



City of Doncaster Council

Agenda

Meeting: Doncaster Schools Forum

Date/Time: Thursday 23rd November 2023 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, Assistant Director, Education & Skills <u>Reports requiring Decisions</u> 2.2 School Funding Formula 2024/25 and National Funding Formula update; incl. a) Central school services block budgets, LA Statutory duties funding and maintained schools de-delegated budgets 2024/25; <i>[Stephen Boldry]</i> b) Central Early Years Expenditure Budget 2023/24 <i>[Alison Tomes/ Neil McAllister]</i> c) Maths and Literacy Lead Officers update <i>[Jane Reed/ Tara Bradley / Anne Walker]</i> <u>Reports for Information</u> 2.3 SEND Funding Update <i>[Martyn Owen / Jane Cresswell / Jane Friswell]</i> 2.4 Dedicated Schools Grant Quarter 2 revenue monitoring 2023-24 <i>[Stephen Boldry]</i>	08:40 08:50 09:00 09:05 09:10 09:20 09:50
3 Any other Business	
4 Dates and times of next meeting January 2024 Date and venue TBC and Thursday 8 February 2024 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	Barnburgh Primary
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Special School

Headteacher Main Member

Paul Scotting	Stone Hill School
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Governor Member

Geoff Bowley	Stone Hill School
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Pupil Referral Unit

Kath Formby	Maple Medical
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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

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
Vacant	

16-19 Providers

Julie Kaye	Doncaster College
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Observers

Keith Hawker	Trade Union Representative NASUWT
Fiona Campbell	NEU
Lani-Mae Ball	Elected Member (Councillor) - Education & Skills
Leanne Hornsby	Assistant Director of Locality and Early Intervention
Riana Nelson	Acting Director of Learning Opportunities and Skills
Stephen Boldry	Local Authority - Finance Manager

CITY OF DONCASTER COUNCIL

SCHOOLS FORUM

Minutes of the Schools Forum held at The Laurel Academy on Thursday 23 November 2023, commencing at 08:30am.

PRESENT: L Bailey, R Brooke, L Clark, P Cousins, M Ridley, P Scotting, K Smith, N Towers

APOLOGIES: G Bowley, A Hibbert, A Painter, D Prittard, J Reid, D Richardson, S Swain, L Hornsby, R Brookes

1 SUBSTITUTES

None

2 OBSERVERS

H Thompson, K Hawker, F Campbell, S Boldry, M Owen, J Reed, A Tomes, T Bradley, A Walker

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 21 September 2023

RESOLVED (1)

- a) That the minutes of the meeting held on 21 September 2023 be agreed as a true record following an amendment to paragraph 12.4 of the minutes as follows.

The presented minutes stated '*12.4 Members asked if there is a penalty incurred for having a DSG deficit, at present there is no penalty but in the future the deficit is expected to be reported along side the accounts so*'

But these should state '*12.4 Members asked if there is a penalty incurred for having a DSG deficit, at present there is no penalty but in the future the deficit is expected to be reported along side the accounts*'

5 MATTERS ARISING

No matters arising

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

- 6.1 Leanne Hornsby sent her apologies, Jane Reed provided an update on Leanne's behalf.
- 6.2 Members were provided with a verbal update on the 2023 Schools outcomes, with this year being the 6th consecutive year of a trajectory of improvement. The early years sector and Key Stage 1 had maintained existing levels.
- 6.3 A Skills update was provided to confirm that over 10,000 people engaged with the Remake Learning festival over the summer of 2023. Adults Family Learner numbers are expected to increase during 2024.
- 6.4 The Equitable and Inclusive Cabinet report was approved at Cabinet on the 8th November.
- 6.5 The Authority currently holds 2583 EHCP plans and completion rates for EHCP plans is currently up to 48.25% from 36.47% and 17 children have returned back into education within Doncaster. Future capital investment is expected to reduce out of area placements by 20% by 2026-27.
- 6.6 Work has been ongoing to produce a co-production charter and SENCO charter
- 6.7 Members requested that the reports and charter detailed be forwarded to Schools Forum members within the minutes.
- 6.8 Members also requested a further report to detail the 2023 Schools outcomes for children compared to the 2022 data.

RESOLVED (1)

- a) That the update be received and noted.
- b) That the Cabinet and Charters be included with the minutes for the meeting.
- c) That a report be brought back to a future Schools Forum meeting to detail the 2023 Schools Outcome data compared to the 2022 data.

7 SCHOOL FUNDING FORMULA 2024/25 AND NATIONAL FUNDING FORUMLA

Members were presented with reports outlining the schools funding formula for 2024/25, Central School Service block budget, Central Early Years Expenditure Budget 2024/25 and Maths and Literacy Lead Officers update.

Discussion took place on the following issues:-

- 7.1 Members were informed that the DfE have released the guidance for setting the local formula (2.2a Appendix A), the structure of the schools NFF in 2024/25 is not changing.
- 7.2 There is to be a one-off extra ordinary Schools Forum meeting in December 23 following the closing of the consultation to transfer funding

- from the schools block of the Dedicated Schools Grant to the high needs block to be sent out in November 2023.
- 7.4 Members were asked to agree to the Central Schools Services Block. The provisional allocation for 2024/25 is £1.7m based on October 2022 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.
- 7.5 Discussion took place on elements of the Central Schools Services Block budget whereby members requested further information on elements of this budget.
- 7.6 Members were provided with a report on the Early Years Block central budget and were informed of some statistics on the service. Discussion took place around the current funding rates and the increasing pressures on the sector. Members agreed to 4.55% of the 3 and 4 year old funding for Central Services.
- 7.7 Members were informed the de-delegation of budgets centrally for 2024/25; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2024/25, which were previously funded through the Education Services Grant (ESG) general rate would not be able to be considered as no maintained forum representatives were present.
- 7.8 Although no formal vote could be taken members received an update on the Reading, Writing and Maths strategy work including statistics for the Service.

RESOLVED (2)

- a) That the reports be received and noted.
- b) The Central School Services Block for 2024/25 of £1,748,459 be deferred until the next meeting to include further information on these budgets.
- 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 2024/25 be deferred to the next meeting when maintained school members would be present
- 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 be deferred to the next meeting when maintained school members would be present.
- f) The de-delegation of budget for central services increase for Staff absence Compensation - maternity to £38.33 be deferred to the next meeting when maintained school members would be present.
- g) The de-delegation of budget for central services for Staff absence Compensation – TU facilities times, the new rate of £10.42 be deferred to the next meeting when maintained school members would be present.

- h) That an extraordinary Schools Forum meeting be set up in December 2023 to consider the 0.5% top slice from the schools block of the Dedicated Schools Grant to the high needs block.
- i) That the extraordinary meeting also consider the Central School Services Block for 2024/25 and the de-delegation of budgets be considered by maintained members.

8 SEND FUNDING UPDATE

Members were presented with slides on the SEND funding update.

Discussion took place on the following issues:-

- 8.1 Members were informed that the 4 SEMH hubs would be opening within the coming months. One hub is expected to open in December, 1 in January 24, 1 in February 24 and the final one in March 24.
- 8.2 Following the last Forum meeting a headteacher working group had been established to consider the SEND transformation funding model and compared this to other authorities.
- 8.3 Members were informed that the current SEND system of support and funding was unsustainable.
- 8.4 A SENCO steering group have worked on developing a full description of need criteria for children which we do not presently have this in place. These descriptors of need are out for consultation at the moment.
- 8.5 Support Services are in the process of being moved to support the new SEND system
- 8.6 Members were informed that the SEND Notional Funding budget was being reviewed as it currently includes numbers on roll and low prior attainment.
- 8.7 Proposals on notional SEND funding to be consulted with schools over the spring term with the expectation that results be incorporated into the 2025-26 school budgets.

RESOLVED (3)

- a) That the report be received and noted.

9 DEDICATED SCHOOLS GRANT REVENUE MONITORING QUARTER 2 2023-24

Members were presented with a report outlining the forecast outturn for the DSG in 2023/24 as at Q2.

Discussion took place on the following issues:-

- 9.1 Members were informed that the forecast in-year overspend for DSG at quarter 2 is £8.6m for 2023/24 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 £43.7m by the end of 2026-27. 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 2023-24 and that these figures would be updated following the publication of the October 2023 school census data.

RESOLVED (4)

- a) That the reports be received and noted.

ANY OTHER BUSINESS

None.

DATE AND TIME OF NEXT MEETING

The next extraordinary meeting of the Schools Forum will be held on Thursday 14 December 2023 at via Microsoft Teams at 08:30am.

The next full meeting of the Schools Forum will be held on Thursday 8 February 2024 at The Laurel Academy at 08:30am.

Actions from the meeting 20 March 2023:

- For the Early Years Sufficiency report be brought to a future meeting.

Actions from the meeting 21 September 2023:

- to bring a report to the Forum in 6 months on the progress of the Early Help Quality Mark Pilot with schools.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

SCHOOLS FUNDING FORMULA 2024/25

Purpose

1. This report is provided to finalise the schools block funding formula for 2024/25.

Recommendation

2. That Schools Forum members:
 - Note that the 2024-25 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 2024/25;
 - 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 2024/25; including, budget to be retained by the LA to cover the statutory duties that they carry out for maintained schools for 2024/25, which were previously funded through the Education Services Grant (ESG) general rate (further information included in 2.2c and 2.2d).

School Funding Formula 2024/25

4. The Department for Education (DfE) published "The national funding formulae for schools and high needs 2024 to 2025 in July 2024 (appendix A), which set out ongoing arrangements for setting the local formulae for determining individual schools' budgets in 2024 ('soft' funding formula), in consultation with schools in their area, and that the structure of the schools national funding formula in 2024-25 is not changing.

5. The Local Authority is proposing to hold a one-off extra ordinary Schools Forum meeting in January 2024 following the closing of the consultation to transfer funding from the schools block of the Dedicated Schools Grant to the high needs block to be sent out in December 2023.
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 be requesting a transfer for the 2024-25 financial year at this December 2023 / January 2024 meeting.

Allocation of the Central School Services Block (CSSB) 2024/25

7. The provisional funding allocation for the Central School Services Block (CSSB) for 2024/25 is £1,748,459 (based on October 2022 pupil numbers. 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 2023, based on October 2023 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 2024/25 £</i>	<i>Notes</i>
Servicing of Schools Forum	35,220	No increases proposed for 2024/25
School Admissions	314,470	No increases proposed for 2024/25
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)	285,597	School Forum approval is not required, although should be consulted. The budget figure is to be advised by DfE (December 2023).
Former ESG Retained Duties	943,232	Balance of CSSB - this budget line will be updated in December 2023 based on any net change to total CSSB funding and Copyright Licences cost.
	1,748,459	

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 the last 7 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 2024/25:
- *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 C.
11. The costs for 2024/25 have been reviewed and it is proposed that the maintained Primary Schools **de-delegation of budget for former ESG funded services for 2024/25 be set at £21.78**, as set out in Appendix C (£1.62 per pupil more than the equivalent rate for 2022/23, 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 2024/25 be set at £11.88** as set out in Appendix C (£0.89 per pupil more than the rate for 2023/24, with increase relating to pay award on staff

costs, the proposal to continue to fund the Maths and Literacy leads for the 2023/24 financial year and the reduction in expected funding from the School Monitoring & Brokerage Grant). Further information is contained within report 2.2c.

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 2023/24, for the following services, as set out below and in Appendix C:
 - Staff Absence Compensation - Maternity (£38.33 per pupil, increasing from £37.46);
 - Staff Absence Compensation – TU facilities time (£10.42 per pupil, increasing from £9.95);
16. 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. The 2023/24 projection shows that there are a reduced number of maintained schools and an estimated £310k 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 2024-25 which equates to £10.42 per pupil (2023-24 £9.95 per pupil). The increase is due an estimated increase in salary costs in 2024-25. 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 2023-24 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 £9.95 could be approved which would generate a budget of £57k. 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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Department
for Education

The national funding formulae for schools and high needs

2024-25

October 2023

Contents

Contents	2
Background	3
The national funding formula for schools	6
Increasing funding factor values	6
Rolling the mainstream schools additional grant funding into the NFF	6
Formularising the split sites factor	8
Completing our reforms of the national funding formula	8
Other key features of the local funding formulae	9
Factor values and total spend in 2024-25	10
The national funding formula for high needs	12
Updates to the high needs national funding formula in 2024-25	12
The national funding formula for central schools services	13
Equalities Impact Assessment	15
Schools NFF	15
High needs NFF	17
Central School Services Block NFF	18
Overall impact	19
Annex A: The structure of the schools national funding formula (NFF) in 2024-25	20
Overall design of the formula	20
Pupil-led factors	22
Additional needs factors	22
School-led factors	24
Area Cost Adjustment	26
Protective elements of the NFF	26
Annex B: The structure of the high needs national funding formula (NFF) in 2024-25	29
Overall design of the formula	29
Annex C: The impact of tightening restrictions on local formulae in 2023-24 and expected impacts for 2024-25	32

Background

The Government is committed to levelling up opportunity for all pupils and has invested significantly in education to achieve that. The total core schools budget will total over £59.6 billion in 2024-25 – the highest ever level per pupil, in real terms, as measured by the Institute for Fiscal Studies (IFS).

This total includes the additional funding for teachers' pay announced in July 2023; the Teachers Pay Additional Grant (TPAG) provides an additional £482.5 million in 2023-24, and £827.5 million for 2024-25 for mainstream, special and alternative provision schools.

Information and funding related to TPAG is **not** included throughout the remainder of this document, as TPAG will be allocated outside of the NFF in 2024-25. Further details on the TPAG can be found here: [Teachers' pay additional grant - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/teachers-pay-additional-grant-2023-24).

The Department first published the 2024-25 NFF in July 2023. Following the discovery of a technical error made by officials during the initial calculations, an update was made to the schools NFF in October 2023. This document reflects that update.

The technical error was due to incorrect processing of pupil numbers in the initial calculations. This error meant that the overall cost of the schools NFF was underestimated, and incorrect factor values were published in July.

This update contains the new, correct, factor values. No other changes have been made to the structure of the NFF, or the rules governing the local formulae, since July. The total amount of funding in the core schools budget (which includes funding through the schools NFF, high needs NFF, and CSSB) will remain at £59.6 billion in 2024-25.

The high needs NFF and CSSB are unaffected by this update.

Funding through the mainstream schools national funding formula (NFF) is increasing by 1.9% per pupil in 2024-25, compared to 2023-24.¹ Taken together with the funding increases seen in 2023-24, this means that funding through the schools NFF will be 7.6% higher per pupil in 2024-25, compared to 2022-23.

The schools NFF continues to distribute this fairly, based on the needs of schools and their pupil cohorts. The main features in 2024-25 are:

- We are introducing a formulaic approach to allocating split sites funding. This ensures that split sites funding will be provided on a consistent basis across the country.
- The core factors in the schools NFF (such as the basic entitlement, and the lump sum that all schools attract) will increase by 1.4%.
- Through the minimum per pupil funding levels, every primary school will receive at least £4,610 per pupil, and every secondary school at least £5,995.
- The funding floor will ensure that every school will attract at least 0.5% more pupil-led funding per pupil, compared to its 2023-24 allocation.
- Rolling the 2023-24 mainstream schools additional grant (MSAG) into the schools NFF ensuring that this additional funding forms an on-going part of schools' core budgets. Appropriate adjustments have been made to NFF factor values and baselines to reflect this.

2023-24 was the first year of transition to the direct schools NFF – with our end point being a system in which, to ensure full fairness and consistency in funding, every mainstream school in England is funded through the same national formula without adjustment through local funding formulae. Following a successful first year of transition, we will continue with the same approach to tightening in 2024-25. As in 2023-24, local authorities will only be allowed to use NFF factors in their local formulae, and must use all NFF factors, except any locally determined premises factors. Local authorities will also be required to move their local formulae factors 10% closer to the NFF values, compared to where they were in 2023-24, unless they are already mirroring² the NFF. We have published an analysis of the impact of the tightening approach in 2023-24 and expected impacts in 2024-25 in Annex C.

High needs funding is increasing by a further £440 million, or 4.3%, in 2024-25, following the £970 million increase in 2023-24 and £1 billion increase in 2022-23. This brings the total high needs budget to £10.54 billion – an increase of over 60% since 2019-20. The high needs NFF will ensure that every local authority receives

¹ In 2023-24, core schools funding was allocated through a mainstream schools additional grant (MSAG) in addition to the NFF. MSAG funding has been incorporated in the NFF for 2024-25, and year-on-year funding comparisons include the funding from the MSAG for 2023-24.

² For the purpose of the tightening requirements local factor values within 2.5% of the respective NFF values are deemed to be mirroring the NFF.

at least a 3% increase per head of their 2-18 population, with the majority of authorities seeing gains of more than 3%. Alongside our continued investment in high needs, the Government remains committed to ensuring a financially sustainable system, where resources are effectively targeted to need. We will continue to focus support on those local authorities with the most significant Dedicated Schools Grant (DSG) deficits, and to work on the longer term reforms set out in the Government's [SEND and alternative provision improvement plan](#), published in March 2023.

Central school services funding funds local authorities for the ongoing responsibilities they continue to have for all schools, and some historic commitments entered into before 2013-14. The total provisional funding for these responsibilities is £304 million in 2024-25. In line with the process introduced for 2020-21 to withdraw the funding for historic commitments over time, this element of funding will decrease by 20%.

Final allocations of mainstream schools and central schools services funding for 2024-25 will be calculated in December 2023, based on the latest pupil data at that point, when we announce local authorities' DSG allocations. Local authorities will continue to use that funding to determine final allocations for all local mainstream schools. The December DSG allocations will also include updated high needs funding allocations, based on the latest pupil data, but these are not final as there will be a further adjustment in 2024. As normal, local authorities will use the December allocations to finalise their schools' and high needs budgets.

The national funding formula for schools

For 2024-25, we have changed a small number of the existing features of the formula. These are outlined below. A full description of the updated 2024-25 formula is set out in Annex A.

Increasing funding factor values

The basic per pupil funding factor, FSM6 and the lump sum factors have been increased to reflect the rolling in of the mainstream schools additional grant into the NFF, as described in the following section below. On top of these the core factors in the NFF – the basic per pupil funding factor, additional needs factors and the school lump sum – will increase by 1.4%. The free school meals factor will increase by 1.6%.

The minimum per pupil levels in 2024-25 will be set at £4,610 per pupil for primary schools and £5,995 per pupil for secondary schools. This includes £143, £186 and £208 per primary, KS3 and KS4 pupil respectively for the rolling in of the mainstream schools additional grant.

The 2024-25 NFF funding floor is set at 0.5%. This means that every school will attract an increase in their pupil-led funding of at least 0.5% per pupil, compared to their baseline. Funding floor baselines have also been increased to take account of the rolling in of the mainstream schools additional grant.

With the exception of split sites funding, which is now formularised, premises funding will continue to be allocated at local authority level on the basis of the amount spent by local authorities on this factor in their 2023-24 local formulae – as recorded in the 2023-24 Authority Proforma Tool (APT). The PFI factor is increasing in line with the RPIX measure of inflation to reflect the use of RPIX in PFI contracts.

Rolling the mainstream schools additional grant funding into the NFF

The [mainstream schools additional grant](#) was introduced in 2023-24. Schools had flexibility over how they used the additional grant funding to support their pupils. For example, schools could use the funding to meet day-to-day running costs, such as staff salaries and energy costs. The grant funding is being rolled into the schools NFF from 2024-25.

The aim of our approach for rolling the grant into the schools NFF is to ensure that the additional funding schools attract through the NFF is as close as possible to the funding they would have received if the funding was continuing as a separate grant in 2024-25, without adding significant additional complexity to the formula.

We have rolled in the grant in three ways, to reflect the three different ways in which schools attract funding through the NFF. This follows the same approach to the rolling in of the Schools Supplementary Grant funding to the 2023-24 NFF.

- a. Adding £119, £168 and £190 to the primary, Key Stage 3 and Key Stage 4 per pupil funding factors respectively; £104 and £152 to the primary and secondary FSM6 factors; and £4,510 to the school lump sum. This increases the amount that schools already on their NFF allocations attract. The NFF factor value increases correspond to the values used in the distribution of the grant in 2023-24.
- b. Adding £143, £186 and £208 to the minimum per pupil (MPP) funding levels for primary, KS3 and KS4 respectively. This increases the amount that schools funded through the minimum per pupil funding levels attract through the NFF. The amounts reflect the average amount of funding these schools currently attract through the grant.
- c. Adding an amount representing the total funding schools receive through the mainstream schools additional grant on to their baselines, which is used to calculate funding protection for the schools through the funding floor. This increases the amount that schools whose allocations are determined by the funding floor will attract.

The existing Area Cost Adjustment (ACA) calculation within the NFF ensures that the per pupil rates added to the basic entitlement, the FSM6 factor and the school lump sum are uplifted to reflect geographical variation in labour market costs, as is currently the case with the grant.

The rolling in of these grants into the schools' notional NFF allocations will affect the core budgets that maintained schools will receive from April 2024, and that academies will receive from September 2024³. To avoid an unfair gap in the support provided to academies, academies will therefore continue to receive separate grant payments up until the end of August 2024. The mainstream schools additional grant will then cease to operate as a separate grant.

In 2024-25, local authorities will remain responsible for determining final allocations to schools, in consultation with the Schools Forum. It is our expectation that, as far as possible, local authorities will ensure that individual schools' budget allocations for 2024-25 are set taking full account of additional funding from the mainstream schools additional grant that schools are receiving in 2023-24.

Schools receiving the minimum per pupil funding levels will have the additional funding protected in local formulae as these will continue to be compulsory in

³ The funding cycle for academies follows the academic year, whereas it follows the financial year for maintained schools.

2024-25. We will also require local authorities to include the additional funding added to schools' NFF baselines in their baselines for the minimum funding guarantee, so that schools on the minimum funding guarantee can also have their mainstream schools additional grant protected.

Further details about the methodology for rolling in the grant are available in the technical note.

Formularising the split sites factor

The split sites factor targets extra funding to schools which operate across more than one site. As announced in the [response](#) to the consultation on [Implementing the direct national funding formula](#), we are introducing a formulaic approach to allocating split sites funding in the NFF in 2024-25. This ensures that split sites funding will be provided on a consistent basis across the country, replacing the previous locally determined split sites factor used by some local authorities.

Completing our reforms of the national funding formula

Following last year's consultation on [Implementing the direct national funding formula](#), the Department confirmed that it will continue to move forward with its plans to implement a direct NFF, whereby funding will be allocated directly to schools based on a single, national formula. As set out in the consultation [response](#), we are taking a gradual approach to transition to avoid any unnecessary or unexpected disruption to schools. This transition towards the direct NFF began in 2023-24 and will continue in 2024-25. In particular:

- a. Local authorities must **move their local formula factor values at least a further 10% closer to the NFF**, except where local formulae are already "mirroring" the NFF. For this purpose, local factor values within 2.5% of the respective NFF values are deemed to be "mirroring" the NFF. From 2024-25, this 10% requirement will also apply to the "fringe factor" for local authorities within the London fringe.
- b. Local authorities must use the new national formulaic approach to **split sites funding**. This will replace the current local authority-led approach.
- c. Local authorities must use the new **NFF requirements for growth funding**, whereby additional classes (driven by basic need) must be funded by at least the minimum funding level set out in the funding calculation.
- d. Local authorities must also follow the new **NFF requirements for falling rolls funding**, whereby local authorities can only provide falling rolls funding to schools where school capacity survey (SCAP) data shows that school places will be required in the subsequent three to five years. The

restriction that schools must be judged Good or Outstanding at their last Ofsted inspection to be eligible for funding is also being removed from 2024-25.

For 2024-25, local authorities will continue to be allowed to increase the pupil number count for schools with higher Reception pupil numbers in the January 2024 census, rather than the October 2023 census. However, this flexibility will be removed from 2025-26.

Further details on the tightening requirements for local formulae with guidance for local authorities is set out in the [school funding operational guide](#). We have also published the allowable factor values for 2024-25 following the tightening requirements for each local authority [here](#). An analysis of the distributional impact of tightening is set out in Annex C.

Other key features of the local funding formulae

Local authorities will continue to set a **minimum funding guarantee** in local formulae, which in 2024-25 must be between +0.0% and +0.5%. This allows them to match the protection in the NFF, which we expect local authorities to continue to do where possible.

Local authorities will again be able to **transfer up to 0.5%** of their total schools block allocations to other blocks of the Dedicated Schools Grant (DSG), with schools forum approval. A disapplication will continue to be required for transfers above 0.5%, or for any amount without schools forum approval. The criteria the Department apply when considering such requests are available in the [school funding operational guide](#).

Following the cancellation or incompleteness of Key Stage 2 assessments in summer 2020 and summer 2021 due to coronavirus (COVID-19), local authorities will not be able to use this data as part of setting a low prior attainment factor in local funding formulae. Instead, local authorities will use 2019 assessment data as a proxy for the missing assessments in 2020, and 2022 attainment data as a proxy for the missing assessments in 2021.

Local authorities should keep under review the calculation of their schools' notional SEN budgets to make sure that they are both proportionate to the costs and prevalence of pupils on SEN Support and that they meet additional support costs up to £6,000 per pupil of those with more complex needs. More guidance for local authorities is published here: [Pre-16 schools funding: local authority guidance for 2024 to 2025 - GOV.UK \(www.gov.uk\)](#)

Factor values and total spend in 2024-25

	Unit Values	Total Funding (incl. ACA)	Proportion of core total
Basic per pupil Funding		£33,368m	75.7%
Basic entitlement		£33,177m	75.3%
Primary basic entitlement	£3,562	£16,259m	36.9%
KS3 basic entitlement	£5,022	£9,806m	22.2%
KS4 basic entitlement	£5,661	£7,112m	16.1%
Minimum per pupil		£190m	0.4%
Primary Minimum Per Pupil funding	£4,610	£149m	0.3%
Secondary Minimum Per Pupil funding	£5,995	£41m	0.1%
Additional Needs Funding		£7,848m	17.8%
Deprivation		£4,477m	10.2%
Primary FSM	£490	£541m	1.2%
Secondary FSM	£490	£376m	0.9%
Primary FSM6	£820	£940m	2.1%
Secondary FSM6	£1,200	£1,058m	2.4%
Primary IDACI A	£680	£104m	0.2%
Primary IDACI B	£515	£151m	0.3%
Primary IDACI C	£485	£139m	0.3%
Primary IDACI D	£445	£122m	0.3%
Primary IDACI E	£285	£147m	0.3%
Primary IDACI F	£235	£115m	0.3%
Secondary IDACI A	£945	£97m	0.2%
Secondary IDACI B	£740	£150m	0.3%
Secondary IDACI C	£690	£139m	0.3%
Secondary IDACI D	£630	£121m	0.3%
Secondary IDACI E	£450	£163m	0.4%
Secondary IDACI F	£340	£115m	0.3%
Low Prior Attainment		£2,826m	6.4%
Primary LPA	£1,170	£1,596m	3.6%
Secondary LPA	£1,775	£1,230m	2.8%
English as an Additional Language		£484m	1.1%
Primary EAL	£590	£343m	0.8%
Secondary EAL	£1,585	£141m	0.3%
Mobility		£61m	0.1%
Primary Mobility	£960	£47m	0.1%
Secondary Mobility	£1,380	£13m	0.0%
School-Led Funding		£2,872m	6.5%
Lump Sum		£2,774m	6.3%
Primary lump sum	£134,400	£2,316m	5.3%
Secondary lump sum	£134,400	£458m	1.0%
Sparsity		£98m	0.2%
Primary sparsity	£57,100	£93m	0.2%
Secondary sparsity	£83,000	£5m	0.0%
Area Cost Adjustment: Multiplier applied to basic entitlement, additional needs and school-led funding (It is included in the factor subtotals)		£1,112m	
Core total (excl. funding floor and premises)		£44,088m	
Floor		£277m	
Primary floor funding		£138m	
Secondary floor funding		£138m	
Premises		£597m	
Split sites	£80,600	£33m	
Total		£44,961m.	

Figure 1: This shows the unit values, total funding and proportion of funding for each factor in the formula. Total funding is rounded to the nearest £1m. Proportion of core total funding is rounded to the nearest 0.1%. The secondary minimum per pupil factor value is based on a standard secondary school with five year groups. The sparsity unit values correspond to the maximum a school can attract for these factors, and the split sites unit value to the maximum amount an additional site can attract through the basic eligibility and distance funding combined.

The national funding formula for high needs

Updates to the high needs national funding formula in 2024-25

The national increase in high needs funding, between 2023-24 and 2024-25, will be £440 million, or 4.3%, and high needs funding will total £10.54bn. Overall, the investment over the course of this Spending Review period means that high needs funding is increasing by £2.5 billion since 2021-22. This will continue to support local authorities and schools with the increasing costs they are facing.

The high needs NFF includes:

- a. The funding floor – this ensures that all local authorities' allocations per head of population will increase by a minimum percentage compared to the baseline. For 2024-25 we are setting the funding floor at 3%, having adjusted the baseline to include the additional high needs funding that was allocated to local authorities in December 2022, following the 2022 autumn statement.
- b. The gains cap – the limit on gains per head of the population compared to the baseline. For 2024-25 we are setting the gains cap at 5% which means that local authorities can see an increase of up to 5% before their gains are capped (again, compared to a baseline that takes account of the additional high needs funding allocated in December 2022).

The basic structure of the high needs NFF for 2024-25 is not changing, although we have slightly changed the way it is presented in figure 3 of Annex B.

We have been able to include the latest data, from the 2021 general population census, on children in bad health. This is a significant update as the data in the 2023-24 NFF was from the 2011 census.

Due to the Covid-19 pandemic, there is no appropriate 2020 or 2021 attainment data to use for the two low attainment factors. Following earlier consultations, we have decided to continue using 2019 data as a proxy for the 2020 data in the NFF calculations of high needs allocations for 2024-25. As we can rely on the 2022 data, the 2024-25 NFF calculations use this as a proxy for the 2021 data. This aligns with the approach taken in the schools NFF.

In the 2024-25 NFF the historic spend factor remains at the same cash value as in 2022-23 and 2023-24, equivalent to an average of 27% of local authorities' provisional 2024-25 allocations. If alternative proxies for established patterns of the local demand for and supply of special and alternative provision become available in the future, we will review the significance of this factor in the formula for later years, with a view to ultimately removing it altogether.

The national funding formula for central schools services

The central schools services block in 2023-24

The central school services block (CSSB) within the DSG provides funding for local authorities to carry out central functions on behalf of maintained schools and academies.

The block will continue to comprise two distinct elements: ongoing responsibilities and historic commitments.

For 2024-25 the formula for allocating this funding follows the same approach as in 2023-24.

Ongoing responsibilities

The CSSB will continue to fund local authorities for the ongoing responsibilities they deliver for all pupils in maintained schools and academies. The total provisional funding for ongoing responsibilities is £304m in 2024-25.

£299m of this element of the CSSB is calculated using a simple per pupil formula, the structure of which is unchanged. 90% of the funding will be distributed through a basic per pupil factor, and 10% of the funding through a deprivation factor based on the proportion of pupils eligible for free school meals within the past six years (FSM6) in mainstream schools.

Local authorities will continue to be protected so that the maximum per pupil year-on-year reduction in funding for ongoing responsibilities is at 2.5% as in the previous year, while the year-on-year gains cap will be set at the highest affordable rate, of 5.51%.

On top of this, we have provided an additional £5 million to cover the exceptional increase in copyright licence costs in 2023-24, as licences were updated following the increased use of digital technology. This will be distributed in line with the increase in each local authority's charge for copyright licences in 2023-24.

Further detail on the methodology used for the CSSB formula is set out in the 2024-25 NFF technical note.

Historic commitments

In 2020-21 we began to reduce the element of funding within the CSSB that some local authorities receive for historic commitments made prior to 2013-14, which have been unwinding since. This was in line with our reforms to move to a fairer

funding system, and to avoid maintaining significant differences in funding indefinitely between local authorities which reflect historic decisions.

In 2024-25, for those local authorities that receive it, historic commitments funding will continue to reduce by 20% on 2023-24 allocations, the same rate as in previous years.

We will also continue to protect any local authority from having a reduction that takes their total historic commitments funding below the total value of their ongoing prudential borrowing and termination of employment costs, in recognition of the long times over which such costs unwind. We invite local authorities in this position to contact the Department. Further information on this process is included in the [school funding operational guide](#).

Historic commitments are expected to unwind over time as contracts reach their end points. We retain the requirement in regulations that authorities spend no more on these commitments than they did in the previous year; therefore, with the approval of the schools forum, an authority can maintain spending in this area using other funding sources if they wish.

Equalities Impact Assessment

The Public Sector Equality Duty (PSED) in section 149 of the Equality Act 2010 requires the Secretary of State to give due regard to achieving the following objectives in exercising their functions:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have considered the impact on persons who share any of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. We have focused on those protected characteristics for which the impact is largest, and which are most closely tied to the distributional policy choices we are making. We use incidence of SEND as a proxy for disability in this analysis, as the two are highly correlated, and ethnicity as a proxy for race.

We introduced the NFF in 2018-19 after significant consultation and published a full equalities impact assessment.⁴ We are broadly continuing the implementation of this version of the NFF. Therefore, we have focused this assessment primarily on the key policy changes that are being made in 2024-25.

Schools NFF

Increases to factor values

The funding increases of 1.4% to the core factors in the NFF mean that all schools will attract more funding in 2024-25 than they would have done without an increase. This is expected to have a positive impact on pupils with protected characteristics in all areas of England.

The exact impact on pupils and schools will depend on the local formulae, but on average:

- a. The 1.4% increase to core factor values will mean that the per-pupil funding for the low prior attainment (LPA) factor and English as an

⁴ https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/supporting_documents/NFF_EqualityImpactAssessment.pdf

additional language (EAL) factor will rise. As there is a positive correlation between pupils these factors and pupils with SEND and certain ethnic minorities, respectively, these increases will have a positive impact on pupils with those protected characteristics.

- b. Schools funded through the funding floor will also receive lower funding increases, on average, than other schools. These schools tend to be in urban areas and have a higher proportion of pupils from ethnic minority backgrounds because these areas are more ethnically diverse. They also have a higher occurrence of non-Christian faith schools. While these schools will see lower-than-average *increases* in funding in 2024-25, they still have higher than average *levels* of funding. The lower-than-average funding increase for these schools is therefore necessary to overcome historic discrepancies in funding and ensure that funding is distributed fairly based on pupils needs and characteristics, including by ensuring that funding can be fairly directed to areas seeing relative increases in levels of deprivation and other additional needs.

Overall, the equalities impact of funding increases across all factor values is expected to be positive.

Rolling in the mainstream schools additional grant into the schools NFF

We are rolling in the mainstream schools additional grant to the schools NFF in such a way that the additional NFF funding schools and local authorities receive is as similar as possible to the funding they would receive if the grant was not rolled in. We recognise that the rolling in can never perfectly reflect the current allocations, but do not believe that the schools affected by the discrepancies have a higher proportion of pupils with protected characteristics than average. There would therefore not be any disproportionate impact (either positive or negative) on pupils with protected characteristics from the rolling in of grants.

Transitioning to the direct schools NFF

The requirements for local authorities to move their local formulae closer to the NFF continues the first step of transition that local authorities began in 2023-24. The equalities impact of moving to the direct NFF was discussed as part of the consultation on [Completing our Reforms to the National Funding Formula](#). As noted in the [consultation response](#), our expectation is that the direct NFF will create a fairer and more consistent distribution of funding that is more closely aligned to need, and is essential to support opportunity for all pupils.

The impact of continuing the transitioning towards the direct NFF in 2024-25 will depend on how local authorities respond to the tightening requirements, and how they use their remaining formula flexibilities. In principle, we would expect the

impact to be similar in nature, but smaller in magnitude, to the impact of introducing the direct NFF. Annex C provides more information on the expected distributional impact of the tightening criteria for 2024-25. We will continue to monitor the equalities impact of a move to a direct NFF on an ongoing basis and when developing policy in future years.

Formularisation of the split sites factor

We are introducing a formulaic approach to allocating split sites funding in the NFF in 2024-25. This will ensure that split sites funding will be provided on a consistent basis across the country.

Schools which were previously funded through a local split sites factor but no longer meet the criteria for split sites will not lose out on funding.

We do not expect this change to have any disproportionate impact (either positive or negative) on pupils with protected characteristics from the introduction of the formula.

New requirements for growth and falling rolls

We are introducing new requirements for growth and falling rolls funding. We expect these changes to have a positive impact on schools which agree with the local authority to host an additional class to meet basic need, but which previously were not guaranteed funding for this.

We do not expect this change to have any disproportionate impact (either positive or negative) on pupils with protected characteristics.

High needs NFF

We have considered the impact of the high needs distribution on children and young people who share any of the protected characteristics. We have focused particularly on those with SEND given the high level of correlation between young people with SEND and those with disabilities.

We introduced the high needs NFF in 2018-19 after significant consultation and a full equalities impact assessment⁵. We are distributing the funding for high needs through the high needs NFF and are not proposing any changes to the overall structure of the formula for 2024-25. Therefore, we have focused this assessment primarily on the aspects of the formula that have changed for 2024-25.

In recognition of the fact that all local authorities are facing some pressures on their high needs budgets, we are allocating increased funding through the high needs

⁵ [The national funding formula for schools and high needs: equalities impact assessment \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

NFF amounting to over 4% compared to the 2023-24 allocations of high needs funding. The distribution of this increase will ensure that all authorities receive an increase in funding of between 3% and 5% per head of their 2-18 population, as follows:

- a. A funding floor set to 3%. Thus, the minimum gains in per-head funding a local authority can receive compared to 2023-24 will be 3%;
- b. A gains cap set to 5%. This is the limit in per-head gains that a local authority can receive compared to 2023-24; and
- c. Increased funding through the remaining proxy factors. We have distributed the remaining funding through the proxy factors. This is in line with how the formula has worked previously and means that local authorities will receive their share of this remaining funding based on the proxy factors of need. These include health and disability factors reflecting any changes in the proportion of the local population of 2-18 year olds whose families receive disability living allowance because they are disabled.

The proxy factors also include an amount of funding based on each local authority's previous spending, so that funding can reflect patterns of provision and spending not otherwise captured through the formula.

We expect this distribution of funding both to provide reasonable increases to all local authorities and to ensure stability through the use of the same formula as in 2023-24. As a result, and subject to local decisions on how the funding is spent in making special provision, our assessment is that how the available funding is distributed to local authorities in 2024-25 will not have an adverse impact on those children and young people identified as having SEND (which includes those with disabilities). This funding distribution will enable local authorities to help them access the right educational provision and thereby address educational inequalities for those with SEND.

Central School Services Block NFF

The formula that allocates the central school services block funding is broadly unchanged for 2024-25; we do not expect this to have an impact on different groups of pupils, including those with protected characteristics.

The reduction to funding for historic commitments will affect some local authorities' ability to continue to deliver certain central functions as they have previously – this is a continuation of our established policy to unwind these commitments. The nature of this expenditure, relating to a wide range of individual decisions by different local authorities, means the impact of the reduction is very variable. Where authorities combine this funding with other sources to support certain

services – for example, related to early intervention, programmes for vulnerable children or those with high needs – these may disproportionately benefit pupils with protected characteristics, such as those from ethnic minority backgrounds or with disabilities. If the reductions mean a local authority can no longer fund such services in the same way, this would represent a negative impact. In other cases, existing services may not be having any differential impact on protected groups, and their cessation would not have a particular impact in terms of equalities.

However, reducing this funding will address funding disparities to make the wider system fairer, so that educational provision for all pupils is based on need rather than historic decisions. Ultimately, prioritising funding for schools and high needs, which has significantly increased, benefits all areas and will respond to pupils' characteristics and needs. The impact on pupils with disabilities, in particular, will be offset by the substantial increases in high needs funding over the course of this Spending Review period (2022-23 to 2024-25).

Overall impact

There have been very few changes to either the schools or high needs NFF from 2023-24. Our assessment is that how the available funding is distributed to mainstream schools and local authorities in 2024-25 will not have an overall adverse impact on mainstream school pupils with protected characteristics and on those children and young people identified as having SEND (which includes those with disabilities). In particular, the high needs funding distribution will enable local authorities to help those with SEND access the right educational provision and thereby address any potential educational inequalities that they might otherwise experience.

In some cases, the changes work in different directions. For example, with regard to the schools NFF the impact of increasing the funding directed towards the core factors by 1.4% is different to the impact of the lower funding increase to schools on the funding floor.

Overall, 17.8% of funding in the schools NFF is directed towards those with additional needs. This means that the distribution of funding in the schools NFF still significantly favours schools with high levels of additional needs, and therefore with higher incidence of pupils with certain protected characteristics, notably disability and ethnicity.

Annex A: The structure of the schools national funding formula (NFF) in 2024-25

Overall design of the formula

The schools NFF determines how we distribute core funding for 5–16 year-old pupils in mainstream schools.

The formula determines the funding each local authority receives. Under the current approach, local authorities then set their own formulae to distribute that funding across maintained schools and academies in their area – subject to certain constraints.

The funding formula is made up of 14 factors, as illustrated in the diagram below.

Figure 2 - Current NFF Funding Factors

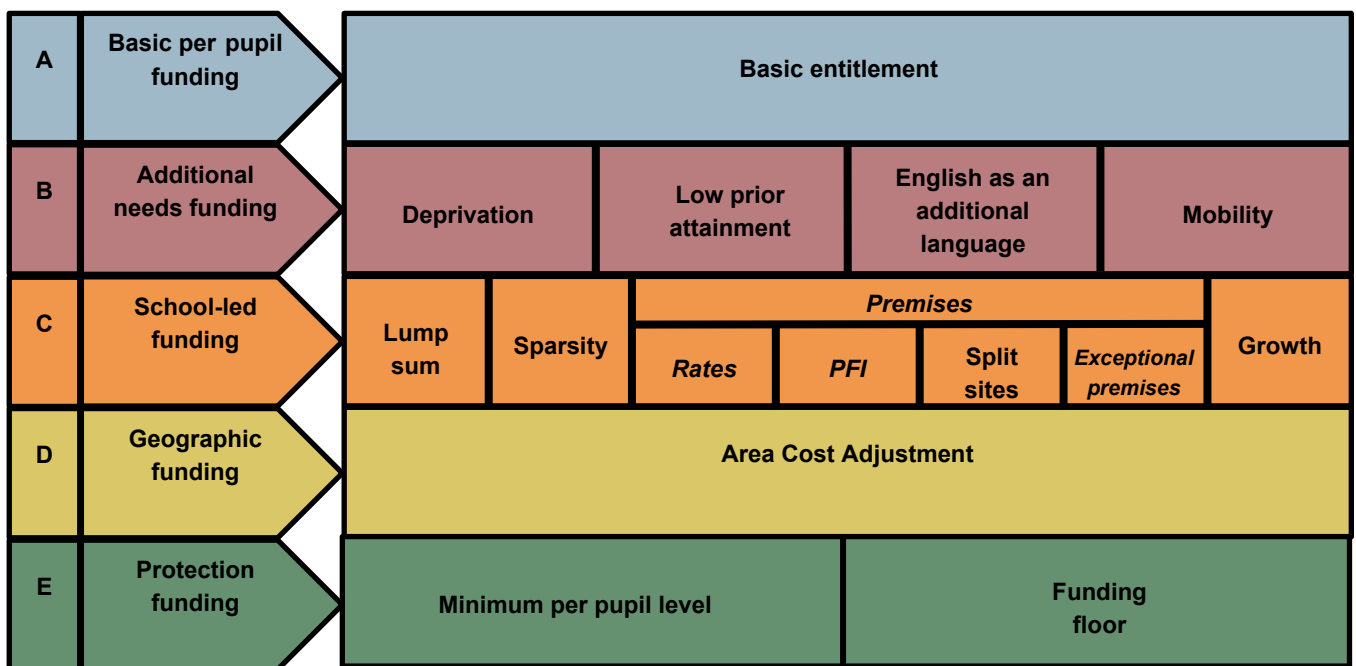


Figure 2: This illustrates the factors that are taken into account when calculating schools block DSG funding allocations through the NFF. It is not to scale. PFI and Exceptional Premises factors are allocated to local authorities on the basis of historic spend; and rates based on actual costs. Factors in italics are funded according to the previous year's allocation.

Approximately 93.5% of the schools NFF funding is allocated through 'pupil-led' factors. The 'pupil-led' factors are determined by pupil numbers and pupils' characteristics. The majority of this funding is allocated through the basic entitlement factor, which all pupils attract. The NFF allocates the rest of 'pupil-led' funding towards additional needs.

Evidence shows that pupils with additional needs are more likely to fall behind and need extra support to reach their full potential. This is why the NFF allocates 17.8% of all funding through additional needs factors based on deprivation, low prior attainment, English as an additional language and mobility.

Pupils attract funding for all the factors for which they are eligible. A pupil currently eligible for FSM attracts the amount provided through the FSM factor as well as the amount through the FSM Ever 6 factor. This also applies for children with any combination of multiple additional needs. That is not intended to imply that all such funding should be dedicated to the pupil who attracts it. An individual child who attracts deprivation funding, for example, may need more, or less support than the sum that they attract in the NFF. Rather, these additional needs factors are predominantly “proxy” factors, using the overall incidence of particular pupil characteristics to identify how much additional funding a school is likely to need, in total.

‘School-led’ funding is allocated through various factors according to a school’s characteristics. All schools attract a lump sum of £134,400. Small and remote schools attract additional support through the sparsity factor. Other school-led funding reflects costs associated with a school’s premises and overheads through four separate factors: rates, split sites, private finance initiative (PFI) and exceptional circumstances.

An area cost adjustment (ACA) is applied as a multiplier to formula allocations to reflect higher costs in some parts of the countries, due to differences in salary costs.

Finally, the formula offers two different forms of protections for schools:

- The minimum per pupil level guarantees a minimum amount of funding for every pupil. Any school whose formula allocation is below the minimum per pupil level receives a top up to the minimum levels.
- The funding floor protects schools from year-on-year funding decreases, by ensuring a minimum increase in pupil-led funding per pupil compared to the previous year.

The following sections give more detail on the design of the individual factors within the schools NFF.

Pupil-led factors

Basic entitlement

75.3% of the schools NFF is allocated through the basic entitlement, which every pupil attracts. The amount varies by age. In the 2024-25 NFF pupils in Reception to Year 6 attract £3,562; pupils in Year 7 to Year 9 attract £5,022, and pupils in Years 10 and 11 attract £5,661.

Additional needs factors

Deprivation

The NFF allocates 10.2% of all its funding to deprived pupils. Pupil deprivation is based on three deprivation measures – current Free School Meal (FSM) eligibility, FSM eligibility at any time in the last 6 years (“FSM6”), and the level of deprivation in the postcode where the pupil lives, which is measured using the Income Deprivation Affecting Children Index (IDACI).

- o FSM

Schools attract £490 for all primary and secondary pupils who are eligible for free school meals. This funding is broadly intended to cover the cost of providing free meals for each eligible pupil.

A pupil is eligible for FSM if they meet the criteria set out in: [Free school meals: guidance for schools and local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/free-school-meals-guidance-for-schools-and-local-authorities).

- o FSM6

All pupils who are recorded as eligible for free school meals, or who have been at any point in the last six years, attract funding through the “FSM6” factor. Schools attract £820 for each primary pupil and £1,200 for each secondary pupil eligible for FSM6 funding.

- o IDACI

IDACI funding is based on the IDACI 2019 area-based index measuring the relative deprivation of Lower-layer Super Output Areas (LSOAs). For the NFF, the IDACI ranks are divided into seven bands A to G, with A representing the most deprived areas and G the least deprived. Additional funding is targeted towards pupils in bands A-F, with more funding directed to pupils in the more deprived bands⁶.

⁶ The boundaries of these bands are based on the proportions of LSOAs (small areas) in each band and are defined by rank.

The IDACI bands are set out in the table below.

Band	A	B	C	D	E	F	G
Proportion of LSOAs in each band	2.5%	5%	5%	5%	10%	10%	62.5%
Primary unit value	£680	£515	£485	£445	£285	£235	£0
Secondary unit value	£945	£740	£690	£630	£450	£340	£0

The table shows that 2.5% of LSOAs are placed in IDACI band A which attracts the highest funding, 5% in IDACI band B attracting the second highest level of funding, and so forth. 62.5% of LSOAs are in band G which does not attract any additional funding.

Low Prior Attainment

We are allocating 6.4% of the NFF in respect to pupils with low prior attainment (LPA).

Primary school pupils who have not achieved the expected level of development in the Early Years Foundation Stage Profile assessment (EYFSP) and secondary pupils who have not achieved the expected standard in Key Stage 2 at either reading, writing or maths attract £1,170 and £1,775 respectively⁷.

English as an additional language

The pupils eligible to attract funding through the NFF English as an additional language (EAL) factor are those recorded as having entered state education in England during the last three years, and whose first language is not English. 1.1% of the NFF is allocated through the EAL factor.

Schools attract £590 for all EAL-eligible primary pupils, and £1,585 for all EAL-eligible secondary pupils.

⁷ For 2020 where these assessments have been cancelled, schools are allocated funding based on the previous year's results.

Mobility

0.1% of the total NFF funding goes to pupils eligible for mobility funding.

The mobility factor supports schools in which a significant proportion of pupils join the school part way through the year.

Pupils are classed as mobile if they joined the school at a 'non typical' date within the last three years. Schools attract £960 for eligible primary pupils, and £1,380 for eligible secondary pupils, above a threshold of 6% of the schools' pupil numbers (i.e., where more than 6% of a school's pupil are classified as mobile).

School-led factors

Lump Sum

Every school attracts a lump sum of £134,400 through the NFF irrespective of its size or phase. The total spend on the lump sum represents 6.3% of the NFF.

Sparsity funding

0.2% of the NFF is allocated through the sparsity factor, for small and remote schools.

Eligibility for sparsity funding depends on the distance the pupils living closest to the school would have to travel to their next nearest school, and the average number of pupils per year group.

A school is eligible for sparsity funding if:

- For all the pupils for whom it is the nearest "compatible" school⁸, the average distance (as measured by road) from the pupils' homes to the second nearest compatible school is above the relevant distance threshold. The main distance thresholds are 3 miles for secondary schools and 2 miles for all other schools, with the distance threshold taper set at 20% below each threshold (2.4 miles at secondary, 1.6 miles for other schools).
- The average year group size is below the appropriate year group threshold. This threshold is 21.4 for primary schools, 69.2 for middle schools, 120 for secondary schools and 62.5 for all-through schools.

Primary schools qualifying attract up to £57,100 and all other schools up to £83,000. Schools with a lower number of pupils attract a higher amount than those

⁸ A compatible school means one of the relevant phases which a pupil could attend. Selective grammar schools are not considered when identifying the second nearest compatible school, but faith schools are included.

closer to the year group threshold. In addition, schools with a sparsity distance between the distance threshold taper and main distance threshold will attract some sparsity funding – tapered by both size and how far away from the main distance threshold they are. Of two schools of the same size, one closer to the main threshold would receive more. The distance threshold taper mitigates the risk of year-on-year fluctuations in sparsity eligibility having a significant impact on a school's sparsity funding.

Premises

The NFF allocates funding to reflect the costs associated with a school's premises and overheads.

o Rates

For local accounting purposes, rates funding allocations will continue to feature in NFF allocation publications for all schools. From 2022-23, the payment of business rates for local authorities opting into the central payment system has been centralised, with ESFA paying rates directly to billing authorities on behalf of schools. For local authorities which have not opted into the new payment system, ESFA will continue to allocate funding for business rates, to meet the real costs of schools.

o PFI

The Private Finance Initiative (PFI) factor is funded on the basis of a local authorities' previous year's spending. Every year, we uprate this funding in line with the RPIX measure of inflation, to reflect most PFI contracts.

o Split Sites

The split sites factor targets extra funding to schools which operate across more than one site. Schools receive a £53,700 lump sum payment for each of their additional eligible sites – up to a maximum of three additional sites. On top of that, schools whose sites are separated by more than 100 meters receive distance funding. The distance funding varies depending on how far apart the sites are, up to a maximum of £26,900 for sites which are at least 500 metres away from the main site.

o Exceptional Circumstances

The exceptional circumstances factor is included in the formula so that, where local authorities have had approval from ESFA to direct additional funding to a small number of schools with significant additional costs, this is taken into account when determining their funding. Local authorities receive funding for this factor on the basis of their spend in the previous year. The consultation response on

implementing the direct national funding formula, confirmed that we will introduce a standardised system for exceptional circumstances either in advance of, or at the same time as, we introduce the direct formula.

Area Cost Adjustment

The area cost adjustment (ACA) in the schools NFF reflects variations in labour market costs across the country by taking into account the general labour market trends and the particular salary variations in the teaching workforce.

It is a combination of:

- a. A teacher pay cost adjustment, to reflect the differences in the basic pay ranges between the four regional pay bands for teachers and
- b. A general labour market (GLM) cost adjustment, to reflect geographical variation in wage costs for non-teaching staff.

The NFF's ACA is calculated for each local authority by:

- a. Weighting the relevant teacher-specific cost adjustment in line with the national proportion of spend on teaching staff in mainstream schools (52.82%).
- b. Weighting the relevant GLM labour cost adjustment in line with the national proportion of spend on non-teaching staff in mainstream schools (28.74%).

Nationally the ACA ranges between 1.00 and 1.19. Some local authorities – those that are partly in 'London Fringe' areas – contain both districts that receive an ACA, and districts that do not. Whether schools in these local authorities receive an uplift will depend on the local district area in which the school is located.

Protective elements of the NFF

Minimum per pupil levels

The minimum per pupil level (MPPL) guarantees a minimum amount of funding for every pupil. Any school whose formula allocation is below the MPPL receives a top up to the minimum levels.

The MPPL varies from school to school depending on the year groups they have. The unit values per year group are £4,610 for primary year groups, £5,771 for KS3

and £6,331 for KS4.⁹ Each school's MPPL is calculated as a weighted average of the number of year groups they have.

This means that the MPPL is £4,610 for primary schools, and £5,995 for secondary schools with year groups 7 to 11. And for middle schools and all-through schools, an MPPL is set based on the specific year groups that they educate.

The MPPL values are compulsory in local authority funding formulae, which determine actual funding allocations for maintained schools and academies. Academy trusts have flexibilities over how the funding they are allocated in respect of their individual academies is then distributed across academies in their trust. This means that, in some cases, an academy could receive a lower per pupil funding amount than the MPPL value. This may reflect, for example, activities that are paid for by the trust centrally, rather than by individual academies.

The funding floor

The funding floor ensures that a school's funding is protected year-on-year, and that all schools attract a minimum uplift to their pupil-led per pupil funding even where the core formula factors indicate that their funding should be lower.

In 2024-25, the formula ensures that all schools attract an increase of at least 0.5% in pupil-led funding per pupil compared to 2023-24.

Local authority funding formulae must include a minimum funding guarantee (MFG) that provides a similar protection to the funding floor. In 2024-25, the MFG can be set between 0% and 0.5%.

Growth funding

In addition to the core funding allocated through the NFF, we also provide growth funding to local authorities to manage increases in pupil numbers. The NFF operates on a lagged funding basis whereby schools receive funding in a given year based on pupil numbers from the year before. Local authorities can use the growth funding they are allocated to support schools to manage an increase in pupil numbers before the lagged funding system has caught up.

Growth funding is distributed based on the actual growth that local authorities experience for each year. It is based on the observed differences between the primary and secondary number on roll in each local authority between the most recent October pupil census, and the census in the previous October.

⁹ This funding includes £143, £186 and £208 for primary, KS3 and KS4 respectively to reflect the rolling in of MSAG into the 2024-25 NFF.

Local authorities' growth funds can only be used to:

- support growth in pre-16 pupil numbers to meet basic need.
- support additional classes needed to meet the infant class size regulation.
- meet the revenue cost of new schools.

From 2024-25 local authorities will need to provide growth funding where a school or academy has agreed with the local authority to provide an extra class in order to meet basic need in the area (either as a bulge class or as an ongoing commitment).

Local authorities will have to provide funding that is at least that calculated through using the following formula¹⁰:

$$\text{Primary Growth Factor value (£1,550)} * \text{Number of Pupils} * \text{ACA}$$

Funding for maintained schools is provided to cover the period from September to March before the lagged funding system 'catches up' from the subsequent April through the subsequent year's NFF. Since academies are funded on an academic year basis, they would receive additional funding (at a rate of an additional 5/7 of the allocation) to cover a full year's growth funding before the system 'catches up'.

Falling rolls funding

Since the introduction of the national funding formula in 2018-19, local authorities have been able to operate a falling rolls fund to support schools which see a short-term fall in the number of pupils on roll. For the first time, in 2024-25 we will allocate funding to local authorities on the basis of falling rolls, as well as growth.

Falling rolls funding will be distributed on the basis of the reduction in pupil numbers that local authorities experience for each year. It is based on the observed differences between the primary and secondary number on roll in each local authority between the most recent October pupil census, and the census in the previous October.

Local authorities will continue to have discretion over whether or not to operate a falling rolls fund. Where local authorities operate a fund, they will only be able to provide funding where the 2022 school capacity data (SCAP) shows that school places will be required in the subsequent three to five years.

The restriction, that funding can only be provided to schools judged "Good" or "Outstanding" in their latest Ofsted judgement will be removed from 2024-25.

¹⁰ The Primary Growth Factor value will be used as the factor value for all school types – recognising there is one teacher pay scale and that this funding is a minimum value.

Annex B: The structure of the high needs national funding formula (NFF) in 2024-25

Overall design of the formula

The high needs national funding formula (NFF) has been used to allocate high needs funding to local authorities since 2018-19. This funding supports provision for children and young people with special educational needs and disabilities (SEND) from ages 0-25 years. It also supports alternative provision (AP) for pupils of compulsory school age who, because they have been excluded or suspended, or because of illness or other reasons, cannot receive their education in mainstream or special schools.

The formula consists of 11 factors designed to indicate the level of need within a local authority. These can be seen in figure 3 below. The formula factors have been chosen to capture both the nature of the local SEND system (reflecting local circumstances, for example the number of special schools in the area) and the characteristics of the children and young people living in the area. The formula also includes funding floor and gains limit factors, to ensure a minimum level of increase for every local authority and to reduce the impact of year-on-year changes to their funding levels.

Figure 3: The structure of the high needs NFF



Figure 3: This illustrates the formula factors that are used to calculate high needs funding allocations through the NFF. The diagram shows the eleven factors which reflect the level of need in an area, as well as the funding floor and gains limit factors which ensure that all authorities receive an increase in funding of between 3% and 5% per head of their 2-18 population.

The basic entitlement factor and the historic spend factor are designed to reflect aspects of the local SEND system. The basic entitlement factor gives a set amount of funding (£4,660) per pupil based on the number of pupils in special schools (including those in independent special schools), performing the same role as its counterpart within the mainstream schools NFF. The historic spend factor provides every local authority with a set percentage (50%) of their 2017-18 spending on high needs to reflect past spending patterns, given the constraints that the local demand for and supply of provision will continue to place on future spending.

The proxy factors within the formula reflect the characteristics of the population within a local authority. We use proxy factors in the high needs NFF rather than prevalence of SEND or levels of education health and care (EHC) plans in each

local authority. The population factor sets out the number of children and young people aged 2-18 living within a local area, and the 6 SEND and AP proxy factors allocate funding more specifically based on levels of attainment, deprivation and health/disability.

The weightings for each of these factors differ depending on whether the formula is providing a local authority with funding for SEND, AP or both. The weightings in each case, which are the same in the 2024-25 formula as in previous years, can be seen in figure 4 below.

Figure 4 – Factor weightings in the high needs NFF

Proxy factor type	Proxy factor	SEND weighting (90%)	AP weighting (10%)	Combined weighting
Population	Population factor	50%	50%	50%
Deprivation factors	FSM	8.33%	25%	10%
	IDACI	8.33%	25%	10%
Health and disability factors	Children in bad health	8.33%	0%	7.5%
	DLA	8.33%	0%	7.5%
Low attainment factors	KS2 low attainment	8.33%	0%	7.5%
	KS4 low attainment	8.33%	0%	7.5%

Figure 4: This table illustrates the weightings for each of the proxy factors in the high needs national funding formula. The figure highlights that the population factor receives the largest weighting, accounting for 50% of these elements of the funding formula. The other factor weightings reflect the extent to which the factors act as proxies for SEND, and the likely need for AP. A combined weighting is then shown for each factor.

Further information on the factors within the high needs NFF can be found in the high needs NFF technical note¹¹.

¹¹ [National funding formula tables for schools and high needs: 2024 to 2025 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114144/nff_tables_2024_2025.pdf).

Annex C: The impact of tightening restrictions on local formulae in 2023-24 and expected impacts for 2024-25

Introduction

Moving to a direct NFF¹², will ensure that all mainstream schools in England are funded on a fair and equitable basis. This will complete the reforms started in 2018 when the NFF was first introduced to ensure that all schools were funded based on a consistent assessment of need.

For the first time in 2023-24, as part of our preparations for moving towards a direct NFF, we required local authorities to move their local formulae closer to the NFF. Local authorities were required to use all the NFF factors (and only the NFF factors) in their local formulae; and to move their local formulae factors 10% closer to the NFF values, compared to where they were in 2022-23, unless they were already “mirroring” the NFF (factor values within 2.5% of the respective NFF values are deemed to be mirroring the NFF).

In the response to our 2022 consultation *Implementing the Direct NFF* which we published earlier this year, we confirmed that we will continue with a careful approach to transition, recognising the significant change that moving to a direct NFF represents. Therefore, as in 2023-24, in 2024-25 local authorities will be required to move 10% closer to the NFF than the previous year, and we will continue to set a 2.5% threshold for mirroring.

In the 2023-24 [policy document](#) we set out the expected impact of local formulae “tightening” requirements on local funding formulae for 2023-24. In this document we summarise the actual impact of initial “tightening” in 2023-24 and the expected impacts of further tightening requirements in 2024-25.

In summary, we have seen a significant increase in the number of local authorities which mirror the NFF in 2023-24 – from just over half in 2022-23, to just over two-thirds in 2023-24. Additionally, all local authorities met the minimum requirements set for tightening in 2023-24 and a substantial number went further – of the 72 local authorities who were not mirroring the NFF in 2022-23 61 moved at least one factor more¹³ than the 10% tightening requirement.

¹² The NFF is used to calculate a notional allocation for every school in England, which the Government aggregates for all the schools in each local authority to create a total allocation for that local authority. Local authorities then set their own local formulae to distribute their total allocation between all the schools in their area. Schools (both maintained schools and academies) receive their budget allocation based on their local authority’s formulae.

¹³ We counted local authorities where factors had moved by 11% or more.

We have not proposed a fixed target date by which the direct NFF will be in place. The path to the direct NFF, and the pace at which we move along it, will be informed by ongoing feedback as we proceed.

Approach to analysis

This annex provides a narrative analysis of the impact of tightening requirements in 2023-24 and the expected impact of the 2024-25 tightening requirements. It sets out what the expected impact of tightening local formulae will be on schools in particular local authorities, and types of schools more generally.

As we transition to the NFF, we will maintain the protection offered through the minimum funding guarantee (MFG) to minimise disruption for schools. This will protect schools from sudden drops in their per pupil funding levels in cases where local factor values decrease.

The school funding operational guide provides further detail on the tightening requirements for local authorities, and the allowable factor value ranges for each authority in 2024-25 are published here: [Pre-16-schools-funding-local-authority-guidance-for-2024-to-2025](#).

The comparison between the local factor values and the NFF factor values is made with the Area Cost Adjustment (ACA) removed from all the NFF factors used by the local authority. As such, the required movement towards the NFF for each individual local authority is a movement to the NFF value from the local values as adjusted by the removal of that authority's ACA. Throughout the discussion in this note, references to local values should be taken to mean the ACA-removed local values.

We have only included the sparsity factor in our analysis where that local authority has schools which are eligible for sparsity through the NFF. Otherwise, we have assessed the factor values that each local authority uses in their local formulae, whether these are greater or less than the equivalent NFF factor value and the extent to which they have moved closer to the NFF values in 2023-24.

There are a wide range of approaches that local authorities take in setting their local formulae, and it is not possible to cover each variation in this analysis. This analysis does not aim to extend to each of those variations between factors in the formulae and the interactions this produces. Where factor values do not mirror the NFF, we have not focused on the magnitude of divergence, but rather whether this is above or below the NFF value.

One reason why local formulae may depart from the NFF is because the local authority is making a funding block transfer, typically to support high needs. As confirmed in the response to the 2022 consultation Implementing the Direct NFF there will be continued flexibility to transfer funding to high needs budgets under the direct NFF. Until that point

we intend that the current approach to block transfers will remain a part of the NFF system.

It is not possible to foresee or model the exact impact that tightening local formulae will have at school level; individual schools' actual allocations will be affected by a wide range of factors, including, crucially, changes to the number and characteristics of their pupils. As such, where we describe the impact, this is in general terms. The effect of the tightening requirements on particular schools will depend on how local authorities use the remaining flexibility in their local formulae, including factors such as whether they choose to move more than 10% closer to the NFF values; whether and how they make use of the 2.5% flexibility offered by the mirroring threshold; the level of the MFG; and the extent to which they manage any affordability pressures through capping and scaling the funding increases of individual schools.

It is important to note that tightening will not have any impact on the distribution of funding across different local authorities, as it does not affect the total amount of funding each local authority is allocated through the NFF. Instead, the tightening requirements will only impact the distribution of funding between schools within local authorities.

We will conduct further analysis for future years following the same format as this analysis.

Overall patterns of movement

We have seen a significant increase in the number of local authorities which mirror the NFF in 2023-24 – now just over two-thirds of local authorities do so, compared to half of local authorities in the year before¹⁴.

In our 2023-24 NFF policy document we outlined three categories of local authorities depending on their 2022-23 local formulae:

- Local authorities that already mirror the NFF.
- Local authorities that already mirror the NFF in most factors¹⁵.
- Local authorities whose formulae are substantially different from the NFF¹⁶.

¹⁴ There are 153 local authorities with education responsibilities in England. Two of these; the Isles of Scilly and the City of London are not funded through the NFF. Therefore, this analysis focusses on the 151 local authorities who receive funding through the schools NFF.

¹⁵ We describe local authorities as mirroring in most factors where they mirrored at least 7 of the 9 factor local authorities are required to tighten. The nine factors in this analysis are: basic entitlement, FSM, FSM6, IDACI, English as an additional language, low prior attainment, mobility, lump sum, and sparsity. This excludes premises factors (rates, PFI, split sites and exceptional premises) which were all determined locally in 2023-24, and minimum per pupil levels (MPPLs) which are already compulsory for all.

¹⁶ We describe local authorities as substantially different from the NFF where at least 3 of 9 factors do not mirror the NFF.

In this analysis we have continued to use the same categories. The headline movement between these categories is outlined in Table One¹⁷. It shows that, in addition to an increase in the number of local authorities that mirror the NFF, we have also seen a decrease in the number of local authorities who are substantially different from the NFF.

Table One: Movement between categories from 2022-23 to 2023-24

Financial Year	Local authorities that mirror the NFF	Local authorities that mirror the NFF in most factors	Local authorities whose formulae are substantially different from the NFF.
2022-23	78	42	30
2023-24	106	24	21

Review of tightening impacts in 2023-24 and expected impacts in 2024-25

Wider impacts: Capping and Scaling and the Minimum Funding Guarantee

We have deliberately taken a gradual approach to the transition to the NFF. We set a 2.5% mirroring threshold, to avoid significant affordability pressures which would lead to a large expansion of capping and scaling and/or disapplication requests¹⁸.

This approach has been borne out in the changes we have seen in 2023-24.

On the MFG, in line with the trend seen over previous years, the overall funding through the MFG decreased from £253 million in 2022-23 to £164 million in 2023-24. 128 local authorities saw a decrease in the funding of the MFG, while 21 local authorities saw an increase in MFG funding in 2023-24.

We allowed local authorities to seek to disapply the MFG for affordability reasons¹⁹ (that is, to ensure that the local authority could set a local formula that complied with our rules, that would not cost more than their total NFF allocation). However, for 2023-24, we did

¹⁷ In 2022-23 78/150 local authorities mirrored the NFF. One of these local authorities was Cumbria. Cumbria local authority has since been reorganised into two new unitary authorities - Cumberland Council and Westmorland and Furness Council.

¹⁸ We received one disapplication request to disapply the MPPLs. Kent gained approval to set a lower value in the context of their safety valve agreement.

¹⁹ This would mean setting an MFG below 0%.

not receive any requests from local authorities to disapply the MFG on affordability grounds. 17 local authorities set their MFG below the 0.5% value, and 13 set it at 0%. Schools funded through the MFG in these local authorities therefore will have seen no increase to pupil-led funding per pupil in 2023-24.

The number of local authorities capping and scaling gains stayed broadly the same in 2023-24 as in 2022-23 (increasing from 31 to 32). However, the total amount deducted through capping and scaling increased from £26 million to £43 million.

Affordability constraints resulting from the tightening requirements appears to be the cause of the increased use of capping and scaling in some local authorities. However, in some local authorities, an increased use of block transfers and/or an increase in the percentage transferred can also explain the increase in capping and scaling. Examples are discussed in the detailed analysis sections below.

Local authorities with a large proportion of schools funded through the floor

There are other factors which will affect the distributional impact of the tightening requirements. A notable one relates to local authorities where a large proportion of schools are funded through the NFF funding floor.

The funding floor in the NFF is the national equivalent of the local authorities' MFG. In local authorities where a large proportion of schools attract additional funding through the floor, local authorities can afford to set their formula factors above the NFF levels. As these local authorities are required to move their formulae closer to the NFF, these factor values will decrease (or at least increase at a lower rate than the NFF factor values). As a result, we expected that in these local authorities in 2023-24 that schools would be funded less through their core factors and more through the MFG – and the majority of schools in these local authorities would see their per pupil funding increase in line with the MFG.

Overall, we have not seen this trend materialise. Nationally, the proportion of schools funded through the MFG has decreased from 21% in 2022-23 to 16% in 2023-24. Focusing on London in particular (where local authorities have historically higher levels of funding), of the 32 local authorities funded through the NFF²⁰, 26 have seen a reduction in the number of schools funded through the MFG. 31% of schools in London are now funded through the MFG compared to 43% in 2022-23.

Two local authorities which have seen a big reduction in the proportion of schools on the MFG include Greenwich and Lewisham²¹. Each of these local authorities were mirroring

²⁰ City of London is excluded here.

²¹ In Greenwich the proportion of schools on the MFG decreased from 81% to 38% between 2022-23 and 2023-24. In Lewisham the proportion decreased from 78% to 46% between 2022-23 and 2023-24.

the NFF in 2022-23, and so it is clear that the reduction in MFGs is not driven by tightening towards the NFF. In these local authorities, schools will have moved off the MFG as funding towards the core factors increased in the 2023-24 schools NFF.

Six London local authorities saw the proportion of schools funded through the MFG increase. Of these the most significant increases were seen in Hackney, and Hammersmith and Fulham.

In Hackney in 2023-24 the local authority significantly reduced the proportion of funding through the basic entitlement factor, bringing it much closer to the NFF. As a result, we can see that the proportion of schools funded through the MFG increased from 34% to 77%. In total over £1 million more funding was allocated through the MFG in 2023-24 than in 2022-23.

In 2022-23 Hammersmith and Fulham was categorised as departing significantly from the NFF. In 2023-24 the local authority tightened all factors significantly more than the 10% required and as a result the local authority is now mirroring the NFF. As schools have seen funding through their core factors decrease, more have been funded through the MFG. The proportion of schools funded through the MFG increased from 32% to 51% and the amount allocated through the MFG increased by over £600,000.

In 2024-25 we expect that as core factor values rise the overall trend will be for the number of schools funded through the MFG to decrease. However, there are still two local authorities (Hackney and Newham) which have some factor values significantly above the NFF which we expect will see an increase in spending through the MFG as factor values decrease (or at least increase at a lower rate than the NFF factor values) and schools are funded less through their core factors and more through the MFG.

Local authorities that mirror the NFF

In 2022-23 there were 78 local authorities (of 150 local authorities in England) whose formula factor values were all within 2.5% of the NFF factor values²², and were therefore deemed to mirror the NFF for the purpose of the tightening criteria²³.

Local authorities who were already “mirroring” the NFF were not required to move their factor values closer to the NFF in 2023-24. Therefore, for over half of local authorities (52%) there was no distributional impact from the tightening requirements.

In 2023-24 a further 27 local authorities now mirror the NFF. This means 106 local

²² This includes local authorities who mirror the NFF in all factors except sparsity, but have no schools who would be eligible for sparsity funding.

²³ ESFA guidance, (Schools block funding formulae 2022 to 2023: analysis of local authorities' schools block funding formulae - GOV.UK (www.gov.uk)), counts 74 local authorities mirroring the NFF. That guidance uses a threshold for mirroring the NFF of local authority factor values within 1% of NFF values in 2022-23, rather than the 2.5% that is used for the tightening criteria. The ESFA comparison also excludes mobility, whereas this analysis includes it.

authorities²⁴ formulae mirrored the NFF in 2023-24. These 106 local authorities will, therefore, not be affected by the tightening requirements in 2024-25 – except by being restricted in their ability to move away from the NFF values.

Local authorities that mirror the NFF in most factors

This section focusses on local authorities that mirror the NFF in most factors. We describe local authorities as mirroring in most factors where they mirrored at least seven of the nine factors local authorities are required to tighten.

2022-23

In 2022-23, 42 local authorities mirrored the NFF in at least seven out of the nine factors local authorities were required to tighten. Where these local authorities departed from the NFF it was, for the most part, in the sparsity, mobility, lump sum or basic entitlement factors, or a combination of these. There were nine local authorities who differed from the NFF through one of the deprivation, low prior attainment and English as an Additional Language factors.

2023-24

In 2023-24, 23 of these 42 local authorities moved to mirroring the NFF. The remaining 19 all continued to mirror the NFF in at least seven of nine factors. A further five local authorities moved from significantly departing the NFF to mirroring in most factors in 2023-24.

Therefore, in total there are 24 local authorities²⁵ who mirror the NFF for at least seven out of the nine factors which local authorities will be required to tighten in 2024-25. Where these local authorities depart from the NFF it is, for the most part, in the mobility, lump sum or sparsity factors, or a combination of these. There are seven local authorities who differ from the NFF through one of the basic entitlement, English as an Additional Language and/or deprivation factors. The expected impact of tightening in these local authorities is discussed below.

Sparsity

The sparsity factor allocates additional funding to small and remote schools, recognising the challenges these schools face.

Table Two: Local authorities which mirror the NFF in most factors but do not mirror for sparsity.

²⁴ Table A

²⁵ Table B

Local authorities which mirrored the NFF in most factors but did not mirror for sparsity in 2022-23.	Of which, local authorities which newly mirror for sparsity in 2023-24.	Local authorities which mirror the NFF in most factors but do not mirror for sparsity in 2023-24.
16	9	9

Nine²⁶ of the 16 local authorities which did not mirror the NFF for sparsity in 2022-23 now mirror the NFF factor values for sparsity.

Of the six local authorities which remained as mirroring in most factors in 2023-24 but not for sparsity, all moved the minimum amount of 10%²⁷ towards the NFF values in 2023-24. As expected, given the small fraction that sparsity funding accounts for within the local authorities overall funding levels, the movement towards the NFF did not require local authorities to make any significant changes to other factor values in order to afford the increased sparsity factor value.

For example, in Devon all factor values which moved, moved 10% or more closer to NFF values. Where some factors had previously mirrored the NFF these remained as mirroring exactly (0.00%).

As a result of tightening requirements, three additional local authorities, whose local formula was substantially different to the NFF in 2022-23, joined the category of mirroring in most factors of the NFF but not for sparsity in 2023-24, giving a total of nine.

Of the nine local authorities which nearly mirror the NFF but do not for sparsity, eight have lower sparsity factor values than the NFF. Small, remote schools in these local authorities would be expected to benefit from the further tightening requirement in 2024-25 as these local authorities are required to bring their formulae closer to the NFF. As we saw in 2023-24, as the cost of increasing the sparsity factor in these local authorities will only constitute a very small fraction of these local authorities' overall funding levels we do not expect that these local authorities would be required to make any significant changes to other factor values in order to afford the increased sparsity factor. This means that the per pupil impact of tightening on other schools in these local authorities is expected to be small or non-existent.

One local authority has higher sparsity factor values than the NFF. If there is a negative impact for any of these schools as a result of tightening in 2024-25, they will be protected from drops in funding through the MFG. While the MFG protects schools from losses in pupil-led funding, year-on-year changes in school-led funding are also included in the protection. The MFG (and the NFF floor) were specifically designed in this way in order to protect schools from losses in school-led funding – whether through the lump sum or sparsity – as local formulae transition towards the NFF.

²⁶ Halton is not included here. The local authority mirrored the NFF for most factors but not for sparsity in 2022-23. In 2023-24 the local authority no longer had any sparse schools.

²⁷ 10% movement includes movement at exactly 10% and up to 11%. Throughout we have counted movement as above the tightening requirements when it was equivalent to 11% or more.

In addition to varying factor values, some local authorities use a different sparsity methodology to the NFF. In 2023-24, two of the nine local authorities which nearly mirror the NFF but not for sparsity used a different methodology. As was the case in 2023-24, we will not be requiring local authorities to mirror the NFF methodology for 2024-25.

Mobility

The mobility factor supports schools in which a significant proportion of pupils join the school part way through the year.

Table Three: Local authorities which mirror the NFF in most factors but do not mirror for mobility.

Local authorities which mirrored the NFF in most factor but did not mirror for mobility in 2022-23.	Of which, local authorities which newly mirror for mobility in 2023-24.	Local authorities which mirror the NFF in most factors but do not mirror for mobility in 2023-24.
14	11	4

Out of the 14 local authorities that nearly mirrored the NFF but not for mobility in 2022-23, eleven moved to mirror the NFF in the mobility factor in 2023-24. In these local authorities, ten did not previously include a mobility factor at all, and one had a lower factor value. As these 11 moved to mirror the NFF, schools within these local authorities which have high numbers of mobile pupils will have benefited from this change. For example, in Central Bedfordshire c. £300,000 was allocated to mobility in 2023-24, where previously no funding had been provided.

The cost of increasing the mobility factor in these local authorities constituted only a very small fraction of these local authorities' overall funding. Therefore, the increased mobility funding will not have had any significant impact on other factor values.

As a result of tightening requirements, one additional local authority joined the category of mirroring the NFF in most factors but not for mobility (giving a total of four²⁸).

Of these four local authorities, three moved the required 10% towards the NFF and one local authority moved closer than required.

In these local authorities, schools with high numbers of mobile pupils would be expected to benefit from the further tightening requirement in 2024-25. As seen in 2023-24, these local authorities would not be required to make significant changes to other factor values in order to afford the increased mobility factor as the total proportion of NFF funding

²⁸ Table D.

towards mobility in these local authorities is small²⁹.

Lump sum

All schools receive a lump sum.

Table Four: Local authorities which mirror the NFF in most factors but do not mirror for the lump sum.

Local authorities which mirrored the NFF in most factors but did not mirror for the lump sum in 2022-23.	Of which, local authorities which newly mirror for the lump sum in 2023-24.	Local authorities which mirror the NFF in most factors but do not mirror for the lump sum in 2023-24.
10	5	7

Out of the 10 local authorities that nearly mirrored the NFF but not for the lump sum in 2022-23, five moved to mirror the NFF in the lump sum factor in 2023-24. Of these, one previously had a lump sum lower than the NFF and four³⁰ had higher. In the four whose lump sum was previously higher, whilst schools in these local authorities will have received less funding through the lump sum, a greater share of funding will have been allocated via the pupil-led factor values.

As a result of tightening requirements, two additional local authorities joined the category of mirroring the NFF in most factors but not for the lump sum (giving a total of seven³¹).

Five of these local authorities have a lower lump sum factor value in the local formulae than the NFF. Of these five, two moved the required 10% towards the NFF and three moved closer than required in 2023-24. As a result, all schools in these local authorities will have received a greater lump sum value in 2023-24 compared to 2022-23. There were no discernible effects on other factors to support the increase to the lump sum. In three local authorities no other factor values decreased relative to the NFF. In two local authorities, whilst other factor values did decrease, these remained as mirroring the NFF – therefore any changes were overall marginal.

In 2024-25 as these local authorities continue to move their factor values closer to the NFF, the lump sum value their schools receive will increase, with particular benefit to

²⁹ NFF funding for mobility constitutes between 0.018% and 0.081% of total NFF funding in these local authorities; and the local authority is only required to move the value of their mobility factor 10% closer to the NFF value.

³⁰ Bedford Borough, Portsmouth, Essex and West Sussex. Essex and West Sussex had a higher primary lump sum but the secondary lump sum mirrored the NFF.

³¹ Table E

small (typically primary) schools where the lump sum makes up a larger portion of their overall budget. The effect on other schools in these local authorities will depend on how the local authority chooses to pay for this increase.

Two of the remaining local authorities which are mirroring the NFF in most factors but do not mirror for the lump sum have a higher lump sum factor in at least one phase in their local formulae than the NFF. Both LAs moved their lump sum values closer to the NFF than the 10% tightening requirement - moving between 21% and 71% closer. For example, in Kingston upon Thames the lump sum values are now about 11% higher than the NFF, having moved closer by over 60 % in 2023-24. This will have reduced the school-led funding that schools in the local authority received in 2023-24. As expected, the decrease in the lump sum freed up funding in the local formulae for other factors, allowing Kingston upon Thames to move its basic entitlement values closer to the NFF³².

As these two local authorities further tighten their formulae in 2024-25 schools in these local authorities will see a reduction in their school-led funding. The decrease in the lump sum will free up funding in the local formulae, and the net impact on individual schools will depend on how the local authorities choose to redirect that funding. Small primary schools, which are more reliant on the lump sum than larger schools, could be expected to lose out relative to other schools. However, all schools will be protected from sudden drops in their funding through the MFG. As noted above, year-on-year changes in school-led funding are included in the MFG protection – with the MFG specifically designed that way to protect schools from losses in school-led funding as local formulae transition towards the NFF.

Basic entitlement

All pupils attract basic entitlement funding. The amount a pupil attracts depends on which key stage they are in. The basic entitlement factor distributes the majority of funding in the NFF, and changes to the basic entitlement can therefore be particularly significant in terms of determining schools' overall funding levels.

Table Five: Local authorities which mirror the NFF in most factors but do not mirror for basic entitlement.

Local authorities which mirrored the NFF in most factors but did not mirror for basic entitlement in 2022-23.	Of which, local authorities which newly mirror for basic entitlement in 2023-24.	Local authorities which mirror the NFF in most factors but do not mirror for basic entitlement in 2023-24.
4	1	3

³² Values moved from 1.3% below the NFF in 2022-23 to 0.22% below in 2023-24.

Out of the four local authorities that nearly mirrored the NFF but not for basic entitlement in 2022-23, one, West Northamptonshire, moved to mirror the NFF in 2023-24³³. In doing so, they increased the value of the basic entitlement factor value, creating a budget pressure in the local formula. This affordability pressure was managed by capping and scaling. The local authority went from not using any capping or scaling in 2022-23, to deducting a total of about £2.6m³⁴ through capping and scaling in 2023-24. The MFG threshold was set at 0.5%.

No additional local authorities joined this category of mirroring the NFF in most factors but not for basic entitlement following tightening requirements in 2023-24 (therefore, three³⁵ local authorities remain in this category). All of these three moved closer by more than the 10% required under tightening requirements. These three all have basic entitlement values, in at least one school phase, higher than the NFF values.

In 2022-23 the Basic Entitlement factor for Primary in Barking and Dagenham was much higher than the NFF. Following tightening in 2023-24 the local authority now mirrors the NFF in all factors with the exception of primary basic entitlement. In Essex, the factor values for all three phases moved closer to the NFF, with both the primary and KS4 factor values moving significantly. The primary and KS3 values now mirror the NFF, with the KS4 value slightly higher than the NFF.

In Hackney the basic entitlement factor was significantly higher than in the NFF in 2022-23. In 2023-24 the factor moved c. 27 % closer to the NFF values across all three phases, however, all three remain significantly above the NFF factor values. As predicted, and in line with a reduction to the basic entitlement funding the level of funding distributed through the MFG increased in 2023-24. The total funding allocated through the MFG increased by 67%, from £1.7m in 2022-23 to £2.8m in 2023-24.

Local authorities whose formulae are substantially different from the NFF

2022-23

In 2022-23 30 local authorities departed significantly from the NFF. We defined this group as including local authorities whose local formula factors diverged in at least three out of nine factors from the NFF.

³³ The local authority also moved the IDACI Secondary D amount per pupil. All other values were already mirroring.

³⁴ This represents 0.8% of the total Schools Block in West Northamptonshire.

³⁵ Table F

2023-24

Of the 30 local authorities, four moved to mirror the NFF in 2023-24 and a further five moved to mirror in at least seven of nine factors.

Of the four local authorities who moved to mirror the NFF, all moved by significantly more than the 10% requirement. None of these local authorities used capping and scaling. Whilst the funding spent on the MFG decreased in three of the local authorities, indicating increased funding through the formula factors, in one local authority (Hammersmith and Fulham) it increased. With the exception of the FSM factor, all factors had previously been set significantly above NFF values in Hammersmith and Fulham. As the local authority moved to mirror the NFF, therefore, less funding was allocated through the factors leading to an increased MFG.

There are 21³⁶ local authorities who continue to depart significantly from the NFF in at least three of the nine factors that local authorities will be required to tighten in 2024-25.

Where these local authorities depart from the NFF it is, for the most part, in the deprivation and/or other additional needs factors, or a combination of these. The expected impact of tightening in these local authorities is discussed below.

Deprivation factors typically higher than the NFF

Table Six: Local authorities whose formulae are substantially different from the NFF and have deprivation factors typically higher than the NFF.

Local authorities whose formulae were substantially different from the NFF and which had deprivation factors which are typically higher in 2022-23.	Of which, local authorities which newly mirror for deprivation in 2023-24.	Local authorities whose local formulae are substantially different from the NFF and have deprivation factors which are typically higher in 2023-24.
3	2	2

In 2022-23 three local authorities targeted funding to deprived pupils through typically higher local deprivation factor values compared to the NFF, balanced against lower basic entitlement factor values, or a lower lump sum. (By “typically higher” we mean local authorities where at least one deprivation factor is higher than the NFF, with the rest mirroring the NFF.)

One of the local authorities, Bromley, is now mirroring the NFF in 2023-24. As expected,

³⁶ Table G

the move towards the NFF, and reduction in the deprivation factors, was balanced by the overall increase in NFF deprivation factor funding in 2023-24 and so deprivation funding remained at c. 7% of the proportion of funding allocated within the local authority.

In Windsor and Maidenhead, all deprivation factors now mirror the NFF. However, the lump sum and sparsity factors remain lower than the NFF. The local authority has also managed to reduce the level of capping and scaling in 2023-24. As in Bromley, the tightening of deprivation factors towards the NFF was balanced by the overall increase in NFF deprivation factor funding in 2023-24. In 2022-23 deprivation factors were allocated 3.8% of funding, and in 2023-24 this increased to 4.1%.

Following the tightening requirements in 2023-24, an additional local authority has joined the category of being substantially different from the NFF and having deprivation factors typically higher (it had previously had some deprivation factor values higher, and some lower, than the NFF). There are now two local authorities in this group (Croydon and Bristol)³⁷.

Deprivation factors remain higher than NFF values in Bristol. With the exception of FSM6 (which moved 90% closer) deprivation factors moved by the required minimum value of 10%. Overall deprivation funding changed from 12.6% of funding in 2022-23 to 12.5% of funding in 2023-24 as the local factor moved closer to the NFF values.

In Bristol, all three basic entitlement values are lower than the NFF values. As Bristol further tightens towards the NFF (by increasing basic entitlement and reducing deprivation funding) the net impact on schools will be reduced as all schools should receive more funding through basic entitlement, though schools with significant numbers of more deprived pupils may lose some funding. Croydon mirrors all deprivation factors bar the IDACI A Primary and Secondary funding amounts, which are higher than the NFF values. As these tighten there will be a small reduction in funding through deprivation. However, at present the local authority has a lower basic entitlement value for KS4 pupils. As this moves closer to the NFF schools will receive more funding through this factor. The net impact on deprivation funding in Croydon and Bristol will depend on the specific circumstances of each authority.

Any school losing out from a decrease in the value of the deprivation factors as these local authorities move towards the NFF will be protected by the MFG.

Deprivation factors typically lower than the NFF

Table Seven: Local authorities which are substantially different from the NFF and have deprivation factors typically lower than the NFF.

³⁷ Table H

Local authorities whose local formulae were substantially different from the NFF and which had deprivation factors which are typically lower in 2022-23.	Of which, local authorities which newly mirror for deprivation in 2023-24.	Local authorities whose local formulae are substantially different from the NFF and have deprivation factors which are typically lower in 2023-24.
6	2	4

Of the six local authorities which had deprivation factors typically lower than the NFF in 2022-23 two (Thurrock and Merton) moved to mirror the NFF deprivation factors in 2023-24. North East Lincolnshire continues to mirror all deprivation factors with the exception of FSM, which it moved significantly closer in 2023-24. Due to other tightening movements the local authority has moved to the category of mirroring the NFF in most factors and so is discussed in the preceding section.

Thurrock moved all factor values by over the 10% required, allowing them to move much closer to the NFF – and into the category of mirroring the NFF in most factors. The local authority did not need to cap and scale any gains to deal with affordability pressures created by tightening.

Merton had several factors below the NFF values in 2022-23. In 2023-24, the LA moved to mirroring the NFF in most factors, and all factors which were not previously mirroring moved more than the 10% required. One factor, the lump sum, remains as not mirroring the NFF and is lower than the NFF value. The LA did not need to cap and scale gains to afford these movements towards the NFF.

A further local authority joined this category in 2023-24 (Wokingham³⁸) giving a total of four local authorities³⁹ who are substantially different from the NFF and have deprivation factors typically lower than the NFF.

Of these four local authorities, three moved at least some deprivation factor values closer than the 10% required under tightening rules in 2023-24. None of these local authorities needed to cap and scale gains to afford this movement towards NFF values.

In these four local authorities, schools with high numbers of pupils which meet deprivation indicators would be expected to benefit from the further tightening requirement in 2024-25. Kensington and Chelsea has a higher basic entitlement factor than the NFF, and so we would expect the local authority to use this to ease the affordability pressures that tightening of deprivation factors may cause in 2024-25. The

³⁸ In 2022-23 Wokingham's local formulae was substantially different from the NFF and it had deprivation factors both above and below the NFF.

³⁹ Table I

effect within the local authority should be to rebalance funding towards pupils with deprivation indicators. In the remaining three local authorities, no factor values are above the NFF. Therefore, to support tightening and the affordability pressures it may cause in 2024-25 local authorities may have to utilise capping and scaling or use flexibility around the level of MFG they set.

Local authorities which have some deprivation factor values that are higher than the NFF values, and others lower.

Table Eight: Local authorities which were substantially different from the NFF and had some deprivation factors higher and some typically lower than the NFF.

Local authorities whose formulae were substantially different from the NFF and had deprivation factors both above and lower than the NFF in 2022-23.	Of which, local authorities which newly mirror for deprivation in 2023-24.	Local authorities whose formulae are substantially different from the NFF and have deprivation factors both above and lower than the NFF in 2023-24.
17	1	14

In 2022-23 17 local authorities had higher values for some deprivation factors than the NFF, and lower values for others, giving a mixed picture overall. One of these local authorities (Hammersmith and Fulham) moved to mirror the deprivation factors in the NFF in 2023-24. Two also moved category, with one now having at least one deprivation factor higher than the NFF (Croydon) and the other moving to factor values typically lower than the NFF (Wokingham). These two local authorities have been discussed above.

Of the 14 local authorities⁴⁰ that have deprivation factors both above and below the NFF in 2023-24, ten moved at least one factor value more than the 10% required closer to the NFF. Six of these local authorities saw a decreased use of the MFG⁴¹, suggesting overall factor value increases. None of these six were required to increase the use of capping and scaling to make the tightening requirements more affordable. (Four of them did not cap or scale gains at all, and the other two deducted less in capping and scaling than in 2022-23.)

Focusing on the four local authorities which moved at the 10% rate required, all four saw

⁴⁰ Table J

⁴¹ Camden, Southwark, Westminster, Haringey, Manchester and Hertfordshire.

either a decrease in the use of the MFG or no change. However, in three of these local authorities the use of capping and scaling increased. In Wandsworth capping and scaling increased by c. £1.9 million. No funding was transferred to other blocks and so it is likely that this was caused by the movement of factor values towards the NFF, and a reduction in the use of the MFG as factor values increased. In Sandwell, the local authority capped and scaled gains to the value of c. £2.6 million. £450,000 of this can be explained by a block transfer to the Central Schools Services Block (CSSB). The remainder is likely to be substantially due to the tightening requirements.

As these two local authorities move their factor values closer towards the NFF values in 2024-25, the use of capping and scaling may increase. The impact of tightening on the remaining local authorities will depend on how their local authorities respond to the tightening requirements as well as the schools’ specific pupil cohorts. For some schools, the effect may be small, if the effect of moving closer to the NFF is simply to shift the funding that the school receives from one deprivation factor to another.

Impact of tightening on other additional needs

In addition to deprivation there are three other additional needs factors; English as an additional language (EAL), mobility and low prior attainment.

Table Nine: Local authorities which were substantially different from the NFF and have diverged from the NFF in respect of the other additional needs factors.

Local authorities whose formulae were substantially different from the NFF and which have diverged from the NFF in respect of the other additional needs factors in 2022-23.	Of which, local authorities which newly mirror for other additional needs in 2023-24.	Local authorities whose formulae are substantially different from the NFF and have diverged from the NFF in respect of the other additional needs factors in 2023-24.
28	8	19

Eight local authorities moved to mirror the additional needs factors in 2023-24. Of these eight, four now mirror the NFF across all factors, three are mirroring in most factors (in at least seven of nine factors) and one now mirrors for additional needs but still departs significantly from the NFF. Six of the eight previously had lower attainment factor values than the NFF. Therefore, as a result of tightening schools with pupils with these characteristics will have been allocated more funding through these factors in 2023-24. A further local authority (Slough) moved to mirroring the NFF in most factors but is not mirroring across all additional needs factors.

Within the remaining 19⁴² local authorities which still do not mirror the other additional needs factors and are substantially different from the NFF, nine moved the required 10% closer to the NFF values in the other additional needs factors and 10 moved closer than the 10% required in at least one of these factors. Of the 19 local authorities, three saw an increase in capping and scaling of gains in 2023-24 which may have been the result of affordability pressures caused by tightening. In Sandwell this was £2.6 million, in Wandsworth it was c. £1.9 million and in Hillingdon this was c. £100,000.

Nine of these local authorities⁴³ currently target less funding through these other additional needs factors in their local formulae compared to the NFF, by having typically lower other additional needs factors than the NFF. (As before, this means that they have at least one additional needs factor that is lower than the NFF value, and no additional needs factors that are above the threshold for mirroring the NFF value.) As these local authorities move closer to NFF values, schools with high proportions of pupils with other additional needs should see more funding allocated through these additional needs factors.

A further nine local authorities⁴⁴ have higher values for some additional needs factors than the NFF, and lower values for others, giving a mixed picture overall. One local authority, Newham, targets more funding through the other additional needs factors in their local formulae compared to the NFF. The impact on schools in Newham, and the other nine local authorities, will depend on how the local authorities adjust other parts of their local formulae to repurpose the funding.

Conclusion – impacts in 2023-24

This analysis shows that many local authorities moved their local formula closer to the NFF factor values than required under tightening rules for 2023-24. Indeed, of the 72 local authorities who did not mirror the NFF in 2022-23, 61 went beyond the minimum requirements, and moved at least one of their factor values more than 10%⁴⁵ closer to the NFF.

Overall, there are now only 21 local authorities which have local formulae substantially different to the NFF and a large majority (106) are now mirroring. Further tightening requirements in 2024-25 will therefore only impact the 45 local authorities who do not currently mirror the NFF.

The gradual approach adopted to tightening has ensured that local authorities avoided significant affordability pressures which would have resulted in a large expansion of capping and scaling and/or disapplication requests. We will continue with this gradual

⁴² Table K

⁴³ Table L

⁴⁴ Table M

⁴⁵ We calculated this based on an 11% or above movement.

approach in 2024-25, setting a mirroring threshold at 2.5% and requiring a 10% movement closer to NFF values on tightening.

Local authorities that mirror the NFF in 2023-24

Table A: Local authorities that mirror the NFF in 2023-24

Barnet	Hampshire	Richmond upon Thames
Bath and North East Somerset	Harrow	Rochdale
Bedford Borough	Havering	Rutland
Bexley	Herefordshire	Salford
Birmingham	Hounslow	Sefton
Blackpool	Isle of Wight	Shropshire
Bolton	Islington	Solihull
Bournemouth, Christchurch & Poole	Kent	Somerset
Bracknell Forest	Kingston upon Hull	South Gloucestershire
Bradford	Knowsley	South Tyneside
Bromley	Lambeth	Southampton
Buckinghamshire	Lancashire	Southend on Sea
Bury	Leeds	Staffordshire
Calderdale	Leicester	Stoke-on-Trent
Cambridgeshire	Leicestershire	Suffolk
Central Bedfordshire	Lewisham	Sunderland
Cheshire East	Lincolnshire	Sutton
Cheshire West And Chester	Luton	Tameside
Cornwall	Middlesbrough	Thurrock
Coventry	Milton Keynes	Torbay
Cumberland	Newcastle upon Tyne	Tower Hamlets
Darlington	Norfolk	Trafford
Derby	North Lincolnshire	Wakefield
Derbyshire	North Northamptonshire	Waltham Forest
Doncaster	North Somerset	Warrington
Dorset	North Yorkshire	West Northamptonshire
Dudley	Northumberland	West Sussex
Durham	Nottingham	Westmorland and Furness
Ealing	Nottinghamshire	Wigan
East Riding of Yorkshire	Oldham	Wiltshire
East Sussex	Oxfordshire	Wirral
Gateshead	Peterborough	Wolverhampton
Gloucestershire	Plymouth	Worcestershire
Greenwich	Portsmouth	York
Halton	Redbridge	

Hammersmith and Fulham	Redcar and Cleveland	
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Local authorities that mirror the NFF in most factors (in at least seven of nine factors) in 2023-24

Table B: Local authorities that mirror the NFF in most factors in 2023-24

Barking and Dagenham	Kingston upon Thames	Slough
Barnsley	Kirklees	Stockton-on-Tees
Blackburn with Darwen	Liverpool	Surrey
Devon	Medway	Swindon
Enfield	Merton	Telford and Wrekin
Essex	North East Lincolnshire	Warwickshire
Hackney	North Tyneside	West Berkshire
Hartlepool	Reading	Windsor and Maidenhead

Table C: Local authorities which mirror the NFF in most factors in 2023-24 but do not mirror for sparsity.

Devon	Hartlepool	Telford and Wrekin*
Blackburn with Darwen	North East Lincolnshire	West Berkshire
Enfield	Swindon	Windsor and Maidenhead

*Has a higher sparsity factor value

Table D: Local authorities which mirror the NFF in most factors in 2023-24 but do not mirror for the mobility factor.

Liverpool	Swindon	Warwickshire
Slough		

Table E: Local authorities which mirror the NFF in most factors in 2023-24 but do not mirror for the lump sum factor.

Merton*	Reading*	Windsor and Maidenhead*
Kingston upon Thames***	Stockton-on-Tees*	
Medway*	Surrey**	

*Lump sum values are lower than the NFF.

** Primary lump sum value mirrors the NFF and secondary lump sum is higher.

*** Lump sum values both higher than the NFF.

Table F: Local authorities which mirror the NFF in most factors in 2023-24 but do not mirror for the Basic entitlement factor.

Barking and Dagenham	Essex	Hackney
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Local authorities whose formulae are substantially different from the NFF in 2023-24

Table G: Local authorities whose formulae are substantially different from the NFF in 2023-24.

Camden	Hillingdon	Southwark
Brent	Kensington and Chelsea	St Helens
Brighton and Hove	Manchester	Stockport
Bristol	Newham	Walsall
Croydon	Rotherham	Wandsworth
Haringey	Sandwell	Westminster
Hertfordshire	Sheffield	Wokingham

Table H: Local authorities whose formulae are substantially different from the NFF and whose deprivation factors are typically higher than the NFF.

Bristol	Croydon
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Table I: Local authorities whose formulae are substantially different from the NFF and whose deprivation factors are typically lower than the NFF.

Kensington and Chelsea	Sheffield	Wokingham
Rotherham		

Table J: Local authorities whose formulae are substantially different from the NFF and who have some deprivation factor values that are higher than the NFF values, and others lower.

Camden	Hillingdon	Stockport
Brent	Manchester	Walsall
Brighton and Hove	Sandwell	Wandsworth

Haringey	Southwark	Westminster
Hertfordshire	St Helens	

Table K: Local authorities whose formulae are substantially different from the NFF and which diverge in respect of other additional needs factors.

Camden	Kensington and Chelsea	Stockport
Brent	Manchester	Walsall
Brighton and Hove	Newham	Wandsworth
Bristol	Rotherham	Westminster
Haringey	Sandwell	Wokingham
Hertfordshire	Southwark	
Hillingdon	St Helens	

Table L: Local authorities whose formulae are substantially different from the NFF and who target less funding through other additional needs factors than the NFF.

Camden	Kensington and Chelsea	St Helens
Haringey	Rotherham	Walsall
Hertfordshire	Southwark	Wokingham

Table M: Local authorities whose formulae are substantially different from the NFF and who have higher values for some other additional needs factors than the NFF, and lower values for others, giving a mixed picture overall.

Brent	Hillingdon	Stockport
Brighton and Hove	Manchester	Wandsworth
Bristol	Sandwell	Westminster



Department
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Local authority Statutory duties for maintained schools 2024/25 (relating to services relevant to Education Services Grant).

Service Areas (as referenced in Schools revenue funding 2022 to 2023 Operational guide)	2023/24 costs for comparison	2024/25 costs (Apr 24 - Mar 25) Other Income £	2024/25 costs (Apr 24 - Mar 25) DSG de-delegated school improvement £	2024/25 costs (Apr 24 - Mar 25) DSG de-delegated former ESG £	Notes/Post titles
School Improvement - Schools Causing Concern (page 57)	76,577	52,300	25,005		Head of Education (J Reed) - from April 2024. 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 2024 - March 2025 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 2024/25 - total funding required for this post £27,019.
School Improvement - Schools Causing Concern (page 57)	57,029	52,300	4,871		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 2024/25 - total DSG funding required for this post £6,885 with the remaining being funded from corporate resources.
School Improvement - Schools Causing Concern (page 57)	56,251	52,300	4,069		Senior Education Stds & Effectiveness Officer (Sarah-Jane Smith). 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 2024-25 - total DSG funding required for this post £6,083 with the remaining being funded from corporate resources.
School Improvement - Maths and Literacy Leads	41,941	-	42,039		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. £35k per annum) and a Literacy Lead, Tara Chappell (c. £35k per annum). The proposal is to extend these posts for the whole of the 24/25 financial year (Apr 24 - March 25) which would cost £70k less contribution for work completed with academies.
Statutory & Regulatory duties - HR (page 73)	30,249	-	-	27,284	Proposal to fund costs at 2023/24 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)	24,009	-	-	20,872	Proposal to fund costs at 2023/24 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 2%
Statutory & Regulatory duties - Religious Education (page 73)	5,000	-	-	5,000	Proposal to fund costs at 2023/24 level - covering SACRE
Statutory & Regulatory duties - Religious Education (page 73)	0	-	-	0	No costs for 2023/24. Review of specification due every 4 years.
Education Welfare - annual inspection of school registers (page 74)	4,640	-	-	4,350	Proposal to fund costs based on 2023/24 level- covering 5 hours per maintained school based on 30 maintained schools as at 1st Nov 23.
Asset Management (page 74)	60,994	-	-	54,984	Proposal to fund for 2023/24 - 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 30 maintained schools at Nov 23). 10 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)	31,148	-	-	24,565	Proposal to fund for 2023/24 - covering: £29,150 (Based on 2 days per week Rebecca Rowett currently 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);
	387,838	156,900	75,985	137,055	

Cost to Schools Block		68,386	125,307	cost relating to Maintained Primary Schools
Cost to High Needs Block		7,598	11,748	cost relating to Maintained Special Schools & PRU's
Indicative cost per pupil (maintained primary) - TOTAL REQUEST (APT de-delegation)		£11.88	£21.78	Based on number of pupils in maintained schools (as at 1st Nov 23) using October 2022 census data.
		75,985	139,230	
		68,386	125,307	
Comparison to funding provided for 2023/24				
rate included in 23/24 APT		£11.00	£20.15	
		£0.89	£1.62	
Difference between rate requested and pro rata rate from last year				

Maintained Staff Absence 2023-24			
Schools Block budget		237,437.00	37.46
High Needs Block budget		17,581.00	
Total 2023/24		255,018.00	
Proposed 2024-25			
Maternity		259,928.00	38.33 conversions.
TOTAL		259,928.00	38.33
			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 estimated at £295k times the number of expected academy

TU Facilities 2023-24			
TU facilities		63,043.00	9.95 Based on 2023-24 discussion and rate
High Needs Block budget		2,339.00	
Total 2023/24		65,382.00	
Proposed 2024-25			
TU Facilities		59,000.00	10.42 Revised estimated salary for 2024-25
TOTAL		59,000.00	10.42
		57,258.27	9.95 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 2024/25

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

2. That Schools Forum agrees the following Early Years Central Budget from Early Years Block DSG Budget of £838,010 for 2024/25.

Background

3. 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.
4. A review of projected Early Years Block funding for 2024/25 shows there should be available resources within the Early Years Block budget to cover these central costs which will amount to 4.55% of the 3 & 4 year old funding element, based on the current years funding allocations. Local Authorities are allowed to set aside up to 5% centrally.

Central Early Years – Retained Duties 2023-24

5. 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 check carried out each month.
6. Budgets for Early Years retained duties are proposed to continue at the current budget levels (plus pay inflation and incremental progression) of £106,730 for 2024/25. 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 2024-25

7. Provision was made from the Early Years Block budget in 2023/24 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.
8. 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.
9. 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 therefore planning delivery of the Hempsalls; Rethinking Recruitment and Retention: 10-point plan training programme across our Early Years sector.
10. 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 £103,280 in 2024/25. Each of these functions is delivered through the Learning Provision Organisation Service, Pupil Place Planning Team.
11. 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 will be able to access 15 hours of free childcare. From September 2024, 15 hours of free childcare will be 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.

12. 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.
13. 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.
14. In line with the conditions of the funding, an Early Years Sufficiency Manager post will be created alongside funding additional business support functionality to support the expansion of the Early Years (EY) entitlement.

Central Early Years – Early Years Inclusion Team 2023-24

15. 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.
16. 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.
17. 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.
18. 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.

- 19.** 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.
- 20.** Current Ofsted outcomes for Early Years Providers are strong, being above both national and regional levels. The overall percentage of Early Years Providers rated as good or outstanding currently stands at 98.5% against a national figure of 96%.
- 21.** Doncaster continues to be above the national trend for 2 Years olds accessing their 15 hours entitlement to funded childcare, performing 5.7% above the national average at 79.7% (976/1225).
- 22.** The number of 3 year to 4-year-olds accessing free childcare continues to rise with an increase of 2.3% to 97.8%, which continues to outperform the national average of 94%. Nationally, take up increased by 2% 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.
- 23.** 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.
- 24.** 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.
- 25.** Since the pandemic, 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.

- 26.** 2022/2023 has been another extraordinary year and Doncaster has seen early years practitioners respond admirably to the challenges they have faced. Whilst recognising the many successes that have been seen in the Covid recovery phase, 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. Ongoing funding will secure the resources required to ensure that support for providers is sustained and outcomes for young children and their families maintained. The cost to be funded for 2024/25 is £628,000, which covers 11.63 FTE posts.

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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Doncaster Council

REPORT TO THE SCHOOLS FORUM

'RWM Doncaster – The Doncaster Strategy for Reading, Writing and Mathematics' Funding 2024/25

Purpose

1. This report provides an overview of 'RWM Doncaster' interventions associated with DSG spend for 2022/23 and seeks approval to sustain the existing level of investment of **£42,039 adjusted for pay and price inflation**.
The requested funding forms part of the required budget for School Improvement for 2024-25.

Recommendation

2. That Schools Forum:
 - Notes the RWM Impact Report attached;
 - Approves the proposed transfer of **£42,039** for maintained Primary Schools de-delegation of budget for School Improvement for 2024/25 to fund the RWM Doncaster Strategy offer to 31/03/25.

Background

RWM Doncaster is a four-year plan crossing all phases of education, which was developed and refined over the 2020/21 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 report addresses the following:

- Revised aims of RWM Doncaster 2023 - 2027

- Implementation of the RWM Doncaster strategy 2022 – 2023
- Impact of RWM Doncaster
- Statutory Assessment Outcomes 2023
- Key successes and areas for development
 - *What has been the reach of RWM Doncaster?*
 - *Income generation 2022 – 23*
 - *Feedback*
- Next steps for RWM Doncaster - 23/24
 - *Review and update the RWM Doncaster strategy*
 - *Improve, refine and extend the offer in order to increase engagement with RWM Doncaster and deliver on the aims of the strategy.*
 - *Further increase the drive to improve outcomes in statutory assessments in Reading, Writing and Maths for Doncaster schools and academies.*
 - *Build partnerships within and beyond Doncaster*
- Data tables:
 1. 2023 percentage of pupils achieving EXP+ in end of KS2 assessments (all schools)
 2. 2023 percentage of pupils achieving high/GDS in end of KS2 assessments (all schools)
 3. 2023 percentage of pupils achieving EXP+ in end of KS1 assessments (all schools)
 4. 2023 percentage of pupils achieving GDS in end of KS1 assessments (all schools)
 5. 2023 Phonics RWM Doncaster Engagement – EXP+
 6. 2023 KS2 outcomes for schools attending RWM Doncaster Maths and English subject leader network
 7. 2023 KS1 outcomes for schools attending RWM Doncaster Maths and English subject leader network
 8. 2023 Multiplication check (MTC)
 9. KS2 trend at EXP +
 10. 2023 percentage of pupils in maintained schools achieving EXP+ in end of KS2 assessments
 11. 2023 percentage of pupils in maintained schools achieving high/GDS in end of KS2 assessments
 12. KS1 trend at EXP+
 13. 2023 percentage of pupils in maintained schools achieving EXP+ in end of KS1 assessments
 14. 2023 percentage of pupils in maintained schools achieving GDS in end of KS2 assessments
 15. 2023 Phonics check
 16. Vulnerable groups – Reading KS1
 17. Vulnerable groups – Writing KS1
 18. Vulnerable groups – Maths KS1
 19. Vulnerable groups – RWM combined KS1

20. Vulnerable groups – Reading KS2
21. Vulnerable groups – Writing KS2
22. Vulnerable groups – Maths KS2
23. Vulnerable groups – RWM combined KS2

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Sarah Churchill – Literacy Consultant

Anne Walker – Learning Standards & Effectiveness Officer (Maths)

Commissioning Officer: Jane Reed – Head of Education and Skills

Reading, Writing, Maths (RWM) Doncaster



Impact Report

2022 – 23

November 2023

Tara Bradley, Sarah Churchill and Anne Walker

RWM Doncaster

The Doncaster Strategy for Reading, Writing and Mathematics

Part of Education and Skills Strategy 2030

Summary

This report will address the following:

- **Revised aims of RWM Doncaster 2023 - 2027**
- **Implementation of the RWM Doncaster strategy 2022 – 2023**
- **Impact of RWM Doncaster**
- **Statutory Assessment Outcomes 2023**
- **Key successes and areas for development**
 - *What has been the reach of RWM Doncaster?*
 - *Income generation 2022 – 23*
 - *Feedback*
- **Next steps for RWM Doncaster - 23/24**
 - *Review and update the RWM Doncaster strategy*
 - *Improve, refine and extend the offer in order to increase engagement with RWM Doncaster and deliver on the aims of the strategy.*
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20. Vulnerable groups – Reading KS2
21. Vulnerable groups – Writing KS2
22. Vulnerable groups – Maths KS2
23. Vulnerable groups – RWM combined KS2

RWM Doncaster

The Doncaster Strategy for Reading, Writing and Mathematics

Part of Education and Skills Strategy 2030

As of September 2023, RWM Doncaster has been operating for two years (launch event – 17.09.21), with the continued aim of securing and sustaining improvement in reading, writing and maths at all levels, and to work towards all aspects of the strategy becoming fully embedded. 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 is based on the firm belief that there is a significant overlap in the skills needed to become successful and motivated readers, writers and mathematicians. Learning is linked and does not exist in isolation. Through our lives, we use our learning in a connected and cohesive way. We believe that learning should be real and meaningful, and be of value to the children of Doncaster, both now and in the future, whether they are at home, at school, at work or at play.

Revised aims of RWM Doncaster 2023 - 2027

1. To establish a clear understanding of the central importance of oracy to learning in all areas of the curriculum; for oracy to be seen as the ‘golden thread’ which connects learning and to develop high-quality talk, with a particular focus on learning in reading, writing and maths. *(This is a new priority focus in response to the data and other evidence indicating that low oracy levels are impacting on achievement).*
2. To improve the attainment and progress of vulnerable groups in reading, writing and maths, including, for example, disadvantaged pupils and SEN pupils. *(This will be a prioritised CPD focus for this year)*
3. To improve the effectiveness of teaching and learning in reading, writing and maths.
4. To raise pupil attainment in Doncaster and improve progress measures in all three areas of reading, writing and maths.
5. To close the gap to national outcomes in statutory assessments for reading, writing and maths, and rapidly respond to areas of underperformance.
6. To increase the percentage of pupils working at the higher/ greater depth standard in reading, writing and maths at KS1 and KS2.
7. To build strong and determined leadership in reading, writing and maths.
8. To promote a positive perception of reading, writing and maths and develop a lifelong love of learning.

9. To encourage and highlight the connections between reading, writing and maths to make learning memorable, meaningful and of relevance to future success, fulfilment and happiness in life.

The RWM Doncaster aims are being addressed, developed and actioned in a variety of ways, including through:

- a range of CPD opportunities and networks offered to all Doncaster schools and settings
- targeted support for identified groups of schools
- bespoke support for individual schools
- encouraging, developing and facilitating links between schools and partners within and beyond Doncaster to share good practice
- 'Leading Thinking' events featuring acclaimed keynote speakers who are leading thinkers and researchers in the fields of teaching and learning in reading, writing and mathematics
- events to raise the profile of reading, writing and maths in schools, such as the Read Aloud Award in partnership with the Libraries and Culture team

These actions will continue to be a major focus for the 23/24 academic year.

How has the strategy been implemented in 2022/23?

CPD Offer – all the RWM Doncaster CPD is planned with the intent of delivering on the above aims:

- ***RWM Doncaster English and Maths Subject Leader networks*** (x4 per year) aimed at strengthening subject leadership and building strong professional learning networks. (covers all aims 1-9)
- ***RWM Doncaster Y1/2, Y3/4 and Y5/6 networks*** (x 4 per year) aimed at improving the quality and effectiveness of teaching in each of these phases. (aims 1-6, 8-9)
- ***RWM Doncaster Leading Thinking Events*** (x1 per term) – bringing leading educational thinkers to Doncaster, with the aim of challenging thinking and moving practice to the next level. Keynote speakers this year have been Professor Natthapoj Vincent Trakulphadetkrai (*Maths through Stories*) and Professor Kirstin Mulholland and Alex Reynolds (*High-quality talk in English and Maths*). (aims 7 – 9, and others dependent on the focus of the event)

Term and title	Keynote speakers	Summary and Voice
Autumn term – 02/12/22 <i>Maths through Stories</i>	Professor Natthapoj 'Vincent' Trakulphadetkrai – founder of the 'Maths through Stories'	This event demonstrated how to use maths through stories practically and suggested potential books to use. Feedback from the session was incredibly positive with schools commenting on how inspired they were to use it within schools. Here are some examples:

	<p>website and leading researcher in the field. Based at the University of Reading.</p>	<p><i>“What a fabulous CPD event- yet again. Very grateful for the quality of speakers Doncaster are accessing. Inspirational!”</i></p> <p><i>“This has been a fantastic session. So informative and it has been a wonderful opportunity for me to reflect on how we make stronger links between reading, writing and Maths. Getting children to write or orally retell their own Maths stories is a brilliant opportunity for purposeful writing. The website looks amazing - what a resource!”</i></p> <p><i>“Just want to say how great today was. I think the resources on the website look really good too and I think will be great to look through.”</i></p> <p><i>“A fantastic talk - we have really enjoyed it and got lots of ideas already. Website also is brilliant! Thanks!”</i></p> <p>The Maths Lead at Windhill Primary School made an excellent start immediately following this event and was truly inspired. As part of the Spring ‘Leading Thinking event he shared his experiences of implementing the approach and included pupil and teacher voice, which showed the impact on pupil attitude towards both reading and maths.</p>
<p>Spring term – 24/03/23</p> <p>High Quality Talk in English and Maths</p>	<p>Dr Kirstin Mulholland (EEF Content Lead for Maths) Alex Reynolds (EEF Content Lead for English) Joint presentation</p>	<p>This event showcased the superb resources and reports produced by the EEF. Kirsten and Alex discussed how talk could be successfully embedded across the curriculum, but with particular reference to English and Maths whilst also challenging delegates to reflect on their own practice. Many schools commented on how this linked perfectly into the work they were doing in school currently and several were approached to share their work at the next leading thinking event.</p> <p>Here is some of the feedback following this event:</p> <p><i>“Thank you so much Alex and Kirstin - so much to think about. A fantastic morning.”</i></p> <p><i>“Thank you so much for a really engaging and insightful training session. Lots to take away and share with colleagues.”</i></p> <p><i>“Really enjoyed this - lots to take back to the classroom. Thank you.”</i></p> <p><i>“Thank you - this has been a really useful reminder of the importance of embedding high quality talk in the classroom. I like how you brought all the EEF guidance together with some real scenarios to discuss.”</i></p> <p><i>“Thank you so much for a fantastic session and I'm so excited to try these ideas in my classroom!”</i></p> <p><i>“Thank you very much for a fantastic morning, a really engaging session.”</i></p>
<p>Summer term –</p> <p><i>‘It’s only words’: why oracy is important ‘</i></p>	<p>Professor Neil Mercer</p> <p>Emeritus Professor of Education at the University of Cambridge and director of Oracy Cambridge</p>	<p>Unfortunately, this event clashed with a day of industrial action by teachers (07/07/23). It has therefore now been rearranged for the Autumn term and will now take place on Friday 24th November 2023.</p> <p>There has been interest from outside Doncaster for this event – and indeed the ‘Leading Thinking’ events in general, with at least 25 schools already signed up to attend from Rotherham LA. It is a key aim of RWM Doncaster to raise its profile more widely and extend partnerships beyond Doncaster.</p>

- **Phonics support**

- *Ongoing support in developing phonics has been provided through the termly Phonics Network (three sessions per year). This supports experienced as well as less experienced colleagues to link in order to continue to reflect on and refine their phonics offer, regardless of their chosen phonics scheme. Subjects for this year have included areas such as developing oral language, promoting reading engagement and supporting more vulnerable learners to develop phonics and early reading.*
- *Bespoke support has been provided to colleagues new to undertaking the screening check through the phonics screening check training session. This has supported colleagues to understand the process for undertaking the check and ensured they are familiar with all the guidance as well as suggesting new steps following the check.*

- **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. All members of the RWM team are accredited Word Aware trainers. Feedback from schools that have implemented Word Aware is very positive and this will be a key area to build on in 2023-24. This ensures staff are confident to support the development of vocabulary across the curriculum. Training has mainly been delivered to whole schools with a few schools choosing to cascade training back within school.*

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

- *Teachers' Reading Group followed as a result of the Leading Thinking event with Professor Teresa Cremin. RWM Doncaster officers volunteered to form and lead a Doncaster Teachers' Reading Group and accessed national training to become validated United Kingdom Literacy Association / Open University group leaders. This proactive approach is aimed at developing networks with national leaders in order to further develop the RWM offer. This has joined schools from across Doncaster who are working on Reading for Pleasure to share effective work in developing a love of reading. Colleagues from the Libraries and Culture team and Adult and Family Community Learning have joined the group alongside teachers. CPD is based around the materials from the Reading for Pleasure (RfP) site and school case studies from participants will be hosted on the RfP site to be shared nationally.*

Events

- **Danum Read Aloud**

- *This is an annual event delivered in partnership with colleagues from the Libraries and Culture team. The Read Aloud contest is for primary age children with the key aims of developing oracy and promoting effective presentational skills. A focus on speeches this year allowed schools to join up the event with the wider curriculum. This event attracted a diverse range of schools. A record number of schools applied to take part this year and applications had to be closed due to the physical space available. For the coming year, the event will be held in a different part of the Danum Gallery, Library and museum in order to accommodate further schools. Feedback from those who attended the event was*

overwhelmingly positive and many proud schools and families shared their experiences on social media.

Direct School Support

During the 22/23 academic year, the RWM Doncaster Officers have worked 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 and training and leadership support.

Building and Developing Networks and Collaborations

A key aim of RWM Doncaster is to link work and good practice together across Doncaster to allow schools to benefit from the wide range of opportunities that exist across the city. RWM Doncaster has worked with a range of partners and has aimed to establish, maintain, develop and extend links wherever possible.

	Networking Opportunities and Collaborations – Maintained and further developed in 22/23
Primary Ambassadors and Youth Council <i>(Courtney Helsby)</i>	We have continued to work closely with the Doncaster Youth Council and Doncaster Primary Ambassadors, mainly this year through their significant involvement in the annual Danum Read Aloud event. The teams supported both the selection of reading materials and later the judging process. In addition, we have ensured that their voice is heard and valued at several of our 'Leading Thinking' events.
EYFS team <i>(Suzanne Walton)</i>	Suzanne is a member of the EYFS team and sits on the RWM Doncaster steering group. She has provided valuable Early Years expertise and insight to RWM Doncaster. Suzanne has presented at our Subject Leader networks ensuring that English and Maths Leads have the knowledge they need to effectively lead their subject in Early Years, and has also been involved with the RWM Doncaster team, in specific work in schools, including reading and maths reviews, where there has been an Early Years focus.
AFCL team <i>(Ruth Precious and James Sandford)</i>	We have integrated some of the work of RWM Doncaster and the AFCL team to maximise the impact of the work of both teams. Ruth Precious has been an active member of the RWM Doncaster steering group since our launch and Tara continues in the role of governor for AFCL. We regularly share information about schools and update the team where we feel there are developments in reading, writing and maths that they would benefit from sharing. When we work in schools, we signpost the AFCL service to ensure adult learners can access opportunities linked to the work we are doing at school level. This aspect has been particularly important this academic year within the Multiply maths project where the RWM team have signposted opportunities to schools which will develop confidence and skills in maths with parents / carers. Members of the AFCL Team have contributed at different CPD events and 'Leading Thinking' events.
Libraries and Culture team <i>(Nick Stopforth, Helen Foster and Tracey Collinson-Bailey and colleagues)</i>	Both Nick Stopforth and Helen Foster are members of the RWM Doncaster steering group. We have organised several joint projects with the libraries team such as Danum Read Aloud and Tracey is a member of our Doncaster Teachers' Reading Group. Following an introductory meeting (September 2022) with Victoria Ryves, Learning and Community Development Manager with Doncaster Culture Services, an outline of opportunities with DGLAM was presented to all phase networks and the subject leader network.

Doncaster Stories (The National Literacy Trust)	Strong links between the RWM team and the National Literacy Trust continue. Phil Sheppard, from Doncaster Stories, has been a member of the RWM Doncaster steering group since our launch and two members of the RWM Doncaster team are part of the senior steering group for Doncaster Stories. Doncaster Stories opportunities are regularly shared at RWM network meetings.
English and Maths Hubs	The RWM team have linked closely with representatives from both the English and Maths Hubs. We have signposted the support offered by the English Hubs to schools and many Doncaster schools have successfully secured funding from them to develop their phonics provision in school. Vicki John-Lewis, South Yorkshire Maths Hub lead and Liz Kenney, Whiston Worrygoose English Hub Lead, are also part of the RWM Doncaster steering group.

Networking Opportunities and Collaborations –

New in 22/23

Multiply Initiative	RWM Doncaster has been working together with the AFCL Team and other representatives from Sheffield, Rotherham and Barnsley LAs to develop a programme to improve the mathematical skills of adults. This reflects the aim of RWM Doncaster to be all-age.
RoSIS, Rotherham LA Forge CPD	RWM Doncaster is exploring links to Rotherham LA and Forge CPD to look at where some joint work/linking up could take place. There has been a particular interest in the 'Leading Thinking' events, with at least 25 schools from Rotherham LA already confirmed to attend the autumn term 'Leading Thinking' event with Neil Mercer.
Doncaster Educational Psychology team	RWM Doncaster has partnered with the Educational Psychology team to develop a reading toolkit. This will contain updated diagnostic materials and updated bespoke materials to target support for those who need it.

CPD undertaken by the team during 2022/23

In order to ensure that the RWM team are able to remain well-informed about developments within reading, writing and maths, 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 2022 onwards
- Accreditation to undertake Y2 and Y6 external moderation of writing
- Attendance at the full-day Northern Rocks educational event – June 2023
- Reading training with Christopher Such - April 2023
- 'Handwriting: a missing piece in the writing puzzle' - June 2023
- White Rose Maths – Let's Talk Maths (online CPD)
- White Rose Maths: New Schemes of Learning
- NRich webinars over the year looking at different aspects of problem solving in maths
- Ofsted webinar: EIF Inspections – Seeing the Big Picture
- Evidence briefing: Early Years Maths
- Ofsted webinar: Curriculum Subject Leadership
- Ofsted webinar: Early Years in Schools

RWM Doncaster CPD offer 2023/24

RWM Doncaster Phase Networks

(three sessions over the year)

Networks will continue to be offered for Y1/2, Y3/4 and Y5/6 practitioners and will be returning to more a in person format. The phase networks are a key vehicle for disseminating RWM Doncaster messages and focus themes and delivering the aims of the RWM Doncaster strategy. Updates, both local and national are shared. Good practice from Doncaster schools and further afield is shared to encourage and facilitate partnership working. Links are made to the work of relevant council colleagues and opportunities as well as to wider research. Statutory assessment arrangements relevant to the year groups are shared.

The Y1/2 network will now also include the phonics network as a need has been identified to link phonics and the transition to the later stages of early reading more closely.

In response to feedback, the phase networks have been reviewed and improved for the 23/24 academic year by making them termly (x 3 sessions per year) and by including both online and face to face sessions. This will also have the added benefit of reducing the cost to schools making it possible for more delegates to attend, if budget is limited, and so widen the network.

RWM Doncaster Subject leader Networks

(three sessions over the year)

Networks are offered for English and Maths subject leaders to work together, and further develop their expertise. These will also be returning to a more in person format for 2023/24. Relevant recent national and local updates, research and guidance are shared. Feedback from recent Ofsted inspections, including from Doncaster school leaders, helps subject leads prepare for an inspection. Links have been made with the Early Years Team and the AFCL team to ensure leaders can access key information. The RWM Doncaster team have also made use of strong subject leaders in school to support this training and build professional partnerships between subject leads more effectively. For the 2022/23 academic year, one place on this network was offered free to all maintained schools, together with Support and Challenge schools. This will be repeated for the 2023/24 academic year as the team are keen to ensure all maintained schools can access this network regardless of budget. Like the phase networks, the subject leader network has been reviewed and improved and sessions have been made termly (x 3 sessions per year) with both online and face to face sessions. This will reduce the cost to schools with the aim of making it possible for more delegates to attend, and so widen the network.

Phonics Screening Check Training

This training is offered yearly to ensure teachers new to the check are familiar with the guidance for undertaking the phonics screening check. It also supports them to consider what to do with the results of the check and provide support for those children afterwards.

Doncaster Teachers' Reading Group

Members of the RWM Doncaster team trained with the Oxford University Reading for Pleasure team (OURfP) in order to run this network. In its second year, members of the 2022-23 cohort will return to work with the new members and share the excellent work happening in schools.

Danum Read Aloud

This is an annual event delivered in partnership with colleagues from the Libraries and Culture team. The event team meet in the first half-term to decide on the theme for the Read Aloud event and begin to promote it. This year the team are considering using a different space in DGLAM to accommodate further schools and allow more attendees to support children at the event, as the space in the children's library did not have enough room to allow school staff to attend as well as parents / carers in 2023.

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 schools to challenge thinking and encourage reflection. We have also sought to use these events to ensure schools are aware of the most recent and innovative thinking and research linked to reading, writing and mathematics. Our next 'Leading Thinking' event is scheduled for November 2023 with Professor Neil Mercer providing the keynote speech, about the importance of talk to learning in the classroom. These events have attracted interest beyond Doncaster, and we plan to use them to increase links and broaden networks for our Doncaster schools.

New to Y6 Network

RWM Doncaster will be taking over responsibility for leading the 'New to Y6' CPD from the 2023/24 academic year. This CPD ensures all teachers who are new to the year group can access all information about statutory assessments and can 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.

Writing Assessment and Moderation Training (Years 1–5)

This comprehensive CPD package will occur over linked sessions to provide training and networking opportunities for all the non-statutory assessment year groups. Using materials developed with Doncaster partner schools and in consultation with the LA moderation manager, 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.

Income Generation

The team was set an income generation target. There are plans to develop and extend the RWM Doncaster CPD offer and gauge the interest from schools in an RWM Doncaster SLA 'package' to further encourage engagement, and also review costings to support high levels of 'good' engagement with RWM Doncaster as data shows this is where RWM Doncaster has the greatest impact on outcomes.

Title of course	Total Income
RWM Doncaster: English and Maths subject leader network	£3350.00
RWM Doncaster: Y1/Y2 Network	£3800.00
RWM Doncaster: Y3/Y4 Network	£4800.00
	£6600.00
RWM Doncaster: Y5/Y6 Network	
RWM Doncaster Phonics Network	£240.00
Word Aware	£880.00
RWM Autumn 'Leading Thinking' - Autumn (free event)	£0.00
RWM Autumn 'Leading Thinking' - Spring	£400.00
RWM Doncaster - Phonics Screening Check briefing	£750.00
Writing CPD (in-school consultancy)	£100.00
	£20 920.00
Total 2022/23	
Total 2021/22	£13 233.00
Increase of	£7687.00

Booking figures for RWM Doncaster CPD/network/events during 2022 - 2023 academic year

Some facts and figures:

Total number of RWM Doncaster CPD/network/event bookings	746
Total number of RWM Doncaster CPD/network/event sessions offered	30
No. of bookings for the RWM Doncaster Maths and English subject leader network sessions (x 4 sessions)	35 (35 x 4=140)
No. of bookings for the RWM Doncaster Y1/2 network sessions (x 4 sessions)	19 (19 x 4= 76)
No. of bookings for the RWM Doncaster Y3/4 network sessions (x 4 sessions)	24 (24 x 4= 96)
No. of bookings for the RWM Doncaster Y5/6 network sessions (x 4 sessions)	30 (30 x 4=120)

No. of bookings for the RWM Doncaster Autumn 'Leading Thinking' Event – Maths through Stories	30
No. of bookings for the RWM Doncaster Spring 'Leading Thinking' Event – High Quality Talk in English and Maths	25
No of bookings for the RWM Doncaster Teacher's Reading Group (x7 sessions)	18 (18 x 7=126)
No of bookings for the RWM Doncaster Phonics Networks (x 3 sessions)	15 (15 x 3=45)
No. of bookings for the Phonics Screening Check briefing	16
Word Aware training – number of delegates who attended training over the 22/23 year.	72

The booking figures for 22/23 have remained broadly in line with the figures for 21/22, where there was a total of 783 bookings. There is a slight decrease of 37, which could be due to a number of reasons, but in particular:

- i. costs to schools for CPD rose in 2022/23 following discussion with the wider team and agreement around the level of charges to school. The fees for attending RWM Doncaster CPD are in line with other CPD planned and delivered by the wider team, but the price increase from £30 to £50 for a half-day session represented a significant 67% increase. Feedback from a number of schools would suggest that this increase could have impacted on numbers attending CPD, networks and events as school budgets are increasingly under pressure. The team has considered costs as a whole and it is hoped that running CPD and networks with fewer sessions (all networks will be 3 sessions rather than 4 sessions this year) will help support schools with costs. Wherever possible, we have tried to keep costs low to ensure as many schools as possible are in a position to access our training and events.
- ii. more schools have academised this year, and the number of maintained schools has reduced considerably. Whilst RWM Doncaster aims to engage with *all* schools and settings in Doncaster, when schools join Multi Academy Trusts, engagement with the Local Authority and RWM Doncaster often reduces or stops as academies will often prefer to provide their own 'in-house' CPD. Again, RWM Doncaster is exploring ways to engage with academies.

A key priority for RWM Doncaster for 23/24 is to explore alternative ways to encourage schools to engage with RWM Doncaster.

Continued Professional Development 2023- 2024

Maintained schools SLA

As part of the continued support for maintained schools, RWM Doncaster is providing support through both the free maintained and enhanced maintained SLA packages. This CPD and support is focussed on developing the key RWM 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 English and Maths subject leadership network (one free place)
- RWM Doncaster OU/UKLA Teachers' Reading Group
- RWM Doncaster PSC Briefing

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.

Links to the Doncaster Education & Skills 2030 Strategy

Doncaster Education & Skills 2030 Priority	Links to RWM support and training for the 2023-2024 academic year
<p>Improve delivery of the 'basics' (English & Maths), with an increased focus on narrowing the gender gaps, including the all-age RWM strategy ES2030 Priority 2: Accelerating Achievement</p>	<ul style="list-style-type: none"> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>Oracy programme</i> • <i>Support for Support and Challenge schools including bespoke CPD and support</i> • <i>In-school reviews and follow up work linked to the review</i> • <i>Word Aware</i> • <i>Danum Read Aloud</i> • <i>New to Y6 network</i> • <i>Writing – Assessment and Moderation for non-statutory year groups</i>
<p>Work collaboratively to shape evidence based best practice - particularly in relation to reducing educational disparities ES2030 Priority 2: Accelerating Achievement</p>	<ul style="list-style-type: none"> • <i>Word Aware</i> • <i>RWM Leading Thinking</i> • <i>Teachers' Reading group</i> • <i>New to subject leadership programme</i> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>Partnerships with a range of partners within and beyond Doncaster</i> • <i>Enabling networks between schools as part of bespoke work within schools</i>
<p>Provide high quality CPD for teachers, and promote teacher well-being ES2030 Priority 2: Accelerating Achievement</p>	<ul style="list-style-type: none"> • <i>English and Maths subject leadership network</i> • <i>Y1/2, Y3/4 and Y5/6 network</i> • <i>New to Y6 network</i> • <i>Teachers' Reading group</i> • <i>Support for Support and Challenge schools including bespoke CPD and support</i>

Impact analysis for RWM Doncaster

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 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.

The following extracts illustrate the impact of some of this work around early reading. Also included are some extracts relating to maths following intensive support:

School 1 Ofsted report, Feb 2023

Reading

The teaching of phonics has been given high priority since the beginning of the academic year. Children learn phonics from the very start of their time in school. There is a consistent approach to its teaching. This supports pupils to develop fluency and accuracy in their reading.

Maths - EYFS

They plan activities that effectively support children's development. For example, during the inspection, having learned about measuring amounts of liquid, children enjoyed investigating how much liquid different containers could hold.

Maths – whole school

The school's mathematics scheme has been designed so that key steps in learning are taught sooner than they once were.

School 10 Ofsted report, Feb 2023

Pupils get off to a good start with their reading. This starts in early years. Staff are well trained, so they are able to help pupils effectively. Pupils confidently apply their phonics knowledge when reading. They practise their reading using books that match the sounds they are learning at school. Leaders closely monitor any pupil who may be falling behind and put additional support in place to help these pupils catch up.

Impact data

Data for schools engaging with RWM Doncaster 22/23

Good engagement = schools attending **2+** RWM Doncaster networks/CPD/events

Low engagement = schools attending **1** RWM Doncaster networks/CPD/events

No engagement = schools attending **0** RWM Doncaster networks/CPD/events

43 schools have shown GOOD engagement (24 maintained schools)

23 schools have shown SOME engagement (3 maintained schools)

31 schools have shown NO engagement (2 maintained schools)

Table 1: 2023 Percentage of pupils achieving EXP+ in end of KS2 assessments (all schools)

Engagement with RWM Doncaster % EXP+	RWM	Reading	Writing	Maths	GPS
National	59.5	72.6	71.5	72.9	72.3
LA	56.1	68.3	69.7	70.9	68.0
Good	56.0	69.3	68.5	73.1	72.1
Some	53.2	68.9	65.5	71.7	65.8
None	50.5	64.4	65.1	65.4	62.2

Table 2: 2023 Percentage of pupils achieving High/GDS in end of KS2 assessments (all schools)

Engagement with RWM Doncaster % High/GDS	RWM	Reading	Writing	Maths	GPS
National	8.0	29.0	13.3	23.8	30.1
LA	5.1	21.9	10.2	18.9	25.0
Good	5.9	24.3	10.5	20.8	28.7
Some	4.8	22.0	10.5	17.8	22.3
None	3.8	17.8	8.5	17.1	21.2

KS2 Headlines

- For both the expected and GDS standard, schools with good engagement with RWM Doncaster outperform those with some or no engagement. It is noticeable that the schools with a higher rate of engagement with RWM Doncaster are achieving higher outcomes, suggesting that engagement with RWM Doncaster positively contributes to outcomes at the end of KS2.
- At the expected standard and GDS for reading, schools with some and good engagement with RWM Doncaster outperform the LA. This suggests that engagement with RWM contributes positively to outcomes in reading. The picture is similar for writing and GPS, the picture being strongest where there is good engagement with RWM Doncaster.
- For Maths at EXP+, schools with good engagement with RWM Doncaster achieved above both LA (+2.3%) and National (+0.2%). Schools who haven't engaged at all with RWM Doncaster have had outcomes significantly below both LA (-5.4%) and National (-7.5%), and schools with no engagement performed significantly less well (-7.7%) than schools who engaged well with RWM Doncaster.
- At the High Standard, the outcomes in Maths for schools engaging well with RWM Doncaster are above LA outcomes (+1.9%) but below National outcomes (-3%). Increasing the number of pupils achieving the High Standard in Maths will remain a target for the 23/24 academic year.
- The difference in outcomes between schools engaging well (20.8%) and those who don't engage at all (17.1%) is 3.7%.
- RWM Combined outcomes are low in Doncaster

Table 3: 2023 Percentage of pupils achieving EXP+ in end of KS1 assessments (all schools)

Engagement with RWM Doncaster	RWM EXP+	Reading EXP+	Writing EXP+	Maths EXP+
National	56.0	68.3	60.1	70.4
LA	55.8	65.9	58.5	70.7
Good	54.1	65.3	56.9	71.1
Some	58.0	67.7	61.2	71.9
None	56.1	64.8	58.5	69.5

Table 4: 2023 Percentage of pupils achieving GDS in end of KS1 assessments (all schools)

Engagement with RWM Doncaster	RWM GDS	Reading GDS	Writing GDS	Maths GDS
National	6.2	18.8	8.2	16.3
LA	5.7	16.8	7.6	15.6
Good	6.0	17.1	7.9	15.4
Some	4.9	16.1	6.9	16.0
None	5.9	16.7	7.5	15.4

KS1 Headlines:

- At the expected standard, the lack of difference between engagement and no engagement in the combined RWM measure, despite all individual measures being higher, suggests that schools may not be effectively tracking the combined measure at KS1 and targeting appropriately. This may be an area to investigate and give increased focus to.
- For GDS reading and writing the positive correlation seen at KS2 continues. Where engagement has been good, schools outperform the LA. Although they do not yet match national, the gap to national narrows for RWM Doncaster schools
- At EXP+ in KS1 Maths, schools with good RWM Doncaster engagement achieved 0.7% higher than LA (all schools) and 0.4% higher than schools nationally. Schools with no RWM Doncaster engagement achieved 0.9% lower than national and 1.2% lower than LA (all schools)

Table 5 : 2023 Phonics RWM Doncaster Engagement – EXP+

PHONICS	
National	78.9
LA	79.9
Engagement	80
No Engagement	80

Phonics headlines:

- The positive outcomes in phonics this year, with LA data being 1% above national, reflects the focus across Doncaster that has gone into securing phonics outcomes in previous years. Schools within Doncaster access a range of phonics support, including that from the

English Hubs and specific phonics scheme CPD, alongside RWM Doncaster. Support from the English Hubs includes both funding and additional CPD. This means that Doncaster schools have had significant capacity for improving outcomes in phonics.

Table 6: 2023 KS2 outcomes for schools attending RWM Doncaster Maths and English subject leader network – 19 schools, 35 delegates

EXP+	RWM	Reading	Writing	Maths	GPS
National	59.5	72.6	71.5	72.9	72.3
LA Overall	56.1	68.2	69.7	70.8	67.9
Subject Leader Network Schools	58.2 Below Nat Above LA	69.7 Below Nat Above LA	72.4 Above Nat Above LA	73.2 Above Nat Above LA	72.8 Above Nat Above LA

High/ GDS	RWM	Reading	Writing	Maths	GPS
National	8.0	29.0	13.3	23.8	30.1
LA Overall	5.1	21.9	10.2	18.9	25.0
Subject Leader Network Schools	6.2 Below Nat Above LA	26.2 Below Nat Above LA	11.8 Below Nat Above LA	20.7 Below Nat Above LA	28.6 Below Nat Above LA

- The subject leader networks are one of the main vehicles for sharing the RWM Doncaster messages. Effective Subject Leaders are most likely to be able to impact at whole school level and drive change and improvement across school. Where schools attended the subject leader networks, data shows they outperform LA on all measures at both the EXP+ and High/GDS standard. At KS2 they outperform national at the EXP+ standard for writing, maths and GPS.

Table 7: KS1 outcomes for schools attending RWM Doncaster Maths and English subject leader network – 19 schools

EXP+	RWM	Reading	Writing	Maths
National	56.0	68.3	60.1	70.4
LA Overall	55.8	65.9	58.5	70.7
Subject Leader Network Schools	53.1 Below Nat Below LA	66.5 Below Nat Above LA	56.7 Below Nat Below LA	69.7 Below Nat Below LA

GDS	RWM	Reading	Writing	Maths
National	6.2	18.8	8.2	16.3

LA Overall	5.7	16.8	7.6	15.6
Subject Leader Network Schools	6.9 Above Nat Above LA	18.3 Below Nat Above LA	8.4 Above Nat Above LA	17.0 Above Nat Above LA

- Outcomes at KS1 EXP+ for the schools who attended the RWM Doncaster Subject Leader network were below both National and LA (all schools) outcomes, apart from for reading, which was 0.6% above LA (all schools).
- Outcomes at GDS were more positive, with outcomes in all subjects, together with RWM combined for schools attending the RWM Doncaster Subject Leader network being above both LA (all schools) and National, apart from reading which was 0.5% below National.
- There is a clear difference between KS1 and KS2 outcomes, in terms of RWM Doncaster Subject Leader network engagement, which needs to be investigated. A hypothesis to be investigated is whether the Subject Leader comes from a KS1 or a KS2 background has an impact on outcomes in different key stage.

Table 8: 2023 Multiplication Tables Check (MTC)

	% Achieving 21-25 (out of 25)	Average score (out of 25)
National	60.9%	20.3
LA	63.8%	20.7
Y3/4 Network (24 delegates)	67.5%	21.2

Multiplication Tables Check (MTC)

- LA (all schools) performed well when compared to National outcomes (+3.9)
- Schools attending the RWM Doncaster achieved significantly better than both LA (all schools) (+3.7%) and National (+6.6%).

Table 9: KS2 Trend at EXP+

%	RWM		Reading		Writing		Maths		GPS	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat
2019	60.0	64.9	67.0	73.2	77.7	78.5	77.1	78.7	74.5	74.5
Gap 2019	-4.9		-6.2		-0.8		-1.6		0	
2022	55.2	58.7	70.0	74.5	67.3	69.5	67.2	71.4	66.0	72.5

Gap 2022	-3.5		-4.5		-2.2		-4.2		-6.5	
2023	56.1	59.5	68.2	72.6	69.7	71.5	70.8	72.9	67.9	72.3
Gap 2023	-3.4		-4.4		-1.8		-2.1		-4.4	

Comment on KS2 trend:

- For reading, both the LA and national figures show a decline from 2022. The decline was slightly more for national – 1.9% compared to 1.8% for Doncaster meaning the gap to national has narrowed slightly from previous years and compared to the 6.2% gap of 2019 shows an improvement in terms of narrowing the gap.
- Writing outcomes at KS2 increased at a faster rate than national. However, there is still a need for writing to receive an increased focus, particularly with the progress across KS2 in advance of the statutory assessments in Y6.
- Maths is improving at a faster rate than national, with a 3.6% increase in Doncaster compared to a 1.5% increase nationally. Outcomes at EXP+ in maths now stand at 2.1% below national. In 2022, LA outcomes in maths were 4.2 below national, meaning the gap to national is closing. The aim is to continue to close the gap to national to be at least in line with national outcomes in 2024.
- GPS percentages increased at a faster rate than national, which showed a slight decline in 2023. GPS outcomes increased by 1.9% in Doncaster compared to a decrease of 0.2% nationally. This difference between writing and GPS may indicate a need for further support in embedding GPS skills within writing.

KS2 Maintained schools (Mainstream) - 27 schools

Table 10: 2023 Percentage of pupils in maintained schools achieving EXP+ in end of KS2 assessments

KS2 – 2023 EXP+ (%)	RWM	Reading	Writing	Maths	GPS
National	59.5	72.6	71.5	72.9	72.3
LA	56.1	68.2	69.7	70.8	67.9
Doncaster Maintained	57.0	69.1	72.4	73.4	75.7
Gap to LA	+0.9	+1.1	+2.7	+2.6	+7.8
Gap to Nat.	-2.5	-3.5	+0.9	+0.5	+3.2

Table 11: 2023 Percentage of pupils in maintained schools achieving High/GDS in end of KS2 assessments

KS2 – 2023 High/GDS (%)	RWM	Reading	Writing	Maths	GPS
National	8.0	26.0	13.3	23.8	30.1

LA	5.1	21.9	10.2	18.9	25.0
Doncaster Maintained	6.6	24.5	11.7	22.7	29.8
Gap to LA	+1.5	+2.6	+1.5	+3.8	+4.8
Gap to Nat.	-1.4	-1.5	-1.6	-1.1	-0.2

KS2 EXP and GDS headlines:

- At the expected (EXP) standard, KS2 reading is the most noticeable of the KS2 results with a decrease of 1.8% on last year's results. This is in line with national data which decreased by 1.9%. A very challenging reading paper this year meant some schools did not do as well as projected. It highlighted the need to ensure children have good fluency and stamina to access the reading paper and do the necessary re-reading of the more complex questions required. The lack of stamina is clear from the Doncaster QLA. This shows that the final section of the reading paper was most poorly answered as well as having the individual questions with the highest gap to national in. It also spotlighted both the need for robust vocabulary as well as a wide breadth of reading across the subject disciplines to ensure children are comfortable with a wide range of texts and the change in the language of some of the questions. All these areas are linked to the quality of the reading curriculum across KS2, not just within Y6. These themes will be developed across the phase networks and subject leader networks as well as with individual schools.
- At the higher (GDS) standard, Doncaster maintained schools narrowed the gap to national, compared to LA data. Data for GDS was higher in reading than both writing and maths. This suggests that schools are targeting GDS readers effectively, but more work is needed to close the gap to national completely
- Within writing at LA level, the gap to national narrowed from the previous year. Maintained schools outperformed both national and LA. RWM Doncaster in collaboration with the LA moderation team, have been working with some strong schools to trial assessment and moderation writing materials which can be used across all non-statutory years. These should strengthen the teaching and assessment in these years to reduce the gaps on entry to Y6. This training will also support schools to target GDS children more effectively throughout KS2. This targeting should increase the percentage of GDS writers which is, at present, far lower than both reading and maths. The training for these materials is due to roll out in Autumn term. This training should also support schools in the continuing development of GPS and embedding it into writing.
- Doncaster Maintained Schools performed well in maths at EXP+ in 2023 when compared to both national and LA (all schools) outcomes, being 2.6% above LA (all schools) and 0.5% above national outcomes.
- At the High standard in Maths, Maintained Schools performed well compared to LA (all schools) outcomes being higher by 3.8%, but when compared to national outcomes at the High standard, the outcomes of Doncaster Maintained Schools are lower by 1.1%. Increasing the number of pupils achieving the High standard in Maths at KS2 remains an area for improvement during the 23/24 academic year. Skills in reasoning and problem solving, flexibility, speed and stamina remain areas of focus for Doncaster Schools.
- For the RWM combined measure at EXP+, Doncaster (all schools) are well below national combined outcomes, being 3.4% below. Doncaster (Maintained) Schools are broadly in line with overall LA outcomes at +0.9% but are 2.5% below national outcomes.

- For RWM combined at the High standard, the overall LA outcomes are low compared to national (-2.9% lower) at 5.1%. Doncaster (Maintained) schools performed slightly better but were still 1.4% below national, with 6.6% of pupils achieving the High standard in Reading, Writing and Maths combined. A focus on tracking pupils in all three subjects will be a focus for the 23/24 academic year.

KS1 Maintained schools (Mainstream) - 26 schools

Table 12: KS1 Trend at EXP+

EXP+%	RWM		Reading		Writing		Maths	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat
2019	64.5	64.9	72.8	74.9	67.7	69.2	74.5 This	75.6
Gap 2019	-0.4		-2.1		-1.5		-1.1	
2022	53.6	53.4	65.1	66.9	58.0	57.6	67.9	67.7
Gap 2022	+0.2		-1.8		+0.4		+0.2	
2023	55.8	56.0	65.9	68.3	58.5	60.1	70.7	70.4
Gap 2023	-0.2		-2.4		-1.6		+0.3	

Comment on KS1 trend:

- For the combined measure at KS1, Doncaster has widened the gap slightly to national, despite increasing the overall percentage, but still remains broadly in line with national outcomes.
- For reading, Doncaster only had a slight gain, whilst the national figure rose slightly faster. This increased the gap to national. This suggests that there is further work to be done in Y2 to build on the success of the early reading delivered through phonics programmes. It also highlights the need to ensure a robust reading provision across KS2 alongside provision in phonics.
- Writing presents a similar picture to reading. The gap to national is now -1.6% and very close to the gap from 2019, after being +0.4% last year. This mirrors the feedback and issues around end of key stage one writing that are raised by school leaders and Y2 teachers and will direct the assessment and moderation writing package that is to be offered in 2023/24.
- The positive gap to national has increased slightly from being +0.2% in 2022 to +0.3 in 2023 but remains broadly in line with national outcomes.

Table 13: 2023 Percentage of pupils in maintained schools achieving EXP+ in end of KS1 assessments

KS1 – 2023 EXP+ (%)	RWM	Reading	Writing	Maths
National	56.0	68.3	60.1	70.4
LA	55.8	65.9	58.5	70.7
Doncaster Maintained	55.3	65.8	57.9	71.6

Gap to LA	-0.5	-0.1	-0.6	+0.9
Gap to Nat.	-0.7	-2.5	-2.1	+1.2

Table 14: Percentage of pupils in maintained schools achieving GDS in end of KS1 assessments

KS1 – 2023 GDS (%)	RWM	Reading	Writing	Maths
National	11.2	25.0	14.8	21.7
LA	11.1	23.7	13.8	22.0
Doncaster Maintained	12.9	26.8	15.9	24.8
Gap to LA	+1.8	+3.1	+2.1	+2.8
Gap to Nat.	+1.7	+1.8	+1.1	+3.1

KS1 headlines:

- Conversion rates for children meeting the standard in the Phonics Screening Check do not correlate strongly enough with those meeting the standard at the end of KS1. More work needs to be done on the reading curriculum within Y2 to ensure children move rapidly as they exit the school phonics scheme. A piece of work to look at assessment in Y2 and consider how the balance of completing the phonics scheme, alongside ensuring the KS1 reading curriculum is rich enough, is being planned. There is a need to address the fluency and comprehension side of reading, alongside the phonics. There also needs to be a clear focus on those children who only narrowly meet the threshold, especially those schools with high numbers of children only just reaching the threshold. This will be developed from work with specific schools as well as being fed into the phonics and reading element of the Y1/2 network.
- The maintained data for GDS in reading is higher than national. This reflects the picture at KS2 where GDS data is closing in on national. This suggests that schools are effective in targeting their potential GDS readers but highlights the need to develop provision to ensure more children can meet the expected standard. This is the same for writing where maintained schools outperform national and LA.
- As an integral part of Doncaster’s assessment and moderation offer, in 2022/23 there continued to be significant support provided around the moderation of writing in Y2. It has been identified that further support in KS1, looking at Y1 writing standards, would be beneficial. This has been trialed this academic year with some moderator’s schools and is due to be rolled out more widely in 2023/24. The RWM team also attended some CPD around handwriting as fluency in writing was one factor identified as impacting on writing at both key stages. The team intends to run a pilot project with a few schools to explore writing fluency further.
- At EXP+ in Maths at KS1, outcomes are slightly higher for the LA (all schools) than for National and Maintained LA schools have performed even better by achieving 71.6% which is 1.2% above national and 0.9% above LA (all schools).

- There is a similar picture for GDS maths with the gaps (positive) to both national and LA (all schools) being even wider. The outcomes of Maintained LA schools are 3.1% higher than national outcomes and 2.8% higher than LA (all schools).
- For RWM combined, LA (all schools) and National are broadly in line with outcomes being 11.1% and 11.2% respectively. However, Doncaster Maintained Schools are above both LA (all schools) and National for RWM combined at 12.9%

Table 15 - 2023 Phonics screening check

Phonics - 2023	
National	78.9
LA	79.9
Doncaster Maintained	77.1
Gap to LA	-1.8
Gap to national	-2.8

Phonics headlines

- Once again, Doncaster LA overall has outperformed National. This reflects the huge amount of work in schools to ensure phonics and early reading is well taught. Only a very small number of schools were significantly below the National Average, and, in some cases, staff were newer to working with their chosen scheme. Reading reviews have identified a number of strong phonics leads who could be called upon to offer further school to school support if needed.
- As in previous years, the RWM team will continue to offer bespoke phonics support to schools where needed as well as continuing to link with and signpost support from English Hubs.
- There are still a number of children who score very low on the screening check. In order to offer further support, the RWM team have partnered with the Educational Psychology team to develop a Reading Toolkit which will contain updated diagnostic materials to offer additional bespoke support for those children who need it.

Vulnerable groups 2023

Table 16: KS1 Reading

KS1	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	71.8%	64.8%	12.5%	32%	77.0%	53.9%	72.8%	69.8%	64.8%
LA	69.7%	62.3%	11.5%	26.3%	74.9%	51.8%	71.9%	67.7%	57.7%
Good RWM Engagement	70.1%	60.6%	13.3%	25.2%	73.9%	50.1%	70.8%	68.0%	55.1%

Table 17: KS1 Writing

KS1	Gender	SEND	Pupil Premium	First Language
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	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	66.2%	54.3%	7.6%	21.7%	68.9%	44.4%	65.0%	61.0%	58.7%
LA	64.5%	52.9%	7.1%	16.5%	67.9%	42.0%	65.6%	60.2%	51.3%
Good RWM Engagement	62.3%	51.7%	4.4%	13.3%	66.0%	36.3%	64.4%	59.5%	47.1%

Table 18: KS1 Maths

KS1	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	70.2%	70.6%	14.6%	36.7%	78.7%	55.7%	75.0%	71.3%	69.2%
LA	71.2%	70.2%	12.4%	32.9%	79.4%	55.8%	77.0%	72.0%	65.2%
Good RWM Engagement	71.4%	69.2%	11.1%	32.3%	78.7%	52.6%	76.8%	72.4%	62.5%

Table 19: KS1 RWM

KS1	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	60.6%	51.7%	6.5%	19.1%	64.5%	40.1%	61.0%	56.8	54.8%
LA	61.0%	51.0%	7.1%	14.9%	64.8%	39.6%	62.7%	57.5%	48.5%
Good RWM Engagement	59.2%	49.4%	4.4%	11.3%	63.1%	34.1%	61.5%	56.7%	44.3%

- The gaps for vulnerable groupings at KS1 mirror the themes highlighted across earlier data.
- Data shows large gaps between boys and girls at the combined measure. This is due to gaps in English, especially writing, between girls and boys. The gap for writing is 12%. Building fluency in writing is going to be a key area to help address this gap and that will be developed as part of the writing programme.
- At KS1 the gap to national for SEND is most significant in within SEND support. There is a gap of 4-6% across the range of areas. A key tool to help support the learning of children with SEND is a series of diagnostic tools to accurately identify what areas need further support and guidance. The RWM team are working alongside the Educational Psychology team to pull together a toolkit of diagnostic assessments and resources which would further support schools.
- Another area with a more significant gap is the gap between children who have English as a first language and those who have English as an additional language. RWM Doncaster is prioritising oracy this year and this focus on oracy development will be important in developing the outcomes for EAL children. Word Aware has been introduced already in a number of schools and is having a positive impact in those. We aim to roll this out further within Doncaster this academic year to enable it to increase the impact it can have.

- For the pupil premium measure, gaps are largest for the combined and writing measure. This again indicates the need for writing to be prioritised as mentioned in the report. The team know that more effective assessment in Y1 will help ensure gaps are closed earlier which will support outcomes at the end of KS1
- This data also shows a need for further development around EAL.
- The impact measures for KS1 do not always show a positive picture. This reflects the pictures in other measures at KS1 but could also be a result of the way the data was calculated. Good engagement is calculated across KS1 and KS2 so schools with good engagement may not have actually attended any KS1 events.

Table 20: KS2 Reading

KS2	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	75.6%	69.9%	18.2%	44.8%	81.7%	60.2%	77.8%	73.8%	69.7%
LA	72.1%	64.3%	23.2%	38.0%	77.8%	56.2%	74.6%	70.2%	56.9%
Good RWM Engagement	73.6%	65.1%	25.8%	40.3%	77.6%	54.8%	76.1%	72.3%	54.2%

Table 21: KS2 Writing

KS2	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	78.2%	65.1%	12.1%	34.0%	82.7%	58.1%	77.0%	71.8%	71.7%
LA	75.1%	60.0%	11.8%	30.1%	79.4%	53.5%	75.1%	68.9%	60.5%
Good RWM Engagement	76.6%	60.3%	12.7%	30.7%	79.2%	51.6%	76.3%	70.7%	57.7%

Table 22: KS2 Maths

KS2	Gender		SEND			Pupil Premium		First Language	
	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	72.4%	73.4%	16.4%	42.3%	82.7%	58.7%	78.7%	72.0%	77.3%
LA	70.0%	71.5%	17.8%	39.1%	81.0%	57.8%	77.7%	71.1%	69.6%
Good RWM Engagement	73.2%	73.0%	22.2%	42.5%	82.0%	57.9%	80.1%	74.2%	67.8%

Table 23: KS2 RWM

KS2	Gender	SEND	Pupil Premium	First Language
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	Girl	Boy	EHCP	SEND Support	No SEN	Yes	No	English	EAL
Nat	62.9%	56.2%	8.4%	23.6%	69.9%	44.0%	65.9%	59.4%	60.6%
LA	58.3%	49.6%	9.9%	19.1%	64.5%	40.2%	61.3%	55.4%	45.9%
Good RWM Engagement	61.3%	50.6%	12.9%	21.4%	65.3%	40.2%	63.3%	58.3%	44.1%

- The gaps for KS2 vulnerable data mirror the gaps highlighted earlier in the report.
- Gaps are largest for writing. This gap is the largest for national too, but the Doncaster gap is larger. However, the combined measure is nearly in line with national.
- For SEND, SEND support continues to have gaps. Within KS2 the gaps are largest in reading. This is likely to be a reflection of the challenge of the KS2 reading test this year which required children to have both pace and stamina to access the test. For some children, this lack of pace and stamina meant they weren't able to complete the test or did not have sufficient time to read and respond deeply to the whole test. The focus on developing this, outlined in the reading section above, will support children to access the greater challenge seen in the KS2 tests.
- Although pupil premium figures are largely in line with national, there still remains a significant gap between pupil premium and non pupil premium.
- With EAL, the gap is most significant for reading. The test this year had complex language demands which could be why this gap is so big. The focus on oracy and vocabulary will play a key part in supporting EAL learners to access the demands of the test
- Schools with good engagement show stronger outcomes on all vulnerable group measures with the exception of children with EAL. This suggests RWM Doncaster need to prioritise this area and will link with Sameena Choudry to consider how this can be developed through all the RWM Doncaster networks.
- For some vulnerable groups, good engagement has an even greater impact which means these groups outperform both LA and national outcomes.

RWM Doncaster 2022 – 23: What have been the successes?

- Networks are becoming more established, contributing to the development of an RWM Doncaster community. There have been contributions from a number of schools at networks sharing good practice.
- 2023 KS2 data would indicate that schools attending RWM Doncaster Subject Leader networks achieve more positive outcomes when compared to both LA and National outcomes.
- 2023 KS1 data would indicate that attending RWM Doncaster Subject Leader networks has contributed towards improved outcomes at the Greater Depth Standard in comparison to LA and National outcomes.
- Income generation has increased by £7687 from the last academic year, with a total RWM Doncaster income of almost £21000 despite the increasingly challenging financial climate.

- Leading Thinking Events – very positive and enthusiastic feedback from delegates and also the keynote speakers themselves. The keynote speakers have been very positive and very interested in the RWM Doncaster concept, with comments along the lines of it being a unique and exciting approach. There have been positive comments about the connected approach between the subjects. In some cases, email contact has been maintained afterwards with ongoing communication following events, for example Maths through Stories with Dr Nattapoj Vincent Trakulphadetkrai, and Teresa Cremin with Reading for Pleasure and the Teacher’s Reading Group.
- Read Aloud event has become further established to the point of there being so much interest, it became oversubscribed, and applications had to close. It is now a recognised annual event with a substantial increase in number of schools signing up in 22/23. It is a highly effective way of forging links and of raising the profile of RWM Doncaster with schools, families and with the wider community.
- Twitter (X) engagement has increased, and schools are regularly using the platform to share their success and achievements. For example, Word Aware, Maths through Stories. In addition to this, keynote speakers, including Teresa Cremin, Vince, Stephen Parsons (Word Aware) have replied to individual school posts, showing that they are maintaining their interest in the activities of RWM Doncaster.
- Direct school support has resulted in visible improvements in the leadership of RWM, curriculum design and learning environments of the individual schools. Confidence and positivity have also visibly increased in the schools visited. Schools who have been supported by RWM Doncaster previously have both presented in a range of networks as well as supported other schools.

Areas for development

- KS1 – greater focus on subject leadership in KS1
- Writing in KS1
- Fluency in reading at KS1
- Improving engagement with RWM Doncaster
- Continued, more focussed attempts to engage secondary schools
- Close the gap to National in Reading, Writing and Maths
- Greater focus on the development of oracy skills

Reasoning and problem solving in maths

What are the next steps for RWM Doncaster?

Further reduce the attainment gap compared to National in Reading, Writing and Mathematics (bold text indicates a new next step for this year)

- **Improving / refining / extending the offer.** For the 23/34 academic year, the RWM Doncaster will be extended to include the 'New to Y6' meetings. Network meetings will also include some face-to-face sessions this year. The RWM Doncaster 'Leading Thinking' events have attracted interest from neighbouring authorities due to the high calibre of speakers being brought to Doncaster school and so will now also be offered beyond Doncaster. A contingent of 25 Rotherham schools have booked places on the Neil Mercer even in November.
- **The development of oracy skills will be a key strand in all networks this coming year, and its central importance to effective teaching and learning in reading, writing and maths will be highlighted.**
- **Focus on engaging more schools/academies with RWM Doncaster.** There is a need to identify the reasons why schools and academies do not engage, and then put measures in place to remove any such barriers. The possibility of approaching groups of schools with an offer of networks at locality level is being explored.
- Offer targeted support to maintained schools where a need has been identified to a specific aspect of reading, writing and maths through the support and challenge process. This work will have a clear timeline
- Provide additional support for support and challenge schools through free/discounted access to certain RWM networks and training
- Explore best practice in schools and build networks to share this practice
- Continue to work in partnership with National Literacy Trust in Doncaster (formerly Doncaster Stories) to ensure all schools have access to opportunities to develop engagement in reading and writing and support local communities more widely
- Continue to deliver high quality CPD and networks to all schools in Doncaster
- **Targeted work around transition from phonics into Y2 reading for schools to ensure children continue to progress effectively in reading post-phonics**
- **Writing assessment networks to develop accurate writing assessment in non-statutory assessment year groups**
- **In connection with the Educational Psychology team, revise the diagnostic toolkit for reading and writing and look to extend it into maths**
- **Continue and increase efforts to engage with secondary colleagues, by, for example, inviting them to Y5/6 networks and encouraging engagement with RWM Doncaster 'Leading Thinking' events, which are usually of relevance to all phases.**
- **Begin to develop financial education in schools more widely, building on the good work already being done in some schools.**
- **Build on the 'Maths through Stories' approach, which was the theme for the Autumn RWM Doncaster 'Leading Thinking' event. A number of schools who attended the event have shown an interest in establishing a network to develop the approach. It was hoped that there may be a funding source for this, but it seems unlikely that this will happen.**

Strengthen and further develop links between schools to enable them to share good practice and build an outstanding workforce (links to the 2030 strategy).

- Teachers/schools sharing good practice whenever possible and where appropriate at phase networks and the subject leader networks
- Collate knowledge from the team developed from learning reviews and other work undertaken with schools to map strong practice in a range of areas
- Continue to build links for subject leaders in support and challenge schools

- Expectation that schools who receive specialist support/training will feed back into the system in some way e.g., by hosting school visits or by sharing at networks strengthen and develop links within, and possibly beyond Doncaster
- Further develop links with key educationalists to ensure Doncaster schools can benefit from training and other opportunities e.g., free access to the Teachers' Reading Group

Further strengthen the leadership skills of Maths and English subject leads to help build an outstanding workforce (links to the 2030 strategy)

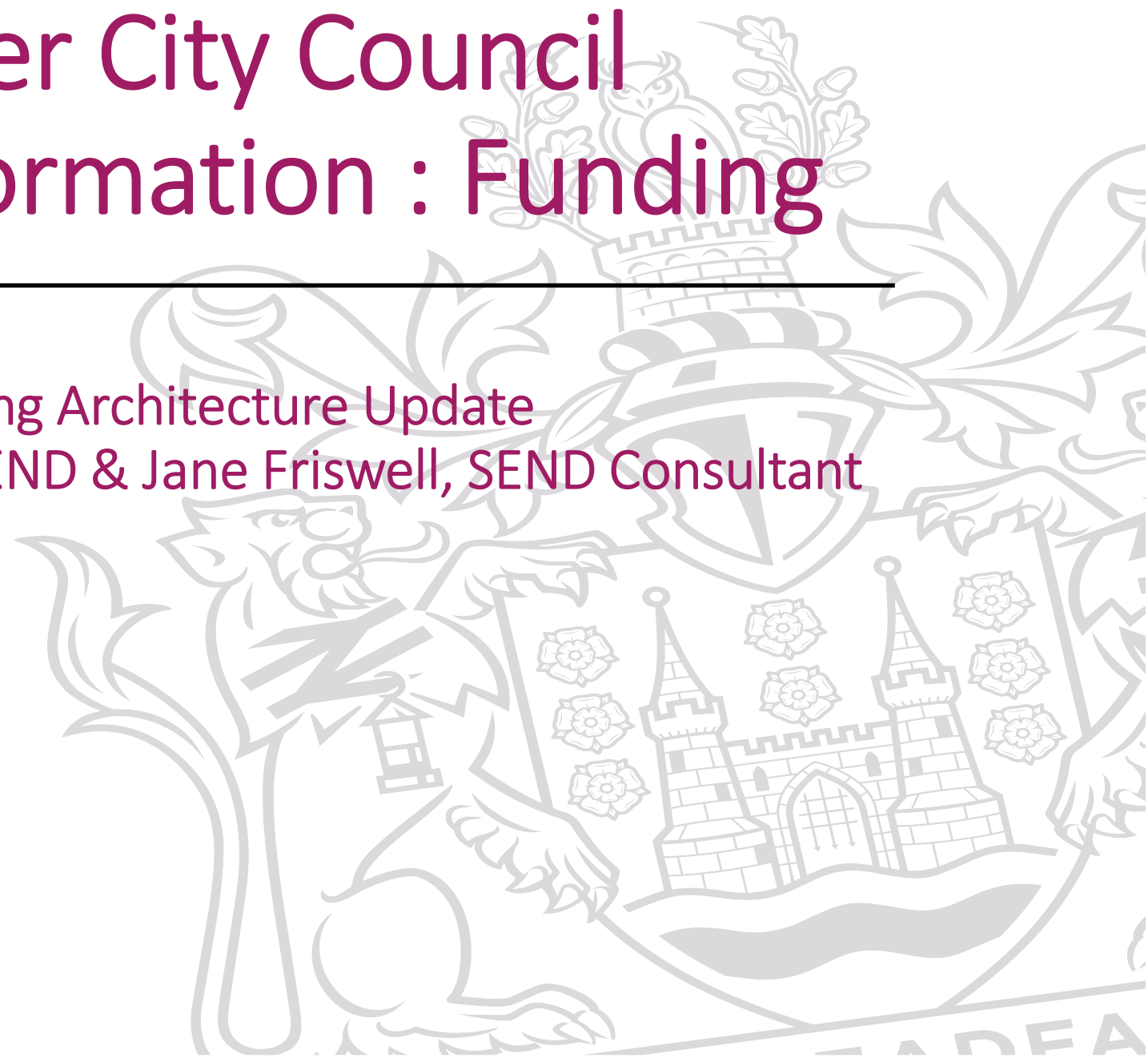
- Bespoke support for subject leads in school where required
- Further promote and increase attendance on RWM Doncaster Subject Leader networks
- Create links for subject leads to work together and learn from each other within schools e.g schools with similar priorities or those with identified strengths in specific areas

Review and update the RWM Doncaster strategy

- Continue to strengthen links with existing partners and build new links to others to ensure schools are aware of opportunities within Doncaster
- Review, evaluate and update the RWM Doncaster Strategy . Ensure the connections between all three strategies are clear. Review impact against the key priorities of the strategy and look at potential next steps based on the most up to date picture across Doncaster schools
- Continue to build and develop links beyond Doncaster to further strengthen the RWM Doncaster strategy

Doncaster City Council SEND Transformation : Funding

SEND Funding Architecture Update
Martyn Owen, Head of SEND & Jane Friswell, SEND Consultant



Objectives

- To update on work done so far on SEND funding and associated needs descriptors
- To set out timeframes for future change to the local system.

Background

- Current SEND system of support and funding is unsustainable –sufficiency of specialist provision is challenging and overall SEND provision costs are too high overall leading to HNB in freefall
- Rapid increase in EHC Needs Assessments leading to an EHCP indicates that the capacity of schools to meet need is leading to unsustainable high cost provision and OOA placements for some pupils
- Current context is contrary to our local Inclusive Ambitions
- Doncaster Local Authority and Doncaster schools require a secure context of describing children and young peoples' need – we do not presently have this in place
- The current funding arrangements for SEND are unclear and unfair for some schools

SENCO Steering Group & Head Teacher Group

- Both groups looked at our funding model and compared to other authorities (Jan – May 23).
- Having reviewed other L.A.s, we described the bare bones of a funding model that we would like to see in Doncaster:
 - Budget to be devolved on a needs led basis without need for an EHCP.
 - Use of single set of needs descriptors to ensure consistency.
 - Moderation by LA teams.
 - Annual request process with half termly ‘emergency’ requests.
 - Minimise red tape through use of existing documentation for funding requests where possible.
- Working with Jane Friswell (SEND Funding consultant) we have worked on the following content with a HT group, through SENCO network, HT Briefings and visits to schools.

Funding principles

- CoDC distribute money in a fair and logical way;
- CoDC distribute extra resources towards pupils who need them most;
- CoDC SEND funding arrangements are transparent and easy to understand and explain;
- To support a diverse range of school provision; and provide value for money and ensure proper use of public funds.
- Funding can be allocated without need for EHCP.
- Changes in need can be funded quickly.

SEND Transformation : SEN Funding

- A range of resources in development to support the needs of children and young people (CYP) with SEND to create a 'needs led' funding system.
- It is important that the needs of these CYP are clearly identified and that appropriate resources are provided to meet these needs. We will work with specialist schools to extend the descriptors to special schools.
- A range of draft descriptors of need are out for consultation
- Each set of descriptors describes the extent of a CYP's needs and provide an indication of appropriate provision arrangements and suitable resources required to meet those needs.
- The descriptors of need will help identify a CYP's level of support.
- The level of support described enables schools to plan and design the provision they are required to provide. We are developing a proposal based upon the preferred model already socialised.
- We are reviewing our outreach offer now to focus upon early support to schools and moderation of SEND Identification and funding requests.
- A number of schools are piloting the descriptors currently. We have formed a small group of schools to oversee final draft of descriptors ready for end of December 23.

Proposed funding bands for send provision and support in mainstream schools

- Funding allocation indicated are aligned with the draft Descriptors of SEND for Early Years, Primary and Secondary mainstream settings.

Phase	Level of Support	Proposed Funding Allocation £
Early Years	Universal	
	Universal Plus	
	Targeted	Early Years Inclusion Funding (EIF)
	Specialist	EIF + Up to 8k
Primary	Universal	
	Universal Plus	Notional SEND
	Targeted	Notional SEND + 2k (8k)
	Specialist	Notional SEND + 8k (14k)
Secondary	Universal	
	Universal Plus	Notional SEND
	Targeted	Notional SEND + 2k (8k)
	Specialist	Notional SEND + 8k (14k)

SEND Notional Budget

- Current local formula includes NOR and Prior Attainment.
- Determination for equity and parity for schools. Leading to greater transparency on funding arrangements for SEND
- Working with small number of schools to test current model.
- We are developing a set options for future notional formula funding.
- Will present these at SF meeting, prior to wider consultation.

Additional targeted funding (ATF) (Schools HNF Top-up)

- In order to provide additional financial support to schools with comparatively higher levels of pupils identified as SEND, who require additional top-up funding a system called “Additional Targeted Funding (ATF) is under consideration.
- Number of CYP on roll rather than forms of entry is used to calculate the funding as this is more effective in supporting schools that are not at full capacity.
- All pupils with EHCPs will count towards the eligibility for ATF except for those at Universal and Universal+.
- Eligibility thresholds will be determined based on the number of pupils on roll in each school.
- If the number of ATF eligible pupils exceeds the threshold, there will be an allocation of £5k per ATF pupil above the threshold.
- The ATF is part of the school’s core funding for supporting all pupils with SEND and is not allocated to individual children.

Timeframes

	Autumn	Spring	Summer
Needs descriptors	Finalise draft descriptors	Publish in toolkit and request that schools employ thee. Training for schools, agencies and support services.	Expectation that these will be in use in all schools and settings.
Element 3 funding and ATF	Complete funding proposal paper	Present funding paper to SF Consult on proposed funding model with schools ,parents, young people, etc	Implement funding mode for new academic year.
Notional funding	Review of exemplar schools Identify options	Present options at SF.	Consult on notional funding formula options.



Doncaster Council

REPORT TO THE SCHOOLS FORUM

Dedicated Schools Grant (DSG) Revenue Monitoring Quarter 2 2023-24

Purpose

1. This report details the forecast outturn for the Dedicated Schools Grant (DSG) budgets for the year 2023-24, as at 30 September 2023 (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 2023-24 the DfE funding settlement received in December 2022 was based on October 2022 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 2023-24, projected year-end outturn and projected year-end variance for 2023-24 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 £8.6m for 2023-24. Reasons for variances against budgeted spend lines for 2023-24 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 (2023-24 – 2026-27) for the High Needs Block.

Schools Block

8. The Schools Block budget overall is showing a projected £65k overspend for the year due to a small overspend on the provisional Growth Fund payments for 2023-24 which are included at appendix C with final payments to be confirmed following confirmation of the October 2023 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 £237k with estimated expenditure for 2023-24 of £295k creating an overspend of £58k.
10. This maternity budget is also incorporated into budget report (item 2.2) in the proposed rate of de-delegation for this budget for 2024-25 in order to continue.

Central Schools Services Block

11. The Central Schools Services Block budget overall is showing a projected break even position for the year due with expenditure within here for the Schools Forum budget with funding for these functions as agreed by School Forum in November 2022.

High Needs Block

12. The High Needs Block budget overall is showing a projected £8.5m overspend for the year.
13. Budgets for 2023-24 have increased to estimated expenditure figures (based on 2022-23 outturn levels and known changes) with the balance of these increases showing a £3.4m overspend against the contingency budget.
14. Other reasons for the increase is on the pupils educated out of authority budget with additional cost pressures on the SEN and CWD from out of authority residential placements being identified which require additional funding of £1.8m for 2023-24.
15. The specialist post 16 institutions budget is forecast to overspend by £0.5m based on expenditure to date and starters from September 22.
16. Further reasons for the overspend include projected overspends of £1.9m on EHCP top up funding and SEN children additional funding, £0.6m on additional payments to special schools and PRU's and £0.4m on Big Picture Learning.

Early Years Block

17. The Early Years Block budget overall is showing a break even position for the year.
18. There is an expected overspend of £0.1m as shown against the 3 & 4 year old funding offset by underspends against the 2 year old funding.

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

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 the DSG income for 2024-25.
21. Expenditure budgets have been reviewed based on 2022-23 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 plan also includes the continuation of the transfer of £450k High Needs block funding to the Early Years block, to fund the Early Help strategy, which requires annual Schools Forum approval (approval granted as part of Schools Forum meeting held in September 2023 for 2024-25).
23. Allowing for the above, the current High Needs overspend position will be £43.7m by the end of 2026-27, as shown within appendix B with total overspends of £28.6m expected at the end of 2023-24, £35.3m in 2024-25 and £39.9m in 2025-26.
24. 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 2024-25 to 2026-27 and to build in anticipated savings expected as a result of the Future Placement Strategy, new SEND strategy and implementation of the graduated approach.
25. 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 has secured a DfE grant of £1m to deliver changes identified as part of the DBV programme.
26. 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

27. 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

28. The adjusted quarter 2 updated position (end of September 2023) shows a forecast in-year DSG overspend of £8.6m. 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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APPENDIX A
Revenue Monitoring 2023/24 Quarter 2

Service	HOS	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	2022/23 DSG Budget	Quarter 1 Projection	2023/24 DSG Quarter 1 Variance	Change From DSG Variance at Quarter 1	
		£'000	£'000	£'000		£'000	£'000	£'000	£'000	
SCHOOLS BLOCK DSG										
Individual School Budgets	CN007	Schools	31,850	31,850	0		31,850	31,850	0	0
Staff Absence Compensation - Maternity	CN020	Schools	237	295	58	Based on maternity spend to date, which can change through the year. Should this overspend be evident following quarter 2 then the rate of de-delegation for this budget would need to increase for 2023/24 if to continue.	237	292	55	3
Staff Absence Compensation - TU Facility	CN020	Schools	63	63	0		63	63	0	0
Museums-Art Gallery(Education Service)	NE056	Schools	32	32	0		32	32	0	0
EMTAS & GRT Virtual School	CK024/61	Schools	101	101	0		101	101	0	0
Other Insurances	CN011	Schools	7	7	0		7	7	0	0
Free School Meals Eligibility	MG002	Schools	24	24	0		24	24	0	0
Support for Schools in Financial Difficulty (Causing Concern)	CK032	Schools	52	52	0		52	52	0	0
Growth Fund	CN029	Schools	470	477	7	Based on estimated pupil numbers from September 23 and following discussions with schools for increases from September 23. This will be updated following the Oct 2023 census when actual pupil numbers will be confirmed.	470	477	7	0
Additional school improvement services (incl. Maths/Literacy Lead)	CK013 / CK053	Schools	70	70	0		70	70	0	0
Education functions for maintained schools (former ESG general duties)	RF001 / CA009	Schools	128	128	0		128	128	0	0
SCHOOLS BLOCK Sub-total			33,034	33,099	65		33,034	33,096	62	3
CENTRAL SCHOOL SERVICES BLOCK DSG										
Servicing of Schools Forum	CN019	Schools	35	35	0		35	35	0	0
School Admissions	CK030	Schools	314	314	0		314	314	0	0
Miscellaneous Provision (Safeguarding)	CK013	Schools	23	23	0		23	23	0	0
Recharges Corporate Services/Management	CK038	Schools	91	91	0		91	91	0	0
ICT revenue funding	CB004, CB014	Schools	99	99	0		99	99	0	0
National Copyright Licences	CN033	Schools	272	272	0		272	272	0	0
Education functions for all schools & academies (former ESG retained duties)	CA009	Schools	818	818	0		818	818	0	0
Learning & Behaviour Support Service	CK025	Schools	57	57	0		57	57	0	0
CENTRAL SCHOOL SERVICES BLOCK Sub-total			1,709	1,709	0		1,709	1,709	0	0
HIGH NEEDS BLOCK DSG										
Mainstream EHCP Banded Top Up funding	CN043	Jane Cresswell	5,839	6,376	537	Budget adjusted and moved in 2023-24 to lines below to breakdown this expenditure further. Due to the number of EHCP cases the expected outturn is be overspent by £537k.	5,839	6,507	668	(131)
SEN Children additional Funding	CN027	Jane Cresswell	1,534	2,859	1,325	Expenditure for AP, Tuition and other payments to mainstream schools. Increased prediction from Q1 due to new AP placements agreed and specific payments to mainstream schools.	1,534	2,356	822	503
Special Schools - ISB	CN026	Jane Cresswell	9,401	9,820	419	Based on Autumn term 2023 funding numbers including the additional payments being made for specific special school children. Overspend against additional payments to special schools with this increasing by £164k from Q1 . Revised numbers for Stone Hill post 16 now included from Sept 23 with this expenditure increasing by £182k from Q1.	9,401	9,474	73	346
PRUs Incl. Mulberry Unit	CN032/CS001/CS00	Jane Cresswell	3,478	3,706	228	Estimate includes additional payments expected to Levett for children from Flourish.	3,478	3,709	231	(3)
SEMH Provision	CM011	Jane Cresswell	629	520	(109)	Expected SEMH provisions to open from Autumn 2023	629	520	(109)	0
North Bridge Enterprise College	CM007	Jane Cresswell	1,143	1,249	106	Pupil numbers at NBEC remain static with estimate included for over inflation rate per pupil requested.	1,143	1,246	103	3
Primary Outreach	CN040	Jane Cresswell	412	343	(69)		412	375	(37)	(32)
Big Picture Learning	CB018	Jane Cresswell	885	1,318	433	Budgeted outcomes for expected payments with additional pupils now accessing this provision.	885	885	0	433
Secondary Outreach	CN040	Jane Cresswell	109	109	0		109	109	0	0
Children's Specialist Equipment	CL016	Jane Cresswell	164	164	0	Outturn estimate based on initial findings from an Adults review of shared contract. More work is being completed in this area to understand the full impact however a further overspend is expected in 2023-24	164	164	0	0
Specialist Post 16 Institutions	CN025	Jane Cresswell	5,459	5,986	527	The projection in Q1 was based on current pupils of 167 and an estimate net growth of 17 from September and 8 throughout the rest of the year, however there was a net growth of 25 in September, so 8 more than expected, meaning Q2 is based on current placements of 192 with 8 more growth throughout the year. The average cost per placement has increased by £6k per year.	5,459	5,531	72	455
Post 16 FE Colleges	CN042	Jane Cresswell	369	270	(99)		369	271	(98)	(11)
Pupils Educated Out Of Area - LA SEN	CL007	Jane Cresswell	10,580	12,062	1,482	There are currently 192 children in placements, which is an decrease of 12 this quarter, with growth of 6 more expected throughout the year. In Q1 the net decrease expected in year was 16, however due to the net placements being 10 more than expected in September, the overall net decrease is now 6.	10,580	11,233	653	829
Pupils Educated Out Of Area - LA CWD	CB016, CL015, CS014	Jane Cresswell	2,018	1,286	(732)	There are currently 10 children which is expected to decrease to 8 by March 2024 (3 children expected to leave with growth of 1 child for the remainder of the year) The underspend is a result of the decrease in the number of children within a CWD placement including education.	2,018	1,368	(650)	(82)

APPENDIX A
Revenue Monitoring 2023/24 Quarter 2

Service	HOS	DSG Budget for Year	Quarter 2 Projection	Projected DSG Variance	Explanation of Outturn Variance / Change from Previous Quarter	2022/23 DSG Budget	Quarter 1 Projection	2023/24 DSG Quarter 1 Variance	Change From DSG Variance at Quarter 1	
		£'000	£'000	£'000		£'000	£'000	£'000	£'000	
Pupils Educated Out Of Area - Social Care	CV001 DCST	3,396	3,665	269	The number of OOA placements, at 1st April 2023 were 54 and based on the assumptions at month 3 the number at 31st March 2024 will be 36 and the average for the year will be 42. The Care Ladder budget modelling assumed placement numbers would be 43 at 1st April 2023, 41 at 31st March 2024, and the average for the year would be 42 placements.	3,396	3,918	522	(253)	
Specialist AP provision	CL022 Jane Cresswell	500	800	300	Expected overspend due to the number of young people requiring AP provision due to exclusions from school.	500	800	300	0	
Other LA recoupment	CL004, CL006C47:E47C47:D47 Jane Cresswell	591	718	127	There are currently 58 children in recoupment placements compared to 58 in 2022-23 however the current figure was up to 66 children during the summer term. This reflects the pressure on DMBC special schools but also geography and the nature of SEN. At the moment Doncaster do not have any provision designated to meet the needs of children with ASD for example whereas RMBC have Milton School.	591	627	36	91	
ASD SCHOOLS SUPPORT	CL013, CL008, CK015, CK034(part) £56K Jane Cresswell	717	699	(18)		717	691	(26)	8	
HI SCHOOLS SUPPORT	CL010 Jane Cresswell	871	790	(81)	Underspend expected based on salary vacancies within the HI team.	871	766	(105)	24	
VI SCHOOLS SUPPORT	CL014 Jane Cresswell	463	457	(6)		463	463	0	(6)	
Pre-School Inclusion - Portage/SEN	CJ004, CJ007, CK039, CK034(part) £29K, CK059, CK063 Alison Tomes	1,185	1,178	(7)		1,185	1,184	(1)	(6)	
Learning & Behaviour Support Service	CK025, CL019, CB009, CM010, CK034(part) £22K Jane Cresswell	981	1,441	460	Overspend expected due to payments to schools for work connected to reduction in permanent exclusions.	981	953	(28)	488	
Pupils Educated At Home	CK031 Jane Cresswell	101	92	(9)		101	96	(5)	(4)	
Independent Behaviour Provision (Tops Team)	CM009 Jane Cresswell	173	169	(4)		173	173	0	(4)	
Contributions to Centrally Retained & De-delegated Budgets	Various Jane Cresswell	90	90	(0)		90	90	0	(0)	
High Needs Contingency/Unallocated	CN001 Jane Cresswell	(3,421)	0	3,421	Original budget overcommitted based on original estimates	(3,327)	0	3,327	94	
HIGH NEEDS BLOCK Sub-total		47,667	56,167	8,500		47,761	53,509	5,748	2,752	
EARLY YEARS BLOCK DSG										
Nursery Education Fund - 2 year olds	CG014 Paul Ruane	3,697	3,601	(96)	Funding adjusted in line with DfE revised DSG allocations March 23 (based on January 2022 census data). Expect further funding announcements by DfE (based on January 2023 census data) which will balance back to projected outturn/payments (variance offset on contingency code).	3,697	3,778	81	(177)	
Nursery Education Fund - 3 & 4 year olds	CG027, CN007 Paul Ruane	16,827	16,928	101	Funding adjusted in line with DfE revised DSG allocations March 23 (based on January 2022 census data). Expect further funding announcements by DfE (based on January 2023 census data) which will balance back to projected outturn/payments (variance offset on contingency code).	16,762	16,728	(34)	135	
Early Years Retained Duties	CF064-68/CB014/CK039/CK041/CB010/ Steph Douglas / Paul Ruane	792	792	0		792	792	0	0	
Early Years Pupil Premium	CG055 Steph Douglas	292	301	9	Funding adjusted in line with DfE revised DSG allocations March 23.	316	310	(6)	15	
Early Years Contingency	CN001 Steph Douglas	0	26	26	Projection based on expected funding reductions on 2, 3 & 4 year old funding (to net off underspends shown above)	0	(14)	(14)	40	
High Needs Block transfer to EY Block - Early Help funding	CN001 Steph Douglas	450	450	0		450	450	0	0	
Disability Access Fund	CJ008 Steph Douglas	137	97	(40)		137	110	(27)	(13)	
EARLY YEARS BLOCK Sub-total		22,195	22,195	0		22,154	22,154	0	0	
EARLY YEARS BLOCK DSG										
Grand Total		104,605	113,170	8,565	In-year 2023/24 overspend of £8,565m	104,658	110,468	5,810	2,755	

APPENDIX B

Dedicated Schools Grant High Needs Block Medium Term Financial Plan (2023/24 - 2026/276)

High Needs Block Funding	2021-22	2022/23	2023/24	2024/25	2025/26	2026/27	Notes/Assumptions
Initial DSG Settlement	42,747,785	48,504,344	54,023,648	55,992,191	57,671,957	59,402,116	2024-25 funding increased by 3.4% based on provisional DfE allocations as at 17th July 2023. The DfE had previously advised that assumptions for additional increase in DSG budget should be 3% in 2024-25 and beyond therefore future years remain.
less High Needs Places deductions (Academies)	-6,670,669	-6,881,335	-7,124,168	-7,124,168	-7,124,168	-7,124,168	Deductions as per March 23 notification.
Agreed 0.5% contribution from the Schools Block Budget	0	0	1,217,806	1,254,340	1,291,970	1,330,729	As agreed at School Forum
less HN funding transfer to EY block (Early Help Strategy)	-450,000	-450,000	-450,000	-450,000	-450,000	-450,000	Subject to annual School Forum approval in September each year.
	35,627,116	41,173,009	47,667,286	49,672,363	51,389,759	53,158,677	
High Needs Block Expenditure Projections							
Mainstream EHCP Top Up funding EHCP's and High Needs	6,175,984	5,356,168	6,376,000	6,592,784	6,790,568	6,994,285	
Additional Top Up funding - Specials	460,267	1,106,515	1,466,595	1,516,459	1,561,953	1,608,812	
EHCP funding - AP & Tuition	609,192	1,420,115	2,859,000	2,956,206	3,044,892	3,136,239	Assumed that due to the devolving of funding to schools the number of children will remain static with inflation for future years.
EHCP Top Up funding - Other	190,427	406,155	0	0	0	0	
EHCP Top Up funding - PRU	0	0	236,000	244,024	251,345	258,885	
Special Schools	6,997,770	7,517,382	8,354,405	9,090,474	9,610,762	9,899,085	Increases of inflation of 3.0% inflation for future years and additional places included where agreed.
PRUs	3,023,770	3,236,451	3,469,539	2,640,334	2,717,369	2,796,671	Revised estimate for 2024-25 based on reduced number of pupils at PRU's
SEMH Provision	0	0	520,000	740,500	762,715	785,596	3 Primary and 1 Secondary SEMH from Spring 2024 (additional 40 places in total). Also including a general price inflation estimate of 3% p.a.
North Bridge Enterprise College	1,171,600	1,186,812	1,249,000	851,747	215,384	0	Assumption that NBEC to maintain at current students number in the future with an amount included of 5% inflation for 23/24 still TBC and 3% from 2024-25 onwards.
Specialist AP provision	721,310	623,597	800,000	1,041,550	1,409,286	1,586,347	AP budget at existing levels with additional numbers included with the introduction of the NBEC places going through the AP framework.
Behaviour Outreach Team - Primary	308,960	351,397	343,000	423,710	432,184	440,828	Assumes summer 23 staffing establishment with pay inflation only.
Behaviour Outreach Team - Secondary	107,000	109,000	109,000	114,450	116,739	119,074	Assumes summer 23 staffing establishment with pay inflation only.
Big Picture Learning / VEGA College	418,470	749,410	1,318,000	2,211,712	2,598,196	3,058,640	Expected increase in numbers at Big Picture and VEGA college .
Children's Specialist Equipment	100,000	161,176	163,770	171,303	174,729	178,224	Figures assume zero growth in 23-24 onwards, increase to figures reflect price inflation estimates only.
Specialist Post 16 Institutions	3,197,460	5,163,864	5,986,000	5,549,141	5,318,261	5,273,683	Numbers accessing SPI provision expected to reduce as more students take up places at Stone Hill post 16 and Doncaster College.
Post 16 FE Colleges	453,680	290,108	270,000	334,920	430,568	473,830	Figures assume growth at Doncaster College from Sept 24, increase to figures also reflect price inflation estimates.
ASD Schools Support	681,680	685,800	699,000	733,950	748,629	763,602	Assumes summer 23 staffing establishment with pay inflation only.
HI Schools Support	773,330	753,490	790,000	829,500	846,090	863,012	Assumes summer 23 staffing establishment with pay inflation only.
VI Schools Support	323,180	421,445	457,000	479,850	489,447	499,236	Assumes summer 23 staffing establishment with pay inflation only.
SEN Pre School Inclusion, Portage, Seedlings & Early Intervention Allowance	915,500	994,319	1,178,000	1,216,900	1,233,238	1,249,903	Assumes summer 23 staffing establishment with pay inflation only. Figure assumes no growth in EIA.
Pupils Educated Out Of Area - SEN	7,147,810	9,624,414	12,062,000	12,267,068	11,045,479	10,724,474	SEN care Ladder MTFs budget 24/25 + CPI inflation. Figures assume net growth of 40 children per year for 23-24 further offset by 28 into SEMH and 6 SEND OOA brought back into borough, giving net growth of 6 for 23/24 based on the more rigorous process prior to submission of cases to JRP. 24/25 onwards increases reflect future net growth estimate of 10 placements per year, offset in full due to earlier intervention work from BPL/VEGA. A further reduction of at least 13 placement due to an additional 10 places being created at Maple Mulberry from April 24 and additional places at Coppice.
Pupils Educated Out Of Area - CWD	1,776,110	1,632,233	1,286,000	1,075,288	1,071,188	1,153,554	Care Ladder MTFs budget 24/25 + CPI inflation
Pupils Educated Out Of Area - Social Care	4,210,670	5,038,802	3,665,000	3,231,891	2,989,633	2,870,548	Care Ladder MTFs budget 24/25 + CPI inflation (Figures assumes a reduction in placements to 29 by March 27).
Pupil Educated At Home Learning & Behaviour Support Service (including Secondary Alternative Provision Funding)	83,180	88,266	92,000	96,600	98,532	100,503	Assumes summer 23 staffing establishment with pay inflation only.
Other LA recoument (SEN)	561,130	568,586	718,000	751,028	766,049	781,370	Figures assume zero growth in 23-24 onwards, increase to figures reflect price inflation estimates only.
Independent Behaviour Provision (Tops Team)	150,080	154,762	169,000	177,450	180,999	184,619	Assumes summer 23 staffing establishment with pay inflation only.

High Needs Block Funding	2021-22	2022/23	2023/24	2024/25	2025/26	2026/27	Notes/Assumptions
Contributions to Centrally Retained & De-delegated Schools Budgets	73,730	87,094	90,000	90,000	90,000	90,000	Not expecting de-delegation to be allowed under Hard NFF. It is unclear when the hard NFF will be implemented from. Reduction year on year due to schools that academize.
<i>Gross Expenditure</i>	41,523,870	48,613,120	56,167,309	56,410,430	55,995,456	56,912,264	

High Needs Budget Variance (in Year) 5,896,754 7,440,111 8,500,023 6,738,067 4,605,697 3,753,587

DSG Schools Block, Early Years Block Variance -1,130,173 -1,253,982 65,000

Overall DSG Balance **13,816,499** **20,002,628** **28,567,652** **35,305,718** **39,911,416** **43,665,003**

Summary table

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's	2026/27 £000's
DSG High Needs Block grant (after deductions)	41,173	47,667	49,672	51,390	53,159
High Needs Block expenditure	48,613	56,167	56,410	55,995	56,912
In year High Needs Block variance (less other DSG underspends)	6,186	8,500	6,738	4,606	3,754
Overall DSG Balance	20,003	28,568	35,306	39,911	43,665

Quarter 1

Description	2022/23 £000's	2023/24 £000's	2024/25 £000's	2025/26 £000's	2026/27 £000's
DSG High Needs Block grant (after deductions)	41,173	47,761	49,672	51,389	53,158
High Needs Block expenditure	48,613	53,511	55,014	57,801	60,219
In year High Needs Block variance (less other DSG underspends)	6,186	5,749	5,342	6,412	7,062
Savings expected from DBV work per Newton/CIPFA	0	0	-2,000	-2,000	-2,000
Overall DSG Balance	20,003	25,814	29,156	33,568	38,630

Change from Q1 to Q2 2,754 6,150 6,343 5,035

