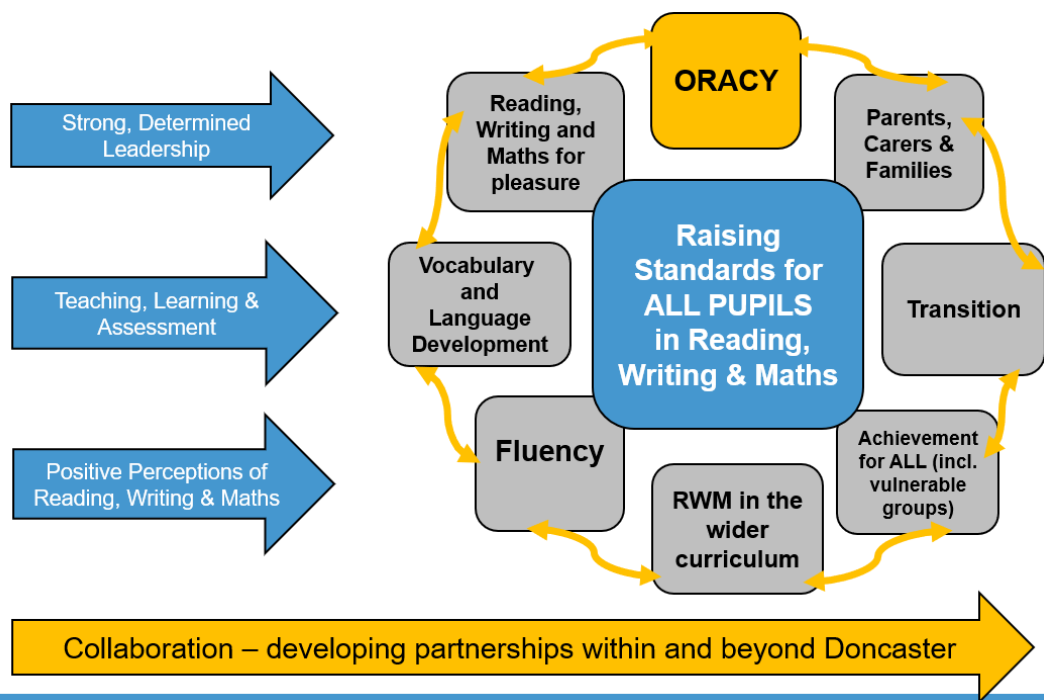
- Develop the skills of Maths and English subject leaders so that they can effectively develop their subject and make continuous, sustained improvements.

- Develop subject leaders understanding of effective assessment in reading, writing and maths.
- Encourage a collaborative approach between the LA, Schools, Trusts, Settings, Community and External Partners to raising standards in reading, writing, maths and oracy.

Priority 4: To promote a **positive perception** of reading, writing and maths in pupils and their families and develop a lifelong love of learning.

Related Planned and Ongoing Actions:

- Develop schools' skills in developing reading for pleasure.
- Develop schools' skills in developing writing for pleasure.
- Develop schools' skills in developing maths for pleasure.



How has the strategy been implemented in 2023/24?

CPD Offer:

- ***RWM Doncaster English and Maths Subject Leader networks*** (x3 per year) aimed at strengthening subject leadership and building strong professional learning networks.

- **RWM Doncaster Y1/2, Y3/4 and Y5/6 networks** (x 3 per year) aimed at improving the quality and effectiveness of teaching in each of these phases.
- **RWM Doncaster Leading Thinking Events**

Term and title	Keynote speakers	Summary and follow-up actions
Autumn term 2023	Professor Neil Mercer	<p><i>'It's only words': Why oracy is important.</i> A keynote on learning to talk and learning through talk. Neil shared many practical strategies on how to implement oracy within the curriculum.</p> <p><u>Follow up actions:</u> A Doncaster/Rotherham oracy hub has been created at the request of some attendees. A school delivered a presentation on their actions following this event and the way in which they were putting oracy at the centre of their curriculum</p>
Spring Term 2024	Hywel Roberts	<p><i>Botheredness – a reverie in making learning matter.</i> Developing practice with professional imagination and encouraging great oracy across the curriculum.</p> <p><u>Follow up actions:</u> Discussions with attendees about structured follow up means Leading Thinking events will now be followed up by teams meetings to plan next steps in schools. As a result of this event, a number of schools have approached Hywel to do follow up work in their schools</p>
Summer Term 2024	A host of well-known and well-respected speakers including Hywel Roberts, Will Ryan, Ruth Swailes and Martin Illingworth	<p><i>Learn Sheffield / RoSIS / Independent Thinking Summer Leadership Conference</i> Our partnership with RoSIS led us to be included in this and we were invited to offer this to Doncaster Schools at a much-reduced rate equivalent to the fee charged to schools in Rotherham.</p> <p><u>Follow up:</u> Doncaster schools have been invited to participate in CPD delivered jointly by Will Ryan and Hywel Roberts consisting of a leadership even, 2 x full days and 2 x twilights.</p>

- **Phonics support**

- Continuing support to targeted schools to secure the provision of high-quality phonics teaching and successfully implement validated phonics schemes as well as quality assurance visits to schools in the inspection window.

- **Word Aware (equivalent of one full day training)**

- *Word Aware is an accredited training programme that equips schools to develop a whole school vocabulary strategy. Research has shown that widening a child's vocabulary positively impacts on their learning in reading, writing and mathematics. All members of the RWM team are accredited Word Aware trainers. Training has been delivered to whole schools again. This year Early Word Aware was offered to EYFS practitioners and positive feedback has meant the team have been asked to deliver the training again in 2024-25*

• **Teachers' Reading Group (six sessions per year)**

- *The Teachers' Reading Group continued to grow over the 2023/24 academic year. The group welcomed back some previous members who have supported the growth of the network. One network member attended accredited UKLA/OU training in June and will co-lead the group with RWM colleagues. This approach enables the group to grow further by developing capacity and build on the strong work happening in member schools. A key feature of the group this year has been in-school meetings which allow the members to reflect on their in-school development of Reading for Pleasure alongside colleagues.*

Feedback from RWM Doncaster training sessions

Content coverage feedback from the Y3/4 network – what have been the most useful parts of the Y3/4 network?

● Data review from 2022/23	2
● Reading framework overview	3
● Book recommendations	7
● Statutory Assessment updates	3
● Multiplication Tables Check pre...	8
● Reading fluency	5
● Latest research	4
● Writing moderation	4
● Developing Reasoning and Prob...	8
● Reading for Pleasure	5
● Local and National updates	2
● Developing oracy skills	3
● Maths through Stories	5

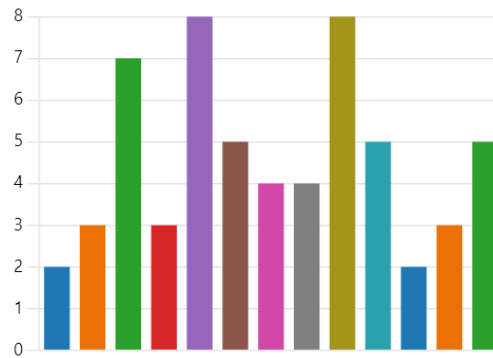


Figure 2.1

Figure 2.2 - Feedback from the Y1/2 network – how would you rate the Y1/2 network overall?

5.00
Average Rating

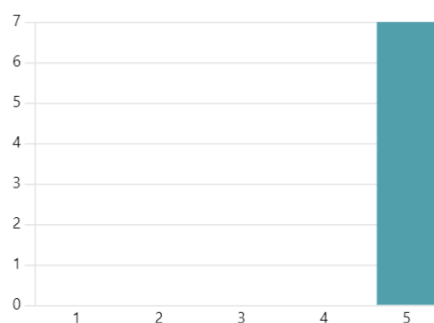


Figure 2.2

Figure 2.3 - Feedback from the Hywel Roberts leading thinking event – Word Cloud of the responses to the question “What will you take away from the event today?”

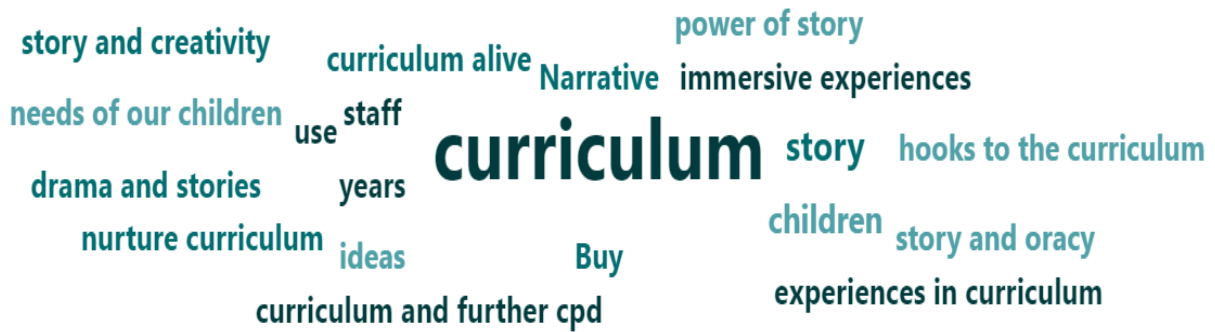


Figure 2.4 - Feedback from the full block of ‘Developing Teacher Assessment in Writing for Y5’.

13. How likely are you to come to or recommend the course to colleagues for next year?

[More Details](#)

Very likely	9
Likely	0
Unlikely	0
Very unlikely	0

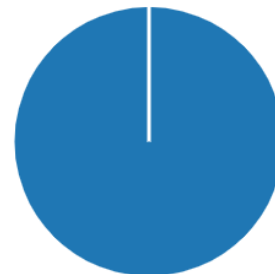
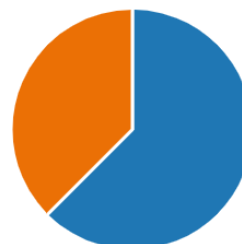


Figure 2.5 - Feedback from the full block of ‘Developing Teacher Assessment in Writing for Y1’.

11. Participation in the Teacher Assessment Frameworks for Writing has developed my confidence and accuracy in assessing writing in my year group . . .

[More Details](#)

Strongly agree	5
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0



Danum Read Aloud

The Danum Read Aloud continues to grow in popularity and shows reach across Doncaster. This year the event was held in the Rails Room in Doncaster to allow for additional schools to enter. The theme of 'Best ever book openings' enabled the team to showcase a very diverse array of books. The final performances were of a very high quality and evidenced the schools' approach to embedding the event within the curriculum. As ever, the event received extremely positive feedback from those who entered. There is currently an article being written for the English 4-11 magazine to showcase the Read Aloud and share the wider impact taking part in the event has had on schools and families.

Direct School Support

During the 23/24 academic year, the RWM Doncaster Officers have continued to work with a wide range of schools. Support has been offered as part of the 'support and challenge' offer to schools as well as traded services for schools. This support has ranged from intensive subject reviews, to coaching, training and leadership support. This support has, as part of the wider officer-led process, played a role in supporting some of those schools to successfully leave the 'support and challenge' process. Support will continue this year for those schools who need that support to continue as well as any further maintained schools who need additional support.

Building and Developing Networks and Collaborations

RWM Doncaster continues to work with a range of partners and has established, maintained, developed and extended links wherever possible. We recognise the need to link partners and services across Doncaster and beyond for the benefit of our schools.

We continue to work closely with key partners such as the Primary Ambassadors and Youth Council, the EYFS team, the AFCL team, the Libraries and Culture team, NLT in Doncaster and the English and Maths hubs.

The strong partnership between the NLT in Doncaster led to a very promising 'Maths through Stories' pilot being undertaken in a Y5 class at a Doncaster school on writing maths stories in the Spring Term 2024. This is being extended and developed in the 2024-25 school year and will form part of the revised RWM Doncaster strategy. The 'Maths through Stories' approach effectively develops children's skills in reading, writing, maths and oracy in a connected, meaningful and enjoyable way.

A key partnership significantly developed this year is with Rotherham Schools Improvement Service (RoSIS). We have extended our capacity, and therefore what we are able to offer schools, by joining together for CPD and events and offering them across both Doncaster and Rotherham. Rotherham schools were invited to the Autumn 2023 and Spring 2024 Leading Thinking events and Doncaster schools were invited to join a Summer Conference run by RoSIS/ Independent Thinking and Learn Sheffield in June 2024. Other linked projects include the Doncaster and Rotherham Oracy Hub. RoSIS have also extended their science subject leader network to include Doncaster schools. Doncaster schools have also been invited to be part of a programme in the Spring Term 2025 which will be led by Hywel Roberts and Will Ryan on improving teaching and learning and increasing pupil engagement and motivation.

Links have also been made this year with HFL in order to bring the highly successful KS1 Y2 and Y3 Fluency programme to Doncaster in the Spring term. Two maintained schools are currently taking part in the programme and will support the implementation

of the Fluency Project across Doncaster in January.

CPD undertaken by the team during 2023/24

In order to ensure that the RWM Doncaster team remain well-informed about developments within reading, writing, maths and oracy there has been investment in CPD.

- Ongoing Reading for Pleasure training with Professor Teresa Cremin to secure validation for the OU / UKLA Doncaster Teachers' Reading Group 2024 onwards.
- Reading for Pleasure conference, Nottingham
- Accreditation to undertake Y6 external moderation of writing
- EAL training through the Bell Foundation: Using Classroom guidance and strategies.
- HFL KS1 Fluency Project training, including a coaching programme to support the delivery of the Fluency Project within Doncaster
- Get started with Oracy in KS1 and KS2
- The challenge of Oracy as Policy
- The challenge with assessing Oracy.
- Oracy: Let's Argue well
- Voice 21: The road to embedding Oracy across your school.
- The challenge with Leading Oracy
- Transform how you teach Vocabulary.
- NRich: Building a community of mathematicians in your classroom.
- Bell Foundation: Introduction to EAL Assessment
- 'NRich Live!' Webinars x 3
- 'Math-ish' - Jo Boaler
- Voice 21: Prepare and Plan for Oracy
- Oracy: Geoff Barton
- East London Research School: Understanding Disadvantage with Mark Rowland
- Cultural Competency: LA Training – Michell Ziregby

RWM Doncaster CPD offer 2024/25

RWM Doncaster Phase Networks

(three sessions over the year)

Networks will continue to be offered for Y1/2, Y3/4 and Y5/6 practitioners. The phase networks are a key vehicle for disseminating the actions linked to the RWM priorities as well as providing a forum for disseminating key local and national updates. Feedback collected from delegates showed that input from schools around aspects of their practice in reading, writing and maths were highly beneficial. These will be continued this year and will also draw on the expertise of the Teacher Assessment Leads (TALs), the Fluency Project Leads (FPLs) and identified schools including those who comprise our RWM Doncaster Steering group to support the delivery. The Maths Hub will also be part of the networks, which indicates the developing partnership. The emphasis during the networks will be on actionable, practical teaching ideas which are underpinned by sound research evidence.

The Y1/2 network has this year included the phonics network input. This has allowed us to make stronger links between phonics, reading and writing and the format will continue for the 24/25 academic year.

In response to delegate feedback, the phase networks will all be run face to face. There will be a mixed approach where some will be run in a training venue and others will be run in a local school. This will allow the team to make strong links to effective practice within schools by developing an enquiry approach within the network.

RWM Doncaster Subject leader Networks (three sessions over the year)

Networks will continue to be offered for English and Maths subject leaders to work together, and further develop their expertise in leading improvement in their subject. As for the phase networks, these will operate with a mixed approach using both professional development venues and schools. As a key 'golden thread' across the strategy, oracy will play a key role in the networks allowing delegates to build developments from the 23/24 networks. There will also be a focus on continuing to develop leaders EYFS knowledge and a focus on increasing the level of challenge for all pupils with the aim of improving outcomes at the High/Greater Depth Standard (GDS) in reading, writing and maths.

The networks will also aim to encourage and facilitate school to school working to share expertise and explore and trial new approaches.

Figure 2.4: Feedback from the Subject Leaders network. Word Cloud in response to the question "what will be the focus for your subject next year?"



Phonics Screening Check Training

This training will continue to be offered yearly to ensure teachers new to the check are familiar with the guidance for undertaking the phonics screening check and support schools to ensure children are well prepared to undertake the checks.

Doncaster Teachers' Reading Group

Capacity has been developed for this network by training a member of the group to act as a co-lead. This co-lead attended OU/UKLA training in June and will enable the group to continue to grow and develop. It is also a valuable opportunity to showcase the strong practice in reading for pleasure that has been develop in the co-lead's own school.

Danum Read Aloud

This annual event delivered in partnership with colleagues from the Libraries and Culture team will run for a fourth year. The event attracts a high number of returning schools and is always fully subscribed. As in previous years, texts will be chosen to promote a love of reading and encourage children to access a varied range of literature and will be chosen in partnership with the Primary Ambassadors.

RWM Doncaster 'Leading Thinking' Events (termly)

The purpose of the termly 'Leading Thinking' events is to bring leading thinkers in the field of education to Doncaster to challenge thinking and to encourage reflection. In response to feedback, this year there will be follow up sessions for schools to enable them to shape key actions and share developments following the event. The event will continue to be face-to-face. For the 24/25 academic year, we will continue to offer these sessions in partnership with RoSIS. This enables us to access a wide range of well respected, high-quality speakers as we are able to achieve greater participation without impacting on the cost to schools.

New to Y6 Network (three sessions)

RWM Doncaster continues to lead the 'New to Y6' CPD meetings. It ensures all teachers who are new to the year group can access the necessary information and latest updates about the statutory assessments. Delegates have the opportunity to unpick the guidance to ensure they are completely clear and fully prepared to carry out their roles and responsibilities effectively and in accordance with all statutory requirements. It also enables key RWM messages to be shared and links to be made for teachers new in role.

Writing Assessment and Moderation Training (Years 1–5)

This well received CPD package will run again this academic year to provide training and networking opportunities for all the non-statutory assessment year groups. Supported by the Doncaster Teacher Assessment Leads (TALs), attendees will have the opportunity to develop their understanding of year group expectations in writing and increase their confidence and accuracy in reaching well-evidenced teacher assessment judgements.

Reading Assessment and Moderation Training (Years 1–3)

Following the positive feedback and impact of the writing assessment and moderation programme in 2024/24, the reading assessment and moderation programme will support attendees to develop their understanding of year group expectations in Y1, Y2 and Y3. The remaining years will be developed throughout 2025/26. These will be supported by school-based Teacher Assessment Leads with a strong background in assessment.

HFL KS1 (Y2/Y3) Fluency Programme

As part of the focus on narrowing the gap for EAL learners as well as improving transition from validated phonics schemes into Y2, HFL has been commissioned to deliver their highly successful KS1 fluency programme to a targeted group of schools [Key Stage 1 \(KS1\) Reading Fluency Project | HFL Educations](#). As part of this, two leaders from maintained schools will be trained to support the delivery and implementation of the programme alongside RWM colleagues. This will ensure there is

capacity to support each school intensively to enable the project to have maximum impact in Doncaster schools.

Y5 EAL programme

Data indicates that supporting our EAL learners remains a priority across Doncaster. RWM Doncaster, in partnership with Sameena Choudry, have developed a Y5 EAL programme. The Y5 EAL programme will support Y5 teachers in targeted schools to further consider how best to secure strong outcomes for their EAL learners. Focusing on reading, writing, maths, speaking and listening, the programme draws on expert knowledge and research to develop subject knowledge in attendees as well as providing them with practical teaching ideas to support their learners to make good progress in reading, writing and maths.

Income Generation

Income generation has increased this year despite a challenging financial climate for schools. Though some of the courses have seen reduced numbers, the team have diversified the training offer this year and developed a number of new courses based on identified need. The most successful has been the developing teacher assessment in writing at Y1, Y2, Y3, Y4 and Y5. This has generated a significant percentage of the overall income as well as receiving very positive feedback. This model will be repeated for the coming year with the development of a number of new courses which have been created in response to specific needs/requests from schools.

CPD	Total Income
Teacher assessment framework	£540
Developing Teacher Assessment in Writing (15 Sessions)	£7,800
RWM Doncaster: English & Maths subject leader network (3 sessions)	£450
RWM Doncaster: Y1/Y2 Network (3 sessions)	£2,400
RWM Doncaster: Y3/Y4 Network (3 sessions)	£2,250
RWM Doncaster: Y5/Y6 Network (3 sessions)	£3,000
Word Aware (4 schools, 3 schools joined together)	£1000
RWM Autumn 'Leading Thinking' - Autumn	£825
RWM Autumn 'Leading Thinking' - Spring	£2520
RWM Doncaster - Phonics Screening Check briefing	£390
New to Y6 (3 sessions)	£1,050
Total 2023/24	£22 225.00
Total 2022/23	£20 920.00
Total 2021/22	£13 233.00
Increase	£1305.00

Booking figures for RWM Doncaster CPD/network/events during

2023 - 2024 academic year

Total number of RWM Doncaster CPD/network/event bookings	623 (303 individual delegate bookings compared to 269 last year)
No. of bookings for the RWM Doncaster Maths and English subject leader network sessions (x 3 sessions)	15 (45)
No. of bookings for the RWM Doncaster Y1/2 network sessions (x 3 sessions)	16 (48)
No. of bookings for the RWM Doncaster Y3/4 network sessions (x 3 sessions)	15 (45)
No. of bookings for the RWM Doncaster Y5/6 network sessions (x 3 sessions)	20 (60)
No. of bookings for the RWM Doncaster Developing Assessment in Writing programme (x16 sessions)	77 (218)
No. of bookings for the RWM Doncaster Autumn 'Leading Thinking' Events	44
No. of bookings for the RWM Doncaster Spring 'Leading Thinking' Event	46
No of bookings for the RWM Doncaster Teacher's Reading Group (x7 sessions)	10 (70)
No. of bookings for the Phonics Screening Check briefing	23
Early Word Aware training (x 2 sessions)	12 (24)

The booking figures for 23/24 decreased slightly from the previous year when looking at the total number of bookings. However, when looking at the number of individual bookings, the number has risen slightly from 269 individual bookings to 303 individual bookings.

This could be due to a combination of factors:

- Writing was a key priority for many schools in 23/24. In response to this, RWM Doncaster developed a writing moderation toolkit. Booking numbers show that this toolkit was responsible for a significant number of RWM bookings.
- Some schools have indicated that due to budget constraints, they have had to make some difficult choices about which CPD to send which staff on.
- Capacity in schools has become tighter. This means, in some cases, it has been harder to release staff to attend training, and the cost of cover is also an inhibiting factor.

- The return to face-to-face training could also be a factor as it necessitates teachers being out of school for longer, and out of reach if needed.
- Schools are understandably keen to maintain continuity for pupils and so do not wish for teachers to be away from their classes on too many occasions.

To try and address the issue of funding, this year there will again be a number of subsidised or no cost CPD available to schools. Some of this CPD will be targeted at schools with identified needs. For example, the Y5 EAL CPD will be targeted at those schools where EAL learners do not attain as well as their peers.

The HFL training has also been partly subsidised by the LA to allow schools to access it at a reduced cost which should make it a more viable option for schools.

A key priority for RWM Doncaster for 2024-25 is to further explore alternative ways to encourage schools to engage more with RWM Doncaster. One development to support school engagement is the RWM Doncaster 'Teams' area. This will be a space where schools can access CPD materials and other resources linked to specific areas. This will support leaders in school in sharing messages and wider staff development.

Continued Professional Development 2024- 25

Maintained schools SLA.

As part of the continued support for maintained schools, RWM Doncaster is providing support through the free SLA package for maintained schools. This CPD and support is focussed on developing the key RWM Doncaster priorities of building strong and determined subject leadership in English and Maths, raising standards in teaching and learning in reading, writing and maths, narrowing the disadvantage gap and developing a love of reading, writing and mathematics.

The Maintained Free SLA Package includes the following RWM Doncaster CPD, networks and events:

- RWM Doncaster OU/UKLA Teachers' Reading Group (free to all Doncaster schools)
- RWM Doncaster PSC Briefing
- RWM Doncaster New to Y6 Meetings

There is also a range of other CPD including bespoke support and training delivered to schools, groups and individuals as well as the intensive support given to 'support and challenge' schools. Schools receiving support as part of the 'support and challenge' programme are supported to access RWM Doncaster CPD and support as needed, in some cases, accessing some CPD/support at a discounted rate as part of their overall package of support. Bespoke support is also designed to meet the needs of those schools and provide support to leaders within schools.

Impact of work in schools linked to OFSTED ratings.

Targeted work in schools has included supporting schools in preparation for Ofsted. A key area of the RWM Doncaster work continues to be helping schools respond to the Ofsted focus on early reading as this is a limiting judgement for schools. As with last year this has been done through both reading reviews and follow-up support in schools. These reading reviews also supported schools to look at the wider reading curriculum in KS2 with a renewed focus on reading for pleasure. This has also taken the form of school-to-school links enabling good practice to be shared across Doncaster as well as

providing opportunities for subject leaders to network with schools around a shared focus.

The RWM Doncaster Subject Leader Networks also include input from Maths and English Subject Leads for schools who have been recently inspected.

Impact data

Table 1.1:
Percentage of pupils achieving EXP+ in end of KS2 assessments: Trend

%	Reading		Writing		Maths		GPS		RWM	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat
2019	67.6	73.6	78.3	78.9	77.6	79.0	75.1	78.4	60.7	65.2
Gap 2019	-6.0	(-0.8)	-0.6	(+0.9)	-1.4	(+1.6)	-3.3	(+0.2)	-4.5	(-0.1)
2022	70.3	75.0	68.5	69.7	67.6	71.7	66.3	72.7	55.6	58.9
Gap 2022	-4.7	(+1.3)	-1.2	(-0.6)	-4.1	(-2.7)	-6.4	(-3.1)	-3.3	(+1.2)
2023	68.9	73.2	68.8	72.0	71.2	73.4	68.3	72.8	55.2	60.0
Gap 2023	-4.3	(+0.4)	-3.2	(-2.0)	-2.2	(+1.9)	-4.5	(+1.9)	-4.8	(-1.5)
2024	69.5	74.2	69.9	71.7	72.0	73.0	67.9	72.1	57.9	60.5
Gap 2024	-4.7	(-0.4)	-1.8	(+1.4)	-1.0	(+1.2)	-4.2	(+0.3)	-2.6	(+2.2)

Table 1.2:
KS2: Percentage of pupils achieving High/GDS in end of KS2 assessments: Trend

%	Reading		Writing		Maths		GPS		RWM	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat
2019	21.3	27.1	17.5	20.1	22.0	26.7	31.6	35.8	7.9	10.5
Gap 2019	-5.8 (-0.6)		-2.6 (-0.9)		-4.7 (-0.4)		-4.2 (-0.8)		-2.6 (-0.8)	
2022	22.5	28.1	9.1	12.8	17.2	22.5	22.4	28.3	4.1	7.2
Gap 2022	-5.6 (+0.2)		-3.7 (-1.1)		-5.3 (-0.6)		-5.9 (-1.7)		-3.1(-0.5)	
2023	22.2	29.3	10.3	13.5	19.1	24.1	25.2	30.4	5.2	8.1
Gap 2023	-7.1 (-1.5)		-3.2 (+0.5)		-5.0 (+0.3)		-5.2 (+0.7)		-2.9 (+0.2)	
2024	23.7	28.4	9.1	12.8	20.4	23.7	26.3	31.8	4.9	7.6
Gap 2024	-4.7(+2.4)		-3.7 (-0.5)		-3.3 (+1.7)		-5.5 (-0.2)		-2.7 (+0.2)	

KS2 headlines:

- Reading at expected standard has increased slightly after a dip last year
- At the high standard reading outcomes increased by 1.5%, despite a decrease at national therefore significantly narrowing the gap to national for Doncaster.
- At the expected standard writing, maths and GPS the gap to national reduced. The increase in maths and writing outcomes contributed to a rise in the combined measure
- In writing the gap has continued to close at GDS
- The most significant gap to national remains for GPS at 5.5% despite a rise of 1% on last years' figures
- In all areas (except for GPS), outcomes in Doncaster have improved, whereas outcomes nationally have shown a slight decline

There has been a considerable focus on writing assessment, including for the non-statutory year groups and this would appear to have contributed positively to the overall Doncaster outcomes for writing.

Raising awareness of the importance of oracy to learning in all curriculum areas could also be beginning to show a positive impact on outcomes at both EXP+ and the High Standard/GDS. This will continue to be a high priority in the new strategy.

Data for schools engaging with RWM Doncaster over the life of the strategy

RWM believes in long term impact linked to engagement with the strategy. At the close of the 2021- 24 strategy, it is key to reflect on the impact across schools. The following

data is taken from schools who have engaged from 2021 for the initial strategy. These are schools who have engaged with the subject leader network, the Y3/4 network and/or the Y5/6 network which means the impact would be evident in the data this year.

Table 1.3: 2024 Percentage of pupils achieving EXP+ in end of KS2 assessments (2021 schools' engagement)

Engagement with RWM Doncaster % EXP+	RWM	Reading	Writing	Maths	GPS
National	60.5%	74.2%	71.7%	73%	72.1%
LA	58.5%	69.5%	70.8%	72%	67.9%
School group	59.8% Above LA Below Nat	70.8% Above LA Below Nat	72.6% Above LA Above Nat	75% Above LA Above Nat	72.0% Above LA Below Nat (just)

Table 1.4: 2023 Percentage of pupils achieving High/GDS in end of KS2 assessments (2021 schools' engagement)

Engagement with RWM Doncaster % High/GDS	RWM	Reading	Writing	Maths	GPS
National	7.6%	28.4%	12.8%	23.7%	31.8%
LA	5.1%	23.7%	9.2%	20.4%	26.3%
School group	5.2% Above LA Below Nat	21.9% Below LA Below Nat	9.5% Above LA Below Nat	20.2% Below LA (just) Below Nat	29.1% Above LA Below Nat

KS2 Headlines (2021 schools)

- In most measures for the 2021 schools the school group is above or at national. The exception to this is reading where the school group achieved below LA and national outcomes. The gap to national for GDS may reflect the challenge within the reading curriculum. For some schools, the focus has been on securing outcomes at the expected level so the focus on GDS may not have been as strong. The renewed focus as part of the RWM Doncaster Strategy 2024-25 on High/GDS will support schools to evaluate the breadth and challenge of their reading curriculum and consider how readers need to be challenged to attain High/GDS. Many schools have evaluated and refreshed their library provision over the past couple of years, giving children access to a higher quality and breadth of books. The impact of this should begin to show in the data over the next few years as children benefit from increased exposure to a range of high-quality texts and the development of reading for pleasure increase the amount of reading miles children
- For the High/GDS measure, the 2021 schools are below or in line with the LA schools.
- Schools engaging from 2021 show outcomes in all areas which are above all Doncaster schools, with outcomes above national for writing and maths

Outcomes at the High/GDS standard are less positive than for EXP+. This reflects the national context. Raising attainment at High Standard/GDS is a key priority for RWM Doncaster moving forward. The increased focus on oracy will, we believe, also contribute to this. The RWM team also have plans to link to partners within Doncaster to build on strengths identified in schools/trusts with a strong trajectory of improvement in High / GDS standard to contribute learning from these schools/trusts to the wider system.

The group of schools who have engaged with RWM Doncaster from 2021 have had more positive 2024 outcomes overall. The priority is to increase engagement with all RWM Doncaster networks/events and develop school to school networking.

Table 1.5: Percentage of pupils meeting the threshold in the Phonics Screening Check (PSC)

PHONICS	2023	Gap to national	2024	Gap to national
National	78.9	-	80.4	-
LA	79.7	+ 1	81.2	+ 0.8
Maintained	76.7	-2.2	80.1	-0.3

Phonics headlines:

- Maintained schools closed the gap on the previous year and are now broadly in line with national and just over 1% below LA as a whole. This reflects the sustained work on phonics across Doncaster in partnership with English hubs. During the past academic year work has been done within schools to develop the consistency and fidelity to the delivery of new phonics programmes. This is reflected in an increase in outcomes and the impact of this work should again show in the 2024-25 outcomes.

School visits show that for the majority of schools, phonics is taught well in line with their validated scheme which would suggest that this is reflected across Doncaster. The key piece of work is now to ensure the positive start children receive in phonics is developed as they progress from their phonics scheme into the later Y2/Lower Key Stage 2 curriculum. As part of this development, RWM Doncaster have engaged with HFL to bring the highly successful HFL KS1 Fluency Project to Doncaster. As part of this two Fluency Project Leads (FPLs) from maintained schools have been appointed to further build capacity in developing this in targeted schools.

Table 1.6: Multiplication Tables Check (MTC) 2023

NB: To be updated to include 2024 outcomes when they become available in late November 2024.

	% Achieving 21-25 (out of 25)	Average score (out of 25)

National	59.2	20.2
LA	60.9	20.3
Maintained schools	61.9	20.6
Y3/4 Network (24 delegates)	64.5	20.8

Positive outcomes are evident both from an LA perspective and in particular with the group of schools attending the Y3/4 network where multiplication tables and multiplicative reasoning have been a key focus and will continue to be developed, with a view to ensuring that there is a deep understanding of multiplication tables.

KS2 Maintained schools (Mainstream) - 23 schools

Table 1.7: Percentage increase for 2024 end of KS2 outcomes for group of schools whose outcomes in 2023 at EXP+ were 10% or lower than National

Low attaining schools

Maintained schools whose outcomes were 10% or more lower than National in 2023 – what improvement has there been for those schools in 2024.

Expected +

Schools 10% or more below National	No of schools	2023 (% average for group)		2024 (% average for group)		% change (Group)	
		Group% average	Nat All Schools	Group % average	Nat All Schools	Group % average change	Nat change
Reading	6	53.8	72.6	57.4	74.3	+3.6	+1.7
Writing	6	55.6	71.5	56.3	71.8	+0.7	+0.3
Maths	5	50.2	72.9	57.6	73.1	+7.4	+0.2
GPS	5	59.3	72.3	58.7	72.2	-0.6	-0.1
RWM combined	9	41.8	59.5	44.6	60.5	+2.8	+1.1

Headlines:

- LA low-attaining maintained schools' outcomes have shown good overall improvement as a group compared to 2023, the most notable improvements being in reading and maths, leading to a good overall improvement in the combined measure.

The data show that GPS has shown a slight decline. The continuing RWM Doncaster writing assessment CPD will have a strong focus on embedding GPS elements within the writing sequence. Data also shows that GPS is an area for improvement for EAL learners in Doncaster. To address this, the Y5 EAL programme will have a clear focus on English Grammar, Punctuation and Spelling.

Our work with schools who need to raise attainment in all or some of the areas will also support these schools to continue to raise attainment.

The increased focus on the development of effective oracy skills will also contribute to raising attainment for these schools.

Table 1.8: Percentage increase for 2024 end of KS2 outcomes for group of schools whose outcomes in 2023 at the High Standard were 5% or lower than National

Maintained schools whose outcomes were 5% or more lower than National in 2023 – what improvement has there been for those schools in 2024.

High/GDS Standard

Schools 5% or more below National	No of schools	2023 (% average for group)		2024 (% average for group)		% change (Group)	% change (National)
		Group % average	Nat All Schools	Group % average	Nat All Schools		
Reading	12	13.6	29.0	11.3	28.5	-2.3	-0.5
Writing	8	2.6	13.3	5.0	12.9	+2.4	-0.4
Maths	10	13.2	23.8	16.2	23.9	+3.0	+0.1
GPS	6	13.8	30.1	17.9	32.0	+4.1	+1.9
RWM combined	8	0.8	8.0	3.5	7.7	+2.7	-0.3

Headlines:

- LA low-attaining maintained schools' outcomes at the High/GDS standard have shown good overall improvement in all areas apart from reading, which has shown a decline for the group.

- The number of schools who are in the low attaining group of schools at High/GDS is greater than for EXP+

It is recognised that improving outcomes at the High/GDS standard is a key area to address and there will be a focus throughout the CPD on offer through RWM Doncaster.

The increased focus on the development of effective oracy skills will also contribute to raising attainment at High/GDS for these schools.

Vulnerable groups 2024

Table 1.9 - Vulnerable groups 2024 - EXP+ Standard (July 2024 - unvalidated)

%	Reading			Writing			Maths			GPS			RWM		
	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap
All	69.5	74.2	-4.7	69.9	71.1	-1.2	72.0	72.9	-0.9	67.9	72.1	-4.2	57.9	60.5	-2.6
Girls	73.3	77.7	-4.4	75.3	78.3	-3.0	72.1	72.4	-0.3	71.9	75.9	-4.0	62.0	64.2	-2.2
Boys	65.8	70.8	-5.0	64.6	65.4	-0.8	71.8	73.6	-1.8	64.1	68.4	-4.3	54.0	57.0	-3.0
SEND support	41.6	47.6	-6.0	31.9	36.1	-4.2	38.4	43.9	-5.5	33.9	39.3	-5.4	22.7	25.6	-2.9
EHCP	12.9	19.2	-6.3	9.3	12.3	-3.0	12.9	17.2	-4.3	13.5	16.7	-3.2	5.0	8.8	-3.8
No SEND	79.4	83.7	-4.3	82.2	83.2=	-1.0	83.3	83.1=	+0.2	79.1	82.9	-3.8	69.2	71.4	-2.2
Disadv'd Yes	59.0	62.6	-3.6	58.3	58.9	-0.6	59.8	59.3=	+0.5	55.9	59.2	-3.3	46.5	45.1	+1.4
Disadv'd No	75.4	79.2	-3.6	76.4	77.3	-0.9	78.9	79.0	-0.1	74.7	77.8	-3.1	64.3	67.0	-2.7
Language EAL	64.5	72.1	-7.6	68.7	72.1	-3.4	70.1=	77.4	-7.3	66.5	75.4	-8.9	56.2	62.1	-5.9
Language English	70.6=	75.2	-4.6	70.3	71.9=	-2.6	72.5	72.1=	+0.4	68.4	71.5	-3.1	58.4	60.3	-1.9

Table 1.11 - Vulnerable groups 2024 - High/GDS Standard (July 2024 - unvalidated)

2024 %	Reading			Writing			Maths			GPS			RWM		
	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap	LA	Nat	Gap
All	23.7	28.4	-4.7	9.1	12.8	-3.7	20.4	23.7	-3.3	26.3	31.8	-5.5	4.9	7.6	-2.7
Girls	26.5	32.0	-5.5	11.8	16.1	-4.3	18.0	20.9	-2.9	29.5	34.8	-5.3	5.5	8.8	-3.3
Boys	21.0	24.9	-3.9	6.5	9.7	-3.2	22.6	26.4	-3.8	23.1	29.0	-5.9	4.4	6.4	-2.0
SEND support	10.4	12.0	-1.6	1.8 =	3.0	-1.2	7.9	7.9	=	9.2	10.7	-1.5	1.0	1.5 =	-0.5
EHCP	3.7	4.8	-1.1	0.6	1.1 =	-0.5	1.2	3.5 =	-2.3	1.2	5.0	-3.8	0.6	0.5 =	+0.1
No SEND	28.0	33.5	-5.5	11.3	15.7	-4.4	24.5	28.5	-4.0	31.7	38.2	-6.5	6.1	9.3	-3.2
Disadv'd Yes	16.1	18.1	-2.0	5.6	6.4	-0.8	13.9	13.0=	+0.9	17.2	20.1	-2.9	2.7	3.1	-0.4
Disadv'd No	28.0	33.0	-5.0	11.1	15.7	-4.6	24.0	28.5	-4.5	31.4	37.2	-5.8	6.2	9.6	-3.4
Language EAL	20.6	26.7	-6.1	7.4	13.1	-5.7	22.3	29.6	-7.3	26.4	38.7	-12.3	4.4	8.3	-3.9
Language English	24.2	29.1	-4.9	9.4	12.8	-3.4	20.1	22.2=	-2.1	26.3	30.0	-3.7	5.1	7.4	-2.3

- At EXP+ across all subjects, SEND support and children with an EHCP do not achieve as well as their peers nationally and this is particularly evident in reading, maths and GPS.
- At EXP+ and the High/GDS standard across all subject outcomes for EAL children are significantly lower than their peers nationally, apart from the combined RWM measure but this is also lower than national.
- There were some positive outcomes for disadvantaged learners at both the EXP+ and High/GDS standard with a positive gap to National of 1.4% at EXP+ and at the High Standard in maths, outcomes for disadvantaged pupils are higher than disadvantaged pupils nationally.
- At the High Standard, GPS across the majority of vulnerable groups is an issue.

There is a clear focus in the revised RWM Strategy together with the wider Learning, Standards and Effectiveness Strategy on improving outcomes for EAL learners and SEND.

For EAL actions will include:

- A targeted Y5 EAL programme aimed at raising attainment in reading, writing and maths.
- HFL Y2 and Y3 fluency programme aimed at supporting the transition from validated phonics schemes into fluent reading.
- Word Aware provided to targeted schools aimed at developing vocabulary with a particular focus on EAL learners.

- Specific focus as part of the networks which will involve guest speakers/schools with a particular expertise in supporting SEND learners together with specific groups.

For SEND, actions will include:

- The Literacy toolkit for KS1 to KS3 will be launched in Spring 2025 which will support schools to use diagnostics to better support SEND learners.
- Collaboration with the Learning, Standards and Effectiveness SEND team to support the precision of SEND involvement within schools.
- Specific focus as part of the networks which will involve guest speakers/schools with a particular expertise in supporting SEND learners together with specific groups.

RWM Doncaster 2023 – 24: What have been the successes?

- Growing collaboration with partners within and beyond Doncaster has allowed us to extend and develop our offer.
- Increased engagement with events offered, e.g., Leading Thinking Events and the Danum Read Aloud have enabled us to broaden our reach across a range of schools.
- Our growing offer has increased the number of schools engaging with RWM Doncaster.
- Establishing a joint Doncaster/Rotherham Oracy Hub
- Initial pilot with a school on writing maths stories has developed into a Year of Maths Stories in collaboration with The NLT in Doncaster with events scheduled across the 2024/25 academic year.
- Growing 'in-school' capacity by using the skills of colleagues in school to support delivery of events such as the OU/UKLA Teachers' Reading Group and the Fluency Project.
- The development of the revised 2024-2027 RWM Doncaster Strategy.
- Although there are further improvements to be made and this will remain a key priority, overall, there have been positive indications that the attainment gap to National is closing.
- There has been some engagement from secondary schools. A secondary school is part of the Oracy Hub and the Spring 2024 Leading Thinking Event with Hywel

Roberts attracted some bookings from secondary colleagues, who gave positive feedback to the event.

What are the next steps for RWM Doncaster?

- There will be a clear focus moving forward on increasing the number of pupils achieving the High/GDS standard at KS2.
- Continue to improve outcomes in reading through working with a variety of partners as well as universal and targeted CPD to address areas such as transition from phonics, transition into KS2 and building strong reading curricula across schools.
- Continue to have a sharp focus in both targeted and universal CPD on developing an understanding of the EAL and SEND learner, having high expectations for all and improving practice, thereby improving overall outcomes.
- The Writing Assessment Toolkit CPD will support practitioners to fully embed EGPS elements within their writing sequence.
- Maintain and increase RWM Doncaster engagement with maintained schools and beyond.
- Continue to explore ways to begin to engage secondary colleagues in some of the existing RWM Doncaster events and CPD. Possible routes to engage could be through the Oracy Hub and the Y5/6 network.



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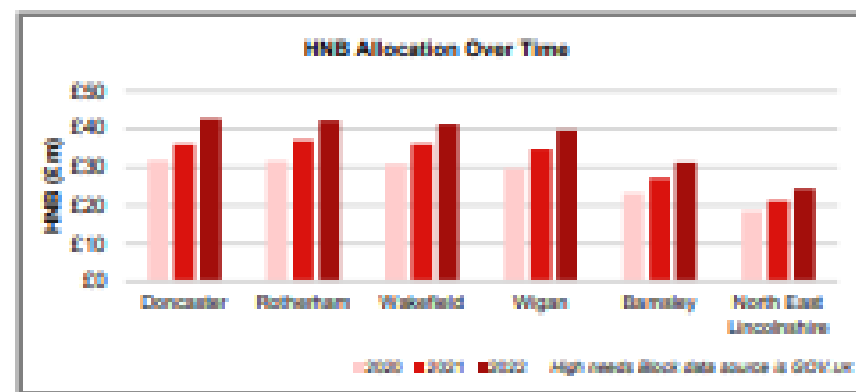
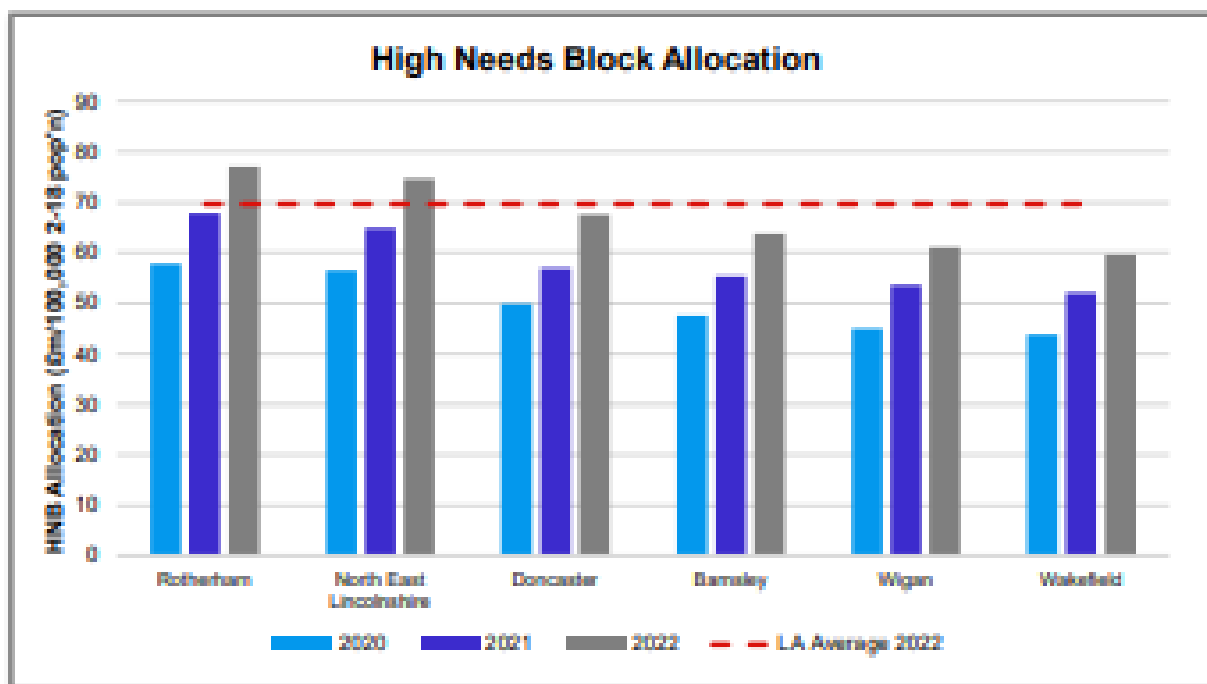
Schools Forum 2025-26
Transfer of 0.5% from the
Schools Block to the High
Needs Block.

SEND Headlines

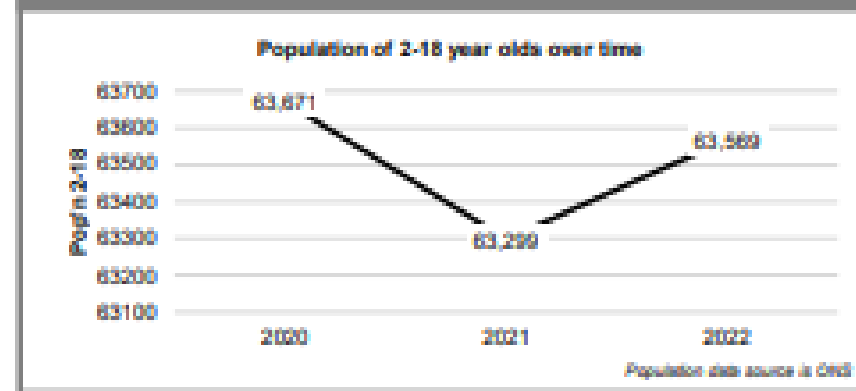
- Steep rises in SEND identification:
 - Overall: +18% since 2017.
 - Statutory assessment requests: +84% since 2017.
 - EHCPs: 2019- 1898, 2022- 2414, 2023 - 2560
 - Out of authority placements: 2019- 70, 2022- 201 now at a cost of £11.4m.
- EHCP 'timeliness' has improved greatly last quarter in Doncaster. We envisage the implementation of IDOX will further improve this.
- High needs overspend estimated to be £37.0m by March 2025 and is projected to increase further in the coming years.
- Spending on ASD and SEMH needs in mainstream is still increasing although our spend on out of authority schools should reduce following the roll out of SEMH hubs.
- There are still a number of young people moving out of mainstream via EHCP process, particularly at transition points.
- Out of authority placements are high, however there is increasing demand in all authorities, not just Doncaster, especially for SEMH.

Current context in Doncaster

Doncaster's population and HNB allocation is increasing and is just below the LA Average



There has been a 0.2% decrease in 2-18 year olds over the past 3 years



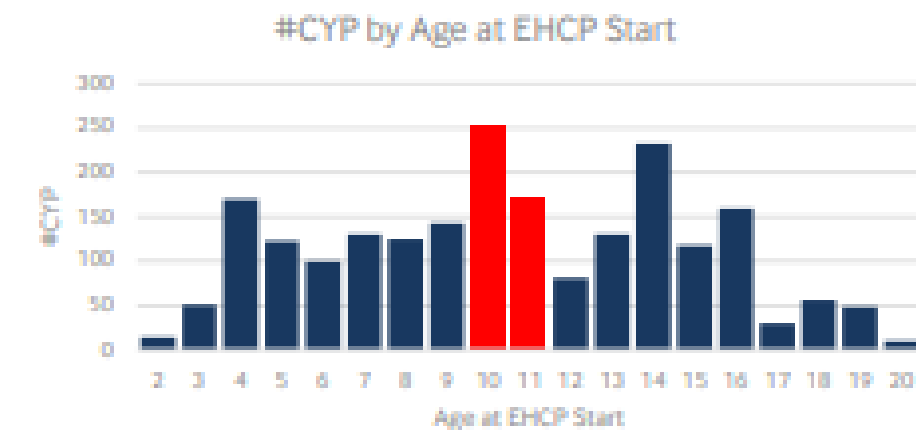
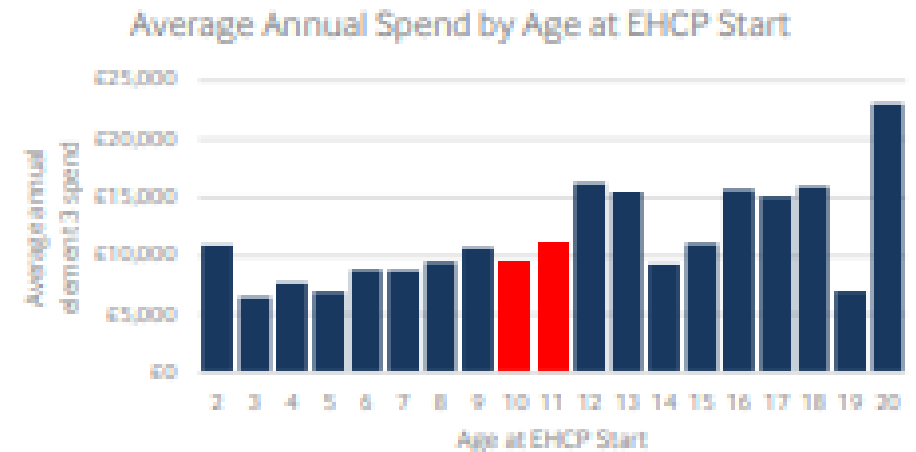
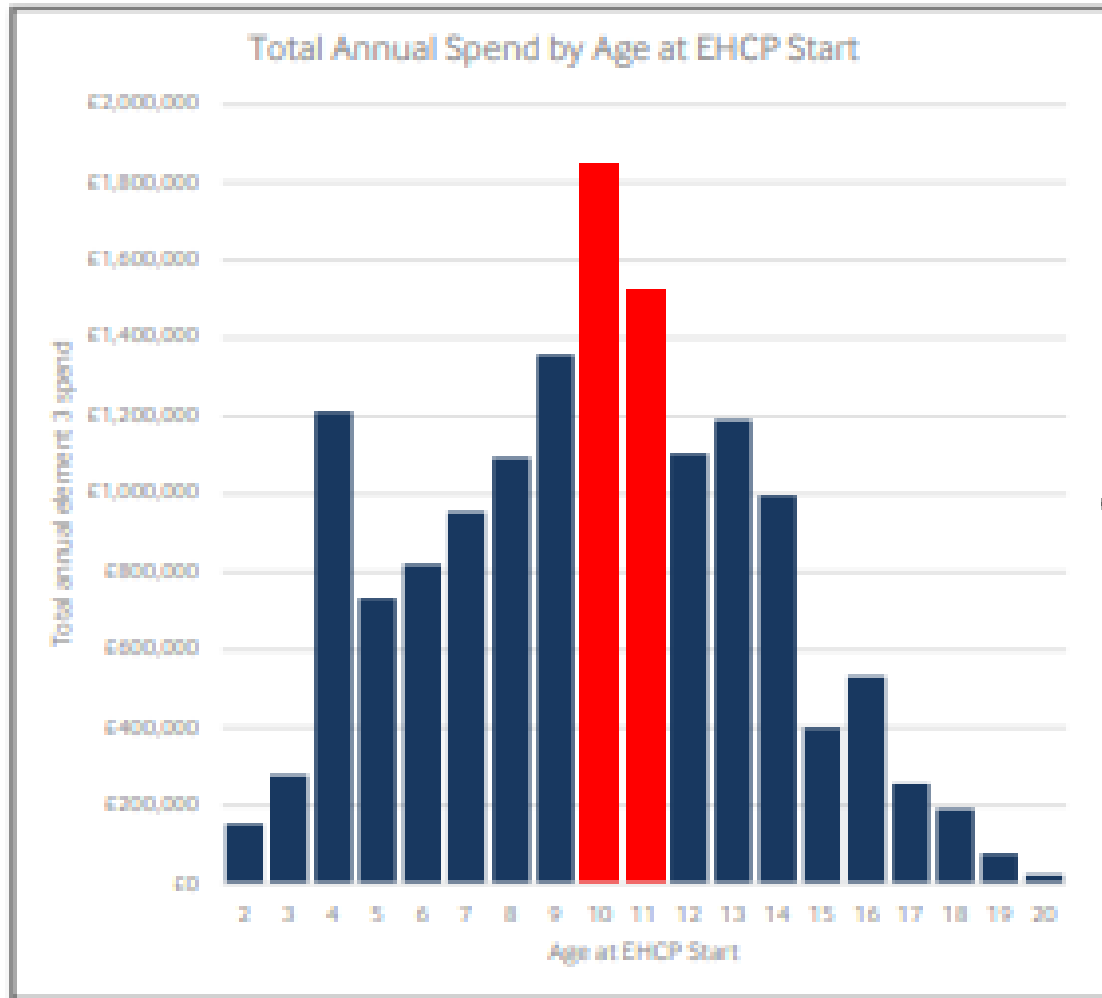
% growth from 2020 to 2022					
Wakefield	Wigan	Doncaster	Bamsley	Rotherham	North East Lincolnshire
35.9%	35.7%	35.4%	34.2%	33.3%	32.1%

Doncaster follows the national trend of increasing HNB allocation – partly driven by an increase in population. How do we expect this to rise in coming years?

Total annual spend on EHCP by age group is highest for those starting EHCPs at ages 10 and 11



This is driven by the high number of CYP starting EHCPs at this age



High numbers of EHCPs begin in transitional age groups

Next Steps – SEND Strategy

- Forensic analysis of HNB patterns and underlying issues via ‘Delivering Better Value in SEND’.
- Update of SEND Strategy and delivery plan in the light of this.
- Consultation has taken place over last 2 weeks on wider strategy. SENCO and HT groups are supporting shaping the next steps and delivery.

Top slice Context

- The cumulative local authority High Needs budget deficit is estimated to be around £2.3bn and is increasing daily. The latest estimates conclude that the cumulative local authority High Needs budget deficit across England will be around £3.6bn by March 2025.
- The schools block of the DSG is ring-fenced to school budgets shares and pupil growth. However, the DfE do allow local authorities to transfer up to 0.5% of the total value of the schools' block into one of the other funding blocks dependent on agreement of School Forum. In 2018, 61 authorities were already transferring 0.5%.
- In September 2022, the government gave the go-ahead to 75% more councils to go above the 0.5% threshold and 22 have since made the decision to do so. Doncaster requested the transfer of 0.5% funding for the first time for the 2023-24 financial year which was approved by Schools Forum.

0.5% Where does the money go?

- SEMH Units established in 2023-24 to create 40 new places (3 primary and 1 secondary) attached to mainstream schools with the aim to reduce out of authority placements and educate children closer to home. Cost for 2025-26 £896,715
- To support early intervention we are diverting an increased Element 3 funding budget (£403,285) to mainstream schools to take decisions at a more local level which is aimed to meet the needs to the children in a more positive way.

Consultation Responses

- Overall 8 responses to the consultation as follows

Question

Do you agree/disagree with the request to Schools Forum to transfer 0.5% (c£1.3m pa based on 2024-25 Schools Block Allocations) of the Schools Block in the High Needs Block?

Answers

Agree	6
Disagree	2
No Response	119

Given the low response rate from schools it is requested that Schools Forum approve the transfer of 0.5% of the 2025-26 DSG Schools Block to the High Needs Block.

Schools Forum Decision

- Do Schools Forum members agree to transfer 0.5% of the Schools Block budget to the High Needs Block for the 2025-26 financial year?



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Schools Forum Data Findings

*data captured as of 11/11/2024



Data Presentation Brief

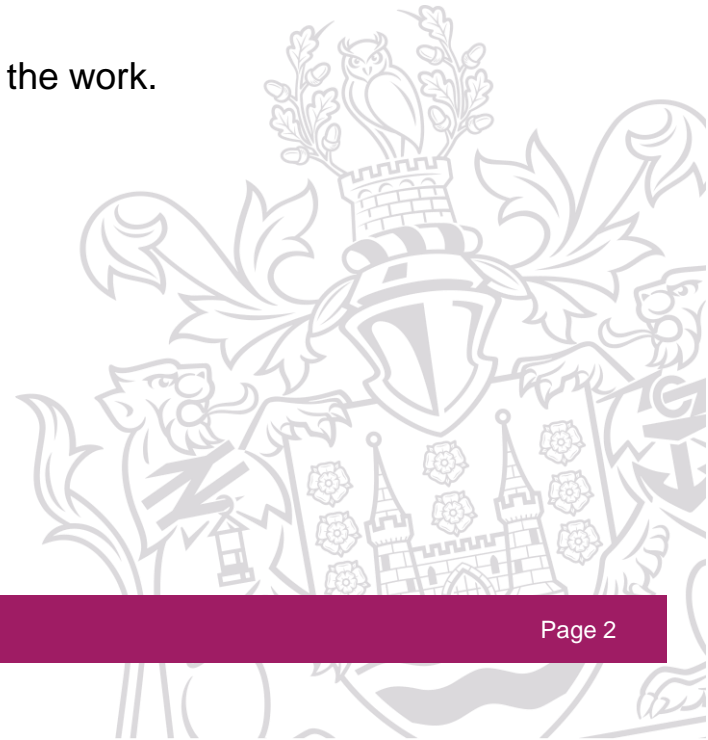
This presentation will outline the current position, highlighting any trends or themes for:

- Out of Area Referrals and Placements
- Children with Disability Placements
- DSG funded Social Care information

- This will show the costings attached to these placements and show the total spend associated with each category.

- This will also show the active referrals awaiting placement.

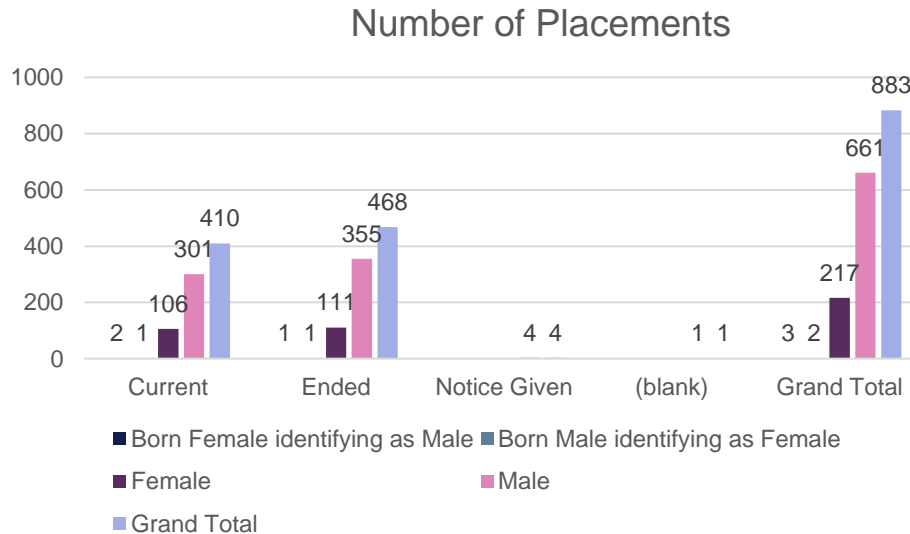
- Please note the data is actively updated daily due to the nature of the work.



Independent Special Schools (OOA)



Current overall analysis



As of 11/11/2024 there have been 883 placements recorded on the OOA placement dashboard for Independent Special School and Specialist Post 16 placements, of which 468 have ended and 410 are active.

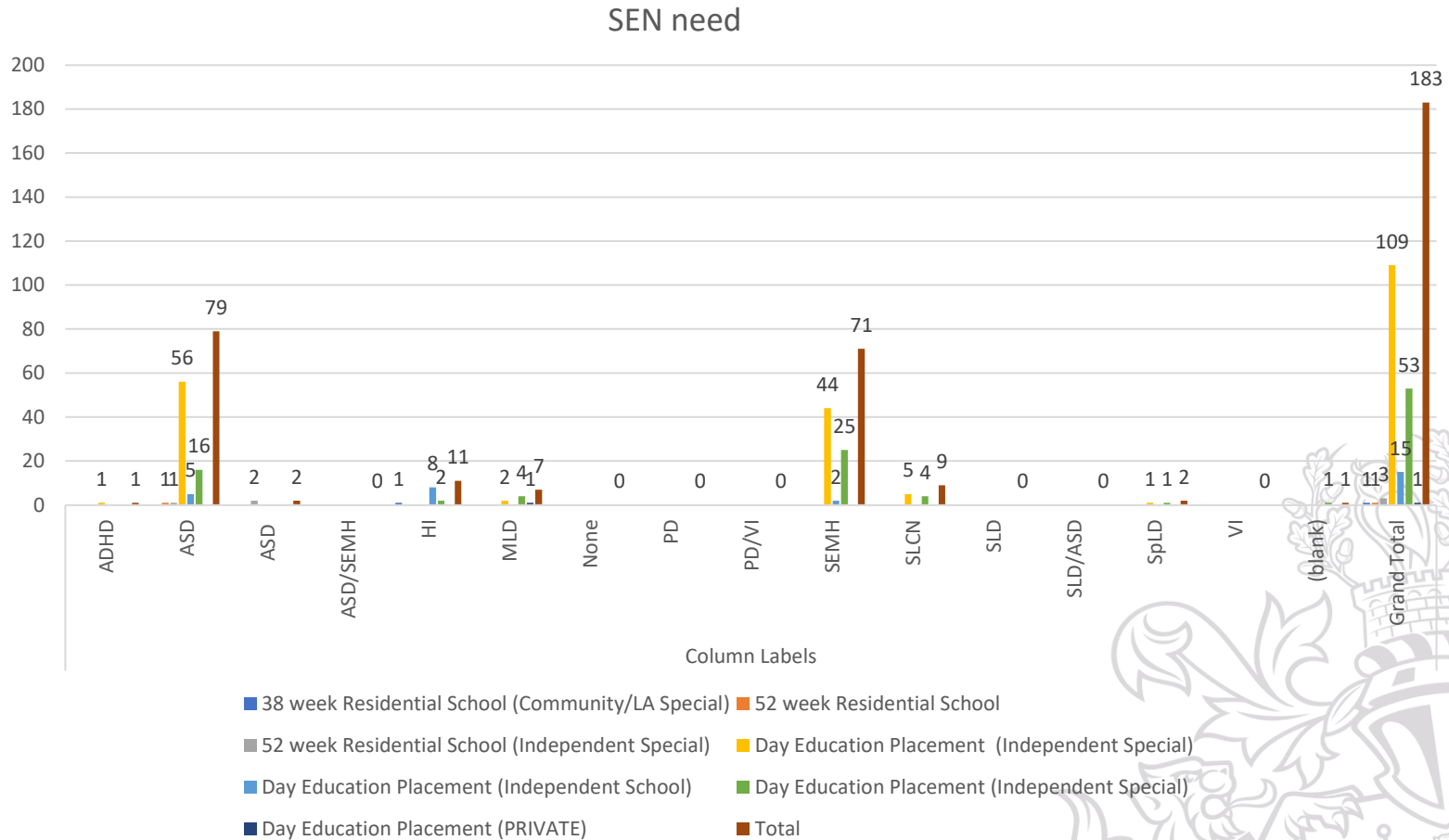
There have been more placements for males than females (74% for males)

Of the 410 active placements, 183 (44%) are within an Independent Special School and 227 are Specialist Post 16 Placements.

Of the 183 Independent Special School placements, 5 are Residential Placements.

There are 61 active open referrals awaiting possible placements. Parental Preference often given to Abbeywood School in Rotherham and Field Gate school in Doncaster

Independent Special School Placements by Primary SEN Need

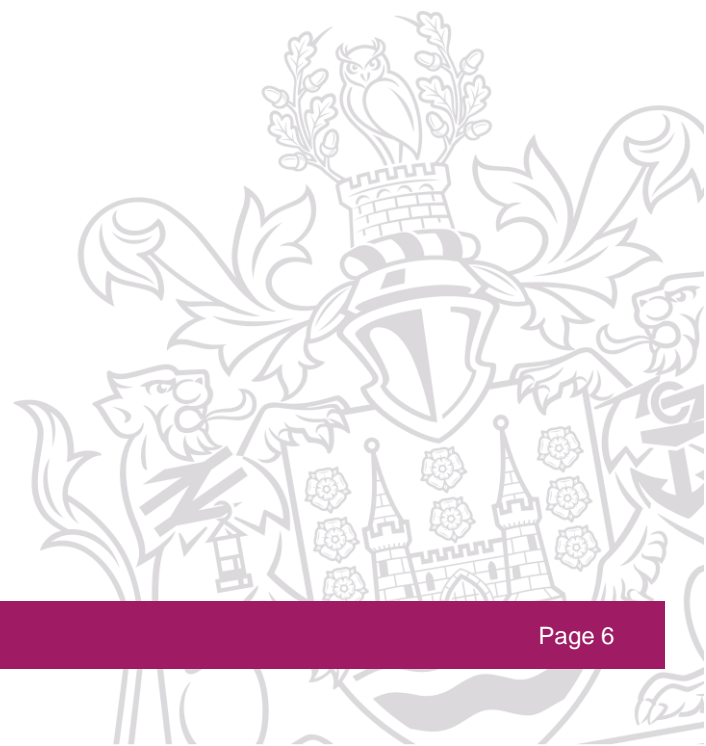


Independent Special School Placements

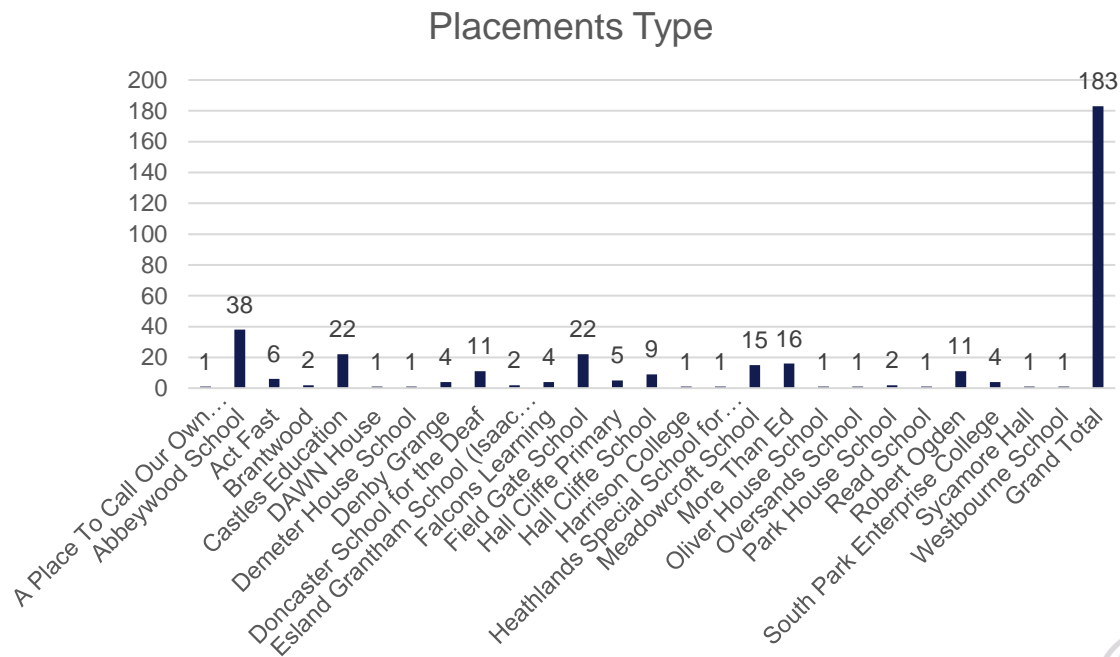
Of the 183 active Placements, 146 (79%) are for males and 63 are for females (21%)

The largest majority have an identified primary need of ASD with 81 children and young people (44%) in total, this is mostly male (76%) and female (24%)

The second largest primary need is SEMH with 71 children and young people (38%) in total, this is again mostly male (71%) and female (23%).



Placements Data

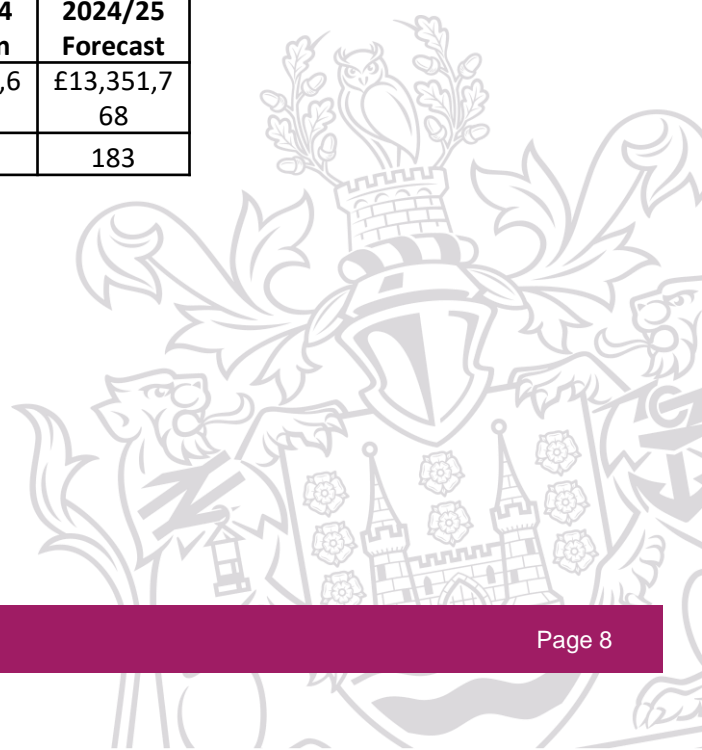


Most children are placed at Abbeywood School in Rotherham, 38 in total (20%). The next largest number of placements are at Castles Education and Field Gate both with 22 (12%) each.

Costings

- The highest projected annual costing for the active placements is £306,090.00 for a child placed at Witherslack Oversands Residential School and the lowest is £16,720.00 for a child placed at Read School.

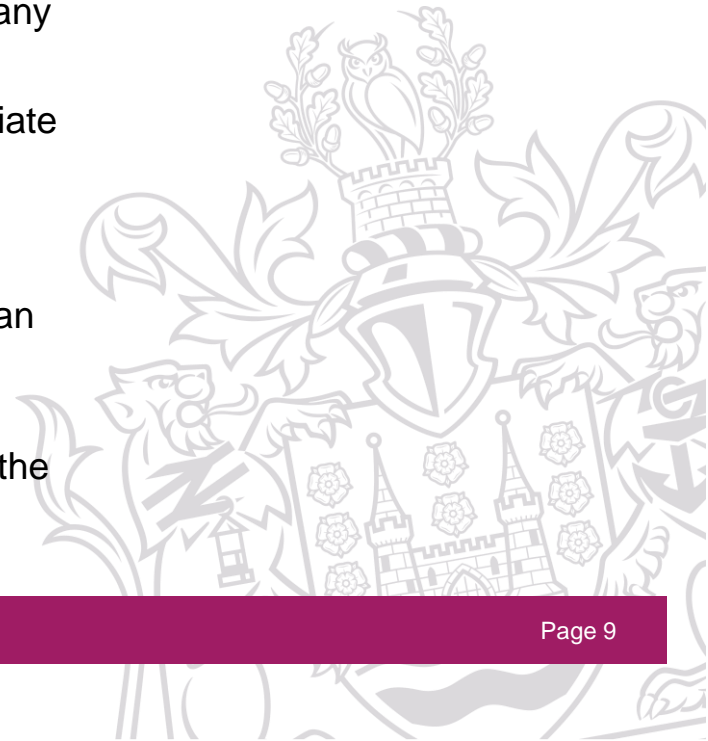
SEN Out of Area Placements	2021/22 Outturn	2022/23 Outturn	2023/24 Outturn	2024/25 Forecast
DSG High Needs Block spend	£7,117,070	£10,021,639	£12,343,676	£13,351,768
Number of Children at each year end	137	181	193	183



Referral and outcome process flow

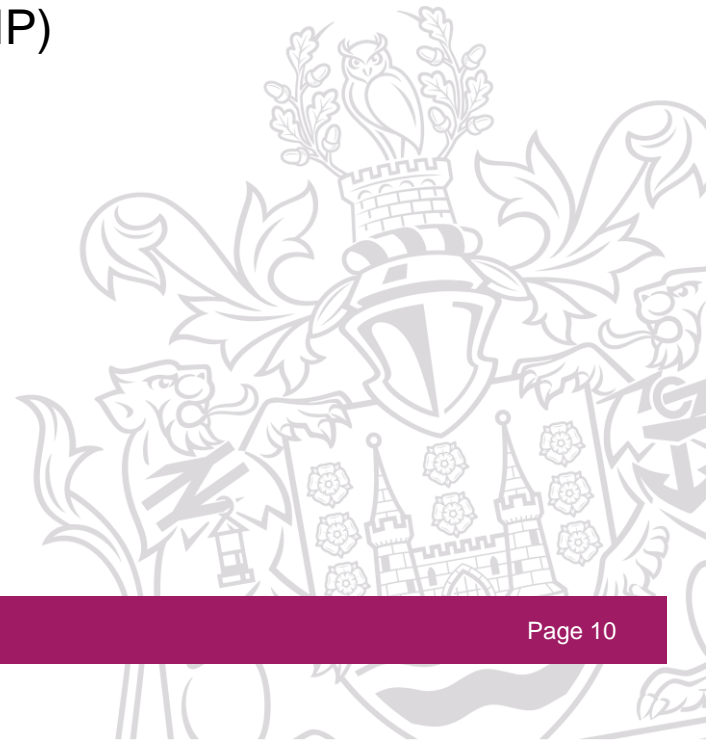


- OOA referral requests are sent in by the SEN team, highlighting any PPR or certain requests.
- The referral tracker spreadsheet is used to find the most appropriate schools for the YP. This spreadsheet is filtered by age, need, distance from home and OFSTED rating.
- OOA searches are refreshed to providers if there have been no responses, the responses are shared with the SEN officer who can inform if an OOA search is still needed.
- When an offer has been made by a school, it is taken to the appropriate panel by the SEN officer to discuss the suitability of the placement for the child.



Out of Area process QA

- Quality Assurance is the systematic and transparent process of checking to see if a service meets the specified requirements, and actively involves itself in the assessment against agreed thresholds and standards, to determine the level of quality. With regards to frequency of visits, full QA inspections are carried out on annual basis; while monitoring visits are scheduled intermittently, in order to check the progress against the quality improvement plan (QIP) created at the initial visit.



Social Care placements funded to DSG



CWD Costings

	2021/22 Outturn	2022/23 Outturn	2023/24 Outturn	2024/25 Forecast
LAC - non CWD				
DSG High Needs Block spend	£4,210,672	£5,038,802	£2,342,680	£1,910,601
Number of Children	71	76	38	18
*Please note from 2023/24 onwards LAC with an EHCP not in a Residential placement were funded from SEN OOA (budget of £888k was moved to SEN OOA).				
LAC CWD				
DSG High Needs Block spend	£1,522,274	£1,347,153	£1,095,483	£681,063
Number of Children	13	14	9	8

The Social Care spend charged to DSG has reduced since April 2023 as a result of children and young people returning to Doncaster and/or being repatriated to family. The spend for Children with Disabilities (CWD) has reduced as a result of two complex young people returning to Doncaster into the new internal CWD home, Acorn House.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 2 2024-25

Purpose

1. This report details the forecast outturn for the Dedicated Schools Grant (DSG) budgets for the year 2024-25, as at 30 September 2024 (with known updates included).

Recommendation

2. That Schools Forum
 - Notes the report;

Background

3. All Local Authorities receive a ring-fenced Dedicated Schools Grant (DSG) from the Department for Education (DfE) for their schools provision. For 2024-25 the DfE funding settlement received in December 2023 was based on October 2023 census.
4. The DSG is split into 4 blocks, as presented in Appendix A:
 - Schools Block
 - Central Schools Services Block
 - High Needs Block
 - Early Years Block

Issues for consideration

5. The attached report at Appendix A shows the budget for 2024-25, projected year-end outturn and projected year-end variance for 2024-25 based on information as at the end of Quarter 2, updated to reflect latest information.
6. The report shows a forecast in-year overspend of £11.6m for 2024-25. Reasons for variances against budgeted spend lines for 2024-25 are detailed in Appendix A with the main reasons outlined in this report.

7. The attached report at Appendix B shows the Medium Term Financial Plan (2024-25 – 2027-28) for the High Needs Block.

Schools Block

8. The Schools Block budget overall is showing a projected (£33k) underspend for the year due to a small underspend on the provisional Growth Fund payments for 2024-25 which are included at appendix C with final payments to be confirmed following confirmation of the October 2024 census. There is also an overspend on the staff compensation for maternity budget.
9. The total staff compensation budget for maternity pay contains an allocation of £207k with estimated expenditure for 2023-24 of £224k creating an overspend of £17k.
10. This maternity budget is also incorporated into budget report (item 2.2) in the proposed rate of de-delegation for this budget for 2025-26 in order for this to continue.

Central Schools Services Block

11. The Central Schools Services Block is showing a small underspend of £17k against the schools forum budget at this time for the year.

High Needs Block

12. The High Needs Block budget overall is showing a projected £11.7m overspend for the year.
13. Budgets for 2024-25 have increased to estimated expenditure figures (based on 2023-24 outturn levels and known changes) with the balance of these increases showing a £8.0m overspend against the contingency / unallocated budget.
14. Further reasons for the overspend include projected overspends of £674k against Post 16 high needs education, £863k on Element 3 funding to mainstream schools and £247k against SEN additional payments for SEND AP, Tuition and other payments to mainstream schools.
15. Overspends are also expected with additional payments to Special Schools and PRU's and NBEC £2.5m.
16. These overspends are being offset by an underspend against the Out of Authority placements for social care children of (£733km)

Early Years Block

17. The Early Years Block budget overall is showing a break-even position for the year.
18. Early Years funding for 2024-25 is being provided by the DfE based on each termly census data. Further updates will be known following the Quarter 2 monitoring process.

High Needs Block Medium Term Financial Plan (2024-25 – 2027-28)

19. Appendix B sets out details of the High Needs block budget across the current and following 3 financial years.
20. Grant income and expenditure assumptions are as listed and the plan incorporates expected changes in funding through the DfE's announcement in July 23 for the DSG income for 2024-25.
21. Expenditure budgets have been reviewed based on 2023-24 outturn positions and other known changes resulting from the LA's Delivering Better Value in SEND Programme. Savings figures in later years are anticipated from the current year expected spend on Out of Authority Placements.
22. The current High Needs overspend position will be £54.7m by the end of 2027-28, as shown within appendix B with total overspends of £37.0m expected at the end of 2024-25, £44.6m in 2025-26 and £50.2m in 2026-27.
23. This position is not uncommon to other Councils. Work continues to review the DSG medium term financial plan in order to ensure robust expenditure projections across the period 2025-26 to 2027-28 and to build in anticipated savings expected as a result of the Future Placement Strategy, new SEND strategy and implementation of the graduated approach.
24. Doncaster Council are currently within wave 1 of the DfE's Delivery Better Value in SEND programme, with evidence produced to demonstrate and understand why the high needs costs exceed the funding available. Existing data and future predictions as part of the DBV programme are included within the above financial predictions. The Council secured a DfE grant of £1m to deliver changes identified as part of the DBV programme.
25. The current medium term financial plan takes into account the request to Schools Forum to transfer up to 0.5% of schools block funding to the High Needs Block each year.

Consultation

26. Individual budget holders have considered the current estimated outturn position. The revenue monitoring position for Children's Services has been reported to the Director of Learning and Opportunities, Children & Young People Services and management team through the monthly reporting process.

Conclusion

27. The adjusted quarter 2 updated position (end of September 2024) shows a forecast in-year DSG overspend of £11.6m. This will continue to be monitored throughout the year with updates brought to subsequent Schools Forum meetings and resources

redirected as required to ensure that Doncaster children benefit from funding available.

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stephen.boldry@doncaster.gov.uk

APPENDIX A
Revenue Monitoring 2024/25 Month 6

APPENDIX A

Service	DSG Budget for Year	Month 6 Projection	Projected DSG Variance	Notes	Month 3 Actual Budget	Month 3 Actual	Month 3 Variance	Difference	Explanation of Month 6 / Change from Previous Quarter
	£'000	£'000	£'000		£'000	£'000	£'000	£'000	
HIGH NEEDS BLOCK DSG									
High Needs Contingency/Unallocated	(8,023)	0	8,023	Original budget overcommitted based on original estimates	(7,999)	0	7,999	24	
Pupils Educated Out Of Area - LA SEN	13,062	12,979	(83)	Q2 - Figures based on current numbers/packages agreed however growth figures (as included in Cabinet report) require review with service to determine if still realistic. Growth review to include OOA search list (service have moved a number off), CME & movers in to review with report expected to be presented to the Inclusion Performance Clinic	13,062	13,015	(47)	(36)	
Pupils Educated Out Of Area - LA CWD	706	731	25	Figures as per Month 6 Social Care Ladder	706	745	39	(14)	
Pupils Educated Out Of Area - Social Care	2,644	1,911	(733)	Reducing split of packages relating to Education reducing DSG spend proportion of costs (figures as per Month 6 Social Care Ladder)	2,644	1,799	(845)	112	Reducing split of packages relating to Education reducing DSG spend proportion of costs (figures as per Month 6 Social Care Ladder)
Specialist Post 16 Institutions	6,567	7,241	674	£674k overspend overall - 3% price inflation included for 24/25. Service to confirm if growth figures for year are reasonable.	6,567	6,663	96	578	£674k overspend overall - 3% price inflation included for 24/25. Service to confirm if growth figures for year are reasonable.
Post 16 FE Colleges	319	325	6		319	337	18	(12)	
Mainstream EHCP Banded Top Up funding	6,558	7,421	863	Figure based on summer and autumn term data from SEN Team. Spring term (Jan-March) then expected to be at budget as localities to receive 3/12th budget (maximum).	6,558	6,913	355	508	Figure based on summer and autumn term data from SEN Team. Spring term (Jan-March) then expected to be at budget as localities to receive 3/12th budget (maximum).
SEN Children additional Funding	3,479	3,726	247	Budget for SEN AP, Tuition and additional payments for mainstream children above element 3 allocations. Predicted expenditure based on decisions to date including growth at the 2023-24 level with an assumption that from January 25 funding will be devolved to locality panels.	3,479	3,764	285	(38)	
Special Schools - ISB	10,625	12,068	1,443	Overall overspend of £1.4m due to additional places agreed at Bader, North Ridge and Pennine View (unbudgeted for) This alongside additional payments being made for specific children within special schools is causing the overspend. Future growth numbers to be discussed and agreed with the Service.	10,625	11,312	687	756	Change since Q1 due to additional places / classes agreed at Bader, North Ridge and Pennine View, also an increase in the number of bespoke packages for specific children agreed at panel with assumptions on growth.
Other LA recoupment	794	858	64		794	798	4	60	
PRUs Incl. Mulberry Unit	2,995	3,215	220	Actuals based on revised pupil numbers of 35 from January 25 following consultation exercise compared to the budget set at 32 places from September 24.	2,995	3,208	213	7	
SEMH Provision	998	1,070	72	Cost increases from those originally expected to be commissioned (£168k on top of original £175k per hub, approved until October 2024, projection includes full year) plus additional payments agreed through SENDQA panel for specific children. (Consideration required if any knock on impact on potential new capital plans for additional SEMH hubs).	998	1,111	113	(41)	
North Bridge Enterprise College	851	1,723	872	Budget based on 24 places from Sept 24 however 48 places now predicted by the Service. Confirmation required from Service on future numbers at this provision.	851	1,722	871	1	
Big Picture Learning	2,212	2,212	0	Sept 24 future commissioning arrangements still to be agreed and confirmed.	2,212	2,212	0	0	
Specialist AP provision	885	680	(205)		885	680	(205)	0	
Pre-School Inclusion - Portage/SEN	1,220	1,257	37		1,220	1,245	25	12	
Children's Specialist Equipment	168	168	0		168	168	0	0	
ASD Schools Support	440	444	4		440	444	4	0	
HI Schools Support	825	732	(93)	138	825	705	(120)	27	
VI Schools Support	525	535	10		525	530	5	5	
Primary Outreach	375	386	11		375	419	44	(33)	
Secondary Outreach	114	114	0		114	114	0	0	
Learning & Behaviour Support Service	1,355	1,597	242	Overspend expected due to payments to schools for work connected to reduction in permanent exclusions offset by payments expected for the Day 6 provision.	1,355	1,519	164	78	
Pupils Educated At Home	100	101	1		100	103	3	(2)	
Independent Behaviour Provision (Tops Team)	186	178	(8)		186	178	(8)	0	
Contributions to Centrally Retained & De-delegated Budgets	90	90	0		90	90	0	0	
HIGH NEEDS BLOCK Sub-total	50,070	61,762	11,692		50,094	57,984	9,700	1,992	
SCHOOLS BLOCK DSG									
Individual School Budgets	30,942	30,942	0		32,497	32,497	0	0	
Staff Absence Compensation - Maternity	207	224	17		207	227	20	(3)	
Staff Absence Compensation - TU Facility	56	56	0		56	56	0	0	
Museums-Art Gallery(Education Service)	28	28	0		28	28	0	0	
EMTAS & GRT Virtual School	86	86	0		86	86	0	0	
Other Insurances	6	6	0		6	6	0	0	

APPENDIX A
Revenue Monitoring 2024/25 Month 6

APPENDIX A

Service	DSG Budget for Year	Month 6 Projection	Projected DSG Variance	Notes	Month 3 Actual Budget	Month 3 Actual	Month 3 Variance	Difference	Explanation of Month 6 / Change from Previous Quarter
	£'000	£'000	£'000		£'000	£'000	£'000	£'000	
Free School Meals Eligibility	20	20	0		20	20	0	0	
Support for Schools in Financial Difficulty (Causing Concern)	44	44	0		44	44	0	0	
Growth Fund	520	470	(50)		520	481	(39)	(11)	
Additional school improvement services (incl. Maths/Literacy Lead)	64	64	0		64	64	0	0	
Education functions for maintained schools (former ESG general duties)	118	118	0		118	118	0	0	
SCHOOLS BLOCK Sub-total	32,091	32,058	(33)		33,646	33,607	(19)	(14)	
CENTRAL SCHOOL SERVICES BLOCK DSG									
Servicing of Schools Forum	35	20	(15)		35	20	(15)	0	
School Admissions	314	314	0		314	314	0	0	
Miscellaneous Provision (Safeguarding)	23	23	0		23	23	0	0	
Recharges Corporate Services/Management	91	91	0		91	91	0	0	
ICT revenue funding	99	99	0		99	99	0	0	
National Copyright Licences	286	286	0		286	286	0	0	
Education functions for all schools & academies (former ESG retained duties)	864	864	0		864	864	0	0	
Learning & Behaviour Support Service	57	57	0		57	57	0	0	
CENTRAL SCHOOL SERVICES BLOCK Sub-total	1,769	1,754	(15)		1,769	1,769	(15)	0	
EARLY YEARS BLOCK DSG									
Nursery Education Fund - 2 year olds	9,692	9,692	0		9,692	9,692	0	0	
Nursery Education Fund - 3 & 4 year olds	19,251	19,251	0		19,251	19,251	0	0	
Under 2 Year Olds	3,694	3,694	0		3,694	3,694	0	0	
Early Years Retained Duties	838	838	0		838	838	0	0	
Early Years Pupil Premium	519	523	4		519	523	4	0	
Early Years Contingency	0	(4)	(4)		0	(4)	(4)	0	
High Needs Block transfer to EY Block - Early Help funding	0	0	0		0	0	0	0	
Disability Access Fund	265	265	0		265	265	0	0	
EARLY YEARS BLOCK Sub-total	34,259	34,259	0		34,258	34,258	0	0	
EARLY YEARS BLOCK DSG									
Grand Total	118,189	129,833	11,644	in-year 2024/25 overspend of £11.64m	119,767	127,618	9,666	1,978	in-year 2024/25 overspend of £11.7m

APPENDIX B

4.0%	3.0%	3.0%	3.0%	Price inflation used in 24/25 council budget/MTFS report (as at Nov 23) with 3% estimate future years.
5.0%	2.0%	2.0%	2.0%	Pay inflation used in 24/25 council budget/MTFS report (as at Nov 23).
3.4%	3.0%	3.0%	3.0%	DSG increase as per DfE - applies to Special/PRU/EHCP.

Dedicated Schools Grant High Needs Block Medium Term Financial Plan (2023/24 - 2026/27)

	2021-22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
High Needs Block Funding							
Initial DSG Settlement	42,747,785	48,504,344	54,023,648	56,270,393	57,958,505	59,697,260	61,488,178
less High Needs Places deductions (Academies)	-6,670,669	-6,881,335	-7,124,168	-7,499,168	-7,499,168	-7,499,168	-7,499,168
Agreed 0.5% contribution from the Schools Block Budget	0	0	1,217,806	1,298,568	1,337,525	1,377,651	1,418,980
less HN funding transfer to EY block (Early Help Strategy)	-450,000	-450,000					
	35,627,116	41,173,009	48,117,286	50,069,793	51,796,862	53,575,743	55,407,990
High Needs Block Expenditure Projections							
Pupils Educated Out Of Area - LA SEN	7,147,810	9,624,414	12,093,990	12,979,000	11,557,415	10,991,019	10,956,638
Pupils Educated Out Of Area - LA CWD	1,776,110	1,632,233	1,143,073	731,000	752,930	775,518	798,783
Pupils Educated Out Of Area - Social Care	4,210,670	5,038,802	2,342,680	1,911,000	1,968,330	2,027,380	2,088,201
Specialist Post 16 Institutions	3,197,460	5,163,864	5,900,865	7,241,000	7,549,186	6,937,387	6,723,161
Post 16 FE Colleges	453,680	290,108	284,958	325,000	350,148	360,652	371,472
Mainstream EHCP Banded Top Up funding	5,985,557	5,356,168	6,342,486	7,421,000	6,386,596	6,578,194	6,775,540
SEN Children additional Funding	799,619	1,826,270	3,365,010	3,726,000	3,837,780	3,952,913	4,071,501
Special Schools - ISB	7,458,037	8,623,897	9,850,545	12,068,000	12,430,040	12,802,941	13,187,029
Other LA recoument	561,130	568,586	767,614	858,000	883,740	910,252	937,560
PRUs Incl. Mulberry Unit	3,023,770	3,236,451	3,280,263	3,215,000	2,501,353	2,576,394	2,653,685
SEMH Provision	0	0	265,050	1,070,000	762,715	785,596	809,164
North Bridge Enterprise College	1,171,600	1,186,812	1,281,746	1,723,000	877,300	221,846	0
Big Picture Learning	418,470	749,410	1,321,419	2,212,000	2,598,196	3,058,640	3,150,399
Specialist AP provision	721,310	623,597	654,062	680,000	1,256,381	1,423,692	1,466,403
Pre-School Inclusion - Portage/SEN	915,500	994,319	1,180,767	1,257,000	1,274,140	1,291,623	1,317,455
Children's Specialist Equipment	100,000	161,176	161,180	168,000	173,040	178,231	183,578
ASD Schools Support	681,680	685,800	419,383	444,000	452,880	461,938	471,176
HI Schools Support	773,330	753,490	785,901	732,000	746,640	761,573	776,804
VI Schools Support	323,180	421,445	499,578	535,000	545,700	556,614	567,746
Behaviour Outreach Team - Primary	308,960	351,397	357,471	386,000	393,720	401,594	409,626
Behaviour Outreach Team - Secondary	107,000	109,000	109,000	114,000	116,280	118,606	120,978
Learning & Behaviour Support Service	891,580	885,760	1,290,145	1,597,000	1,628,940	1,661,519	1,694,749
Pupil Educated At Home	83,180	88,266	94,927	101,000	103,020	105,080	107,182
Independent Behaviour Provision (Tops Team)	150,080	154,762	176,989	178,000	181,560	185,191	188,895
Contributions to Centrally Retained & De-delegated Schools Budgets	73,730	87,094	90,098	90,000	90,000	90,000	90,000
Gross Expenditure	41,333,443	48,613,120	54,059,201	61,762,000	59,418,029	59,214,394	59,917,728
High Needs Budget Variance (in Year)	5,706,327	7,440,111	5,941,915	11,692,207	7,621,167	5,638,651	4,509,738
DSG Schools Block, Early Years Block Variance	-1,130,173	-1,253,982	-432,727	-48,000			
Overall DSG Balance	13,626,072	19,812,201	25,321,390	36,965,597	44,586,764	50,225,415	54,735,152

Summary table

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's	2026/27 £000's	2027/28 £000's
DSG High Needs Block grant (after deductions)	41,173	48,117	50,070	51,797	53,576	55,408
High Needs Block expenditure	48,613	54,059	61,762	59,418	59,214	59,918
In year High Needs Block variance (less other DSG underspends)	6,186	5,509	11,644	7,621	5,639	4,510
Overall DSG Balance	19,812	25,321	36,966	44,587	50,225	54,735

2024/25 Q1 projection

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's	2026/27 £000's	2027/28 £000's
DSG High Needs Block grant (after deductions)	41,173	48,117	50,094	51,822	53,601	55,434
High Needs Block expenditure	48,613	54,059	59,794	57,018	57,277	58,548
In year High Needs Block variance (less other DSG underspends)	6,186	5,509	9,666	5,197	3,676	3,114
Overall DSG Balance	19,812	25,321	34,988	40,184	43,860	46,974

Change from Month 3 to month 6			1,978	4,402	6,365	7,761
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Appendix C Growth Fund Payments																	
Growth Fund Payments for Financial Year 2024/25																	
School	Criteria met	Increase in PAN per year group	Year Groups increase applies to	£ AWPU per pupil increase	Original PAN	Increased PAN - Agreed by LA, from Sept 2024	Final October Census 2024 pupil numbers Reception	actual pupil number increase on original PAN	Total pupils Oct 23 (excl. nursery)	Total pupils Oct 24 (excl. nursery)	Funded increase in pupil number (Capped at overall increase from Oct 23 to Oct 24 census)	Minimum Funding (Average Tached Cost for 7 months) for Criteria 1 ONLY	Maintained / Academy	Growth Fund payment for period Sept 24 - March 25 (7 months)	Growth Fund payment for period April 25 - August 26 (5 months) ACADEMIES ONLY	Growth Fund payment for period April 24 - August 25 (5 months) CRITERIA 1	NOTES
Hatchell Wood	1	30	7	£3,562	60	90	90	30	420	450	30	£24,410	Academy	£62,335.00	£44,525.00	£0	New class for year 7 pupils to increase pupil numbers by 50
Don Valley	1	16	7	£5,022	224	240	240	16	1071	1087	16	£24,410	Academy	£46,872.00	£33,480.00	£0	New class for year 7 pupils to increase pupil numbers by 30
Ridgewood	1	25	7	£5,022	240	265	265	25	1208	1233	25	£24,410	Academy	£73,237.50	£52,312.50	£0	New class for year 7 pupils to increase pupil numbers by 30
Hayfield	1	30	7	£5,022	240	270	1079	30	1079	1109	30	£24,410	Academy	£87,885.00	£62,775.00	£0	New class for year 7 pupils to increase pupil numbers by 30
														£270,329.50	£148,567.50	£0	Total Payments 24/25 Growth Fund
																£418,897	
AWPU Rates 2024-25 APT																	
Primary (Years R-6)	£3,562.00																
Key Stage 3 (Years 7-9)	£5,022.00																
Key Stage 4 (Years 10-11)	£5,661.00																
Financial Year breakdown																	
														Apr - Aug 24	24-25	25-26	
														Sept - Mar 24			Growth Fund 23-24 (Apr - Aug 24 payments)
														Apr - Aug 25		£148,567.50	Growth fund 24-25 (Sept 24 - March 25 payments)
														CNO29	£469,704.50	£148,567.50	Growth Fund 24-25 (Apr - Aug 25 payments)