

Rotherham Schools' Forum

Venue: Virtual Meeting via Date: Friday 25 June 2021
Microsoft Teams
Time: 8.30 a.m.

A G E N D A

1. Welcome and Introductions.

Welcome by the Chair and introductions by all Forum Members present.

2. Apologies for Absence.

To receive apologies from any Forum Member who are unable to attend the meeting.

3. Declarations of Interest.

To invite Forum Members to declare any interests they may have on agenda items to be considered at this meeting, to confirm the nature of those interests and whether they intend to leave the meeting for the consideration of the item.

4. Constitution and Membership of the Rotherham Schools' Forum (Pages 4 - 6)

Report of the School Forum Clerk

Recommendation:- To note the current membership and to agree the inclusion of an NEU trade union representative (with named substitute) (as highlighted in yellow on the report).

5. Minutes of the Previous Meeting. (Pages 7 - 15)

Recommendation:- To receive and approve the minutes of the previous meeting held on 16th April, 2021.

6. Matters Arising from Previous Minutes.

To consider and report on any matters arising from the previous minutes:-

7. 2020/21 Outturn and 2021/22 Funding (Pages 16 - 19)

Report by Neil Hardwick/Vera Njegic

Recommendation:- To receive the report and note the contents.

8. DSG HNB Recovery Plan

Presentation by Nathan Heath/Neil Hardwick

Recommendation:- To receive the presentation and note the contents.

9. High Needs sub-Group Update

Update by Paul Silvester

Recommendation:- To receive the update and note the contents.

10. Pupil Premium

Update by Neil Hardwick

Recommendation:- To receive the update and note the contents.

11. Free School Meals Update

Update by Neil Hardwick

Recommendation:- To receive the update and note the contents.

12. Summer Schools

Report by Nathan Heath/Neil Hardwick

Coronavirus (Covid-19) Summer Schools Programme Funding: Conditions of Funding for Schools and Local Authorities - [Summer schools programme 2021](#)

Recommendation:- To receive the report and note the contents.

13. Healthy Activities and Food Programme Grant

Update by Amy Woodhead

Recommendation:- To receive the update and note the contents.

14. SEMH Free School Update

Update by Nathan Heath

Recommendation:- To receive the update and note the contents.

15. Education Recovery Support (Pages 20 - 31)

Vera Njegic to present the report.

Recommendation:- To receive the report and update and note the contents.

16. Any Other Business.

To receive any other items of urgent business.

17. Date of Next Meeting

Recommendation:- To consider and agree the dates and times of the next two meeting of the Rotherham Schools' Forum on Friday, 17th September, 2021 at 8.30 a.m. and Friday, 19th November, 2021 – venue to be confirmed.

Rotherham Schools Forum: Constitution – 2021

Position	Name	End of Term	School/Body	Email
School Members				
Nursery School Head Teacher x 1	Sharon Stones	March 2023	Head of School at Arnold Nursery School and Children's Centre	
Primary School Head Teachers x 4	Vacancy			
	Lynn Pepper	March 2023	Head Teacher of Herringthorpe Infant	
	Kirsty Peart	March 2023	Head Teacher of Sitwell Infant	
	Vacancy			
Primary Academy Representatives x 6	Deborah Ball	March 2023	Chair and Head Teacher of Treeton CofE Primary	
	Andy Krabbendam	March 2023	Executive Head of Kiveton Park Infant and Harthill Primary	
	Vacancy			
	Vacancy			
	Vacancy			
	Vacancy			
Special School Head Teacher x 1	Paul Silvester	March 2023	Head Teacher of Newman School	
Special Academy Representative	John Coleman	March 2023	Nexus MAT Director	
Secondary Maintained School Head Teacher x 1	Vacancy			
Secondary Academy Representatives x 6	Phil Davies	March 2023	Head Teacher of Wingfield Academy	

	Dom Curran	March 2023	Head Teacher of Aston Academy	
	Steve Rhodes	March 2023	Head Teacher of Winterhill Academy	
	Pepe Di’Lasio	March 2023	Head Teacher of Wales	
	David Naisbitt	March 2023	Head Teacher of Oakwood Academy	
	Vacancy			
Pupil Referral Unit Head Teacher x 1	Lianne Camaish	March 2023	Head Teacher of Aspire	
Maintained School Members: Primary Governors x 3	Rajmund Brent	June 2024	Governor – West Melton Primary	
	Angela McComb	January 2024	Local Authority Governor – Anston Park Junior	
	Vacancy			
Maintained School Members: Secondary Governor x 1	Alan Richards	March 2023		
Academy Members: Governors x 6	Vacancy			
	Vacancy			
	Vacancy			
	Vacancy			
	Vacancy			
	Vacancy			

Non-School Members				
Diocese of Sheffield Church of England x 1	Nevine Towers	March 2023	Diocese of Sheffield Academies Trust	
Diocese of Hallam, Roman Catholic x 1	Phillip Patterson	June, 2024	Diocese of Hallam	
Private, Voluntary and Independent Sector Nursery x 2	Steve Scott	March 2023	Happy Kids	
	Vacancy			
16-19 Provider x 1	Laura Reid	March 2023	RNN Group	
Union Representatives x 2	Janet Hodgkinson	March 2023	GMB/Unison	
	Colin Price Substitute – Patricia Graham	TBC	NEU	
Observer				
Education Funding Agency	Name notified to School Governor Services in advance of attendance.	N/A	EFA	
Total Places	38			
Total Places Filled	22			
Total Vacancies	16			

**ROTHERHAM SCHOOLS' FORUM
FRIDAY 16 APRIL 2021**

In Attendance:-

Deborah Ball (Treeton Primary (Academy) (in the Chair);
Lianne Camaish, Aspire
John Coleman – Nexus MAT
Dom Curran – Aston (Academy)
Pepe Di'lasio – Wales High (Academy)
Dean Fenton - Head of Access to Education
Neil Hardwick – Head of Finance, CYPS, RMBC
Nathan Heath – Assistant Director of Education, CYPS, RMBC
Andy Krabbendam – Kiveton Park Infant and Harthill Primary (Academy)
Angela McComb – Primary Maintained Governor
David Naisbitt – Oakwood High (Academy)
Vera Njegic - Principal Finance Officer, RMBC
Alan Richards – Secondary Governor
Lynne Pepper – Herringthorpe Infant (Maintained)
Debbie Pons – Clerk, RMBC
Steve Rhodes – Winterhill (Academy)
Jackie Ross – Interim Head of SEND, CYPS
Steve Scott – PVI Sector
Sharon Stones – Head of Arnold Nursery and Children's Centre
Paul Silvester – Newman Special School (Maintained)
Nevine Towers – Diocese of Sheffield

Apologies were received from:-

Raymund Brent – Primary Maintained Governor
Phil Davies – Wingfield (Academy)
Ian Henderson - H.R. Officer, RMBC
Janet Hodgkinson – GMB Representative
Jenny Lingrell – Assistant Director, Commissioning, Performance and Inclusion, CYPS, RMBC
Kirsty Peart - Sitwell Infant (Maintained)

87. WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to today's virtual meeting and introductions were made.

88. DECLARATIONS OF INTEREST

There were no declarations of interest to report.

89. MINUTES OF THE PREVIOUS MEETING HELD ON 15TH JANUARY, 2021

Consideration was given to the minutes of the previous meeting held on 15th January, 2021.

Agreed:- That the minutes of the last meeting held on 15th January, 2021, be approved as a true and accurate record.

90. MATTERS ARISING FROM PREVIOUS MINUTES

There were no matters arising that were no contained within the agenda items for this meeting.

91. UPDATE ON DISAPPLICATION REQUEST

Consideration was given to an update by Neil Hardwick, Head of Schools' Finance, following the submission of the Disapplication Request to the Secretary of State on the 11th February, 2021.

The request sought approval to transfer 1.5% of schools funding to the High Needs Block.

As a further update it was reported that as part of the DSG Recovery Plan a meeting was to be arranged to take place on the 13th May, 2021 looking at how Rotherham would progress the plan over this and future years.

The update was welcomed as was the suggestion of whether it would add value for a member of the Schools' Forum to be included in the meeting to promote the joined up working arrangements was also discussed.

Service representatives would seek further guidance on the proposal and advise if appropriate.

Agreed:- (1) That the update be received and the contents noted.

(2) That further guidance be sought on the appropriateness of a member of the Schools' Forum attending the meeting on the DSG Recovery Plan on the 13th May, 2021.

Action:- Neil Hardwick/Vera Njelic

92. HIGH NEEDS BLOCK (HNB) FUNDING CONSULTATION

Neil Hardwick, Head of School's Finance, introduced the consultation document from the DfE relating to the review of the national funding formula for allocations of high needs funding to local authorities and the changes for 2022-23 launched on the 10th February, 2021.

Responses were invited to specific proposals for a small number of changes to the national funding formula used to allocate high needs

funding to local authorities in the 2022-23 financial year. Views were also being sought on some of the longer term changes to the formula that could be considered in future, which were set out detail as part of the consultation document.

Agreed:- That the consultation document be received and noted.

93. UPDATE ON 2021/22 HNB OPERATIONAL GUIDANCE

Consideration was given to the report introduced by Neil Hardwick, Head of Finance, which built upon previous reports to Schools Forum setting out the main changes to the High Needs Operational Guidance and proposed recommendations to ensure compliance and financial sustainability.

Whilst it was noted the national funding formula and underpinning operational processes and principles remained largely unchanged from 2020 to 2021, the ESFA have clarified certain aspects of this guidance, particularly relating to the sections on place and top-up funding obligations.

Specific details were provided on Place Funding allocations and on what basis and further clarity on the adjustments for the commissioning and providing authorities.

It was also pointed out that the ESFA funded centrally funded institutions on a lagged basis. This meant students or pupils who attended an institution in any given year would be funded on a lagged basis in the following year. Therefore, centrally funded institutions should not seek to secure any additional place funding from any local authority to avoid a situation where a local authority effectively funded a place twice.

Reference was also made to the principles of top-up funding, teachers' pay and pensions and how for 2021 to 2022 the teachers' pay grant (TPG) and teachers' pension employer contribution grant (TPECG) have been included within the high needs national funding formula.

Discussion ensued on the potential confusion that may arise particularly in relation to ESFA funding centrally funded institutions on a lagged basis and it was pointed out this was in relation to special schools only for those children commissioned outside the area and whether there was any merit in a further discussion to ensure relevant schools were consulted appropriately.

It was noted schools were not adversely affected and there was no detriment to mainstream schools. Whilst it was suggested a meeting would be helpful and provide more clarity the operational guidance would be raised with special school heads to ensure they were aware of the content.

Agreed:- (1) That the changes to the 2021/22 High Needs Operational Guidance be noted.

(2) That the recommendations to award place funding on a lagged basis for maintained and academy specialist provisions in order to apply a consistent approach with SPI and non-maintained special schools (NMSS), as outlined in the guidance, be supported.

(3) That the operational guidance be circulated to the Special Schools Heads Group.

Action:- Neil Hardwick/Vera Njagic

94. SCHOOL FORUM SUB-GROUP

The Chair welcomed Jackie Ross, Interim Head of SEND, who was to give a presentation on the High Needs Sub-Group Terms of Reference and the challenges to be worked upon in partnership.

The presentation, a copy of which would be circulated to Forum Members after the meeting, drew attention to:-

- Purpose – A structured form for head teachers and school governors to work in partnership with the Local Authority in specific areas.
- Getting the balance right and a flexible range of provision.
- Responsibilities of the Sub-Committee and membership.
- Roles of the various sectors.
- Strategic challenges that the Sub-Committee could help tackle.
- Challenge and ensuring robust arrangements for the allocation of top-up funding.
- Challenge and establishing the arrangements to agree the cost of additional special provision where student numbers exceed funded places.
- Ensuring agreement and approaches.
- Consideration of a banded system.
- Establish lines of enquiry from the High Needs Benchmarking Tool.
- Data Comparisons from the DSG Template across Moderate Learning Difficulties, SEMH Needs, Speech, Language and Communication Needs and placements with pupils with the most complex needs, place funding lines of enquiry, top-up funding lines of enquiry, needs for placements and the current “as is” position.
- Using assets to help more children and young people to access local provision.

The Forum welcomed the presentation and looked forward to exploring this in more detail, particularly how this would intrinsically link with the ESFA key funding areas making this strongly accountable.

Clarification was sought on the DSG Template data. Further information would be collated and this would then be shared within the Sub-Committee. A meeting would be convened and invitations distributed to a

wider range of sector representatives.

The importance of upskilling members of the Schools Forum was considered essential along with signposting to key material and training tools.

Agreed:- (1) That Jackie Ross be thanked for her very informative presentation; a copy of which would be circulated to all Forum Members.

(2) That a sub-committee be convened at the earliest opportunity.

Action:- Vera Njelic

95. CHARGING PROPOSAL - EXCLUSIONS/OFF ROLL

Consideration was given to a report presented by Neil Hardwick, Head of Finance, which sought agreement for the proposed changes to determine the funding adjustments for permanent exclusions, pupils who remained on school roll and access off-site provision and funding for managed moves.

It was highlighted that where a pupil was excluded from school, DfE regulations required that funding was removed from the school by the local authority from the sixth day following the date of permanent exclusion.

Currently the deduction made to the school's budget was calculated using the basic entitlement pupil led funding (the age-weighted pupil unit AWPUP) and other pupil-led factors that the school received, together with any pupil premium that the excluded pupil attracted. These amounts were multiplied by the proportion of the local authority financial year remaining after the exclusion, measured in weeks (i.e. the period from six days after the permanent exclusion until 31st March).

The mechanism also applied to pupils who left mainstream schools and academies for reasons other than permanent exclusion and were receiving education funded by the local authority other than at school. The deduction rate would be applied on a pro-rata basis i.e. the charge will reflect the number of days the pupil is educated off-site by the LA.

To determine each pupil's individual funding allocation could be time consuming, as it would require investigation into each of the pupil-led funding factors where they met the eligibility criteria.

This process created delays in the raising of the funding adjustments and to avoid this and produce a more timely funding adjusted it was proposed to move to an average per pupil allocation linked to their school.

The Forum welcomed this being put into useful context and make the process more simplistic and was not any way disingenuous to schools.

Agreed:- (1) That the move to an average cost per pupil of the school related to the exclusion, or where pupils are educated off-site be approved.

(2) That where a school had agreed to take a pupil on a managed move, funding would also be based on the average per pupil allocation from the young person's original school.

96. PROPOSED USE OF CENTRAL BLOCK RESERVES

Consideration was given to a report presented by Vera Njegic, Principal Officer, Schools' Finance, which sought approval to transfer £125,640 of Central Block reserve funding to the High Needs Block.

The reason for the request was provided which, following a year-end reconciliation exercise of the overall DSG, a figure of £125,640 was identified. It was proposed this be transferred to the High Needs Block in view of its significant budget pressures.

Transfers between the Central School Services Block and High Needs block were not subject to any limit and could be made in consultation with the Schools' Forum.

Forum Members sought assurance that this sum could not be used more effectively in other areas, what it could be used for and where it would sit if it was not transferred and were advised accordingly.

Agreed:- That the Authority's proposal to transfer the Central Block reserve to the High Needs Block be approved.

97. ALTERNATIVE PROVISION UPDATE

The Chair invited Nathan Health, Assistant Director of Education, to give an update presentation on the Rotherham Inclusion Review (ISOS).

The presentation drew attention to:-

- Details of the Review.
- Strong work to move from a report to actualisation.
- RMBC CYPS transformational priority with report findings embedded in Transformation plan.
- School led response to implementation with continued strong engagement with school leaders in driving implementation.
- Key areas of focus including the recruitment of Strategic Lead for Alternative Provision which was finalised in March 21.
- Planning to embed new approach across 21/22 academic year.
- Rotherham Inclusion steering group have looked at financial model going forward with recommendations outlined for funding movements, future areas of focus including partnership funding

and forward planning for key stages of development of system wide approach.

- Operational guidance to be drafted by end of April.
- Area wide inclusion panels need to have expert view from across the multi – agency system which commits to a whole system ownership of school exclusion.
- Key decision makers from across the partnership committing time and expertise to drive collective ownership of Rotherham Inclusion Model.
- Further sessions in summer term planned to update school leaders on progress of implementation of Rotherham approach.

Forum Members welcomed the progress made to date and sought confirmation of intended timeframes of moving the approach forwards.

Agreed:- That Nathan Heath be thanked for his very informative presentation and the contents noted.

98. SEND SUFFICIENCY PHASE 3 UPDATE

The Chair invited Nathan Heath, Assistant Director for Education, to give an update on the SEND Sufficiency Phase 3 and by way of a presentation this provided:-

- Phase 2 focused on opening resource units linked to mainstream schools to create capacity across key areas of SEND.
- A number of provisions from phase 2 are operational and having positive impacts for students.
- Other provisions linked to phase 2 will start supporting students across this academic year or within 21-22 academic year.
- Phase 3 focuses on SEMH Free School at Dinnington with application process closed and selection process open.
- SEND Sufficiency Phase 2 – Progress.
- 2021/2022 – Academic year to have all phase 2/3 fully operational and supporting students.
- Future SEND capital funding investments to have strong consideration around developing mainstream capacity.
- SEND Sufficiency Needs Assessment to be refreshed to provide up to date analysis of SEND system, emerging areas of pressure and key areas of development which will be shared with Forum for consideration.

Forum Members welcomed this update and suggested that viewing of the provision be arranged.

Agreed:- That Nathan Heath be thanked for his very informative presentation and the contents noted.

99. ANY OTHER BUSINESS

The following items of business were considered:-

(a) Nominations for Chair and Vice-Chair

The Chair asked Forum Members to consider the future arrangements for the Schools Forum and the nominations for Chair and Vice-Chair.

Forum Members were asked if they wished to nominate people for the positions at the June meeting to commence chairing meetings at the start of the new academic year in September, or to nominate and vote on persons in September to immediately take up the Chair at that meeting.

It was noted the regulations allowed for the Chair and Vice-Chair to be nominated for a period of up to four years, but this must not exceed their term of office.

Should there be a wish for the current arrangements to continue for a further two years for Chair and Vice-Chair then could Forum Members communicate this via the Clerk.

(b) Membership and Filling of Vacancies.

Rotherham Schools' Forum had a number of vacancies in the primary sectors for both maintained and academies, a secondary academy head, a maintained primary governor, several academy governors, PVI nursery representative and another union representative.

The Clerk was currently liaising with the Assistant Director for Education on how best for this detail to be circulated amongst relevant bodies and for them to nominate from the relevant sectors.

Forum Members were also asked to share amongst their colleagues and to make contact via the Clerk with any nominations for approval.

(c) Trade Union Recognition and Release Time

Diane Fletcher, Regional Officer from the NEU, asked Forum Members to recognise the value of Trade Union involvement in schools and to join up and discuss the current arrangements. Work was taking place with Human Resources in this area.

Rotherham did not appear to be on an equal footing with release time as other areas across the country and in many places Trade Union representation was also provided for on the Schools' Forum. A request was made for this to be extended in Rotherham to the

NEU.

Forum Members welcomed the value of Trades Unions in schools and found their use effective.

It was, therefore, suggested that consideration be given to this matter further and that an item be placed on the agenda for the next Forum meeting in June, 2021 with a suggested inclusion of teaching Trade Union involvement on the membership.

Agreed:- That the items proposed be considered in due course.

100. DATES AND TIMES OF NEXT AND FUTURE MEETINGS

Consideration was given to the next meeting of the Rotherham Schools Forum which would take place on Friday, 25th June, 2021 at 8.30 a.m.

It was noted the regulations had been altered to confirm Schools Forums could, if they so wished, continue to meet virtually. It was, therefore, suggested the next meeting take place virtually.

In agreeing the date the dates for future meetings were also included on the agenda.

Agreed:- (1) That the next meeting of the Schools' Forum take place on a virtual basis on Friday, 25th June, 2021 at 8.30 a.m.

(2) That the dates of the meetings of the Schools' Forum for the next municipal year take place at 8.30 a.m. on:-

Friday, 17th September, 2021

Friday, 19th November, 2021

Friday, 21st January, 2022

Friday, 8th April, 2022

Friday, 24th June, 2022

The most appropriate venue will be considered in due course.

REPORT FOR SCHOOLS FORUM

1.	Date of meeting:	25th June 2021
2.	Title:	Dedicated Schools Grant – 2020/21 Outturn & 2021/22 Funding
3.	Directorate:	Finance and Customer Services

1. PURPOSE OF REPORT

- 1.1 To inform members of the Schools Forum as to the 2020/21 outturn position of the dedicated schools grant (DSG).
- 1.2 In addition, to provide summary details to maintained members of Schools Forum as to the surplus / deficit balances of the maintained schools within Rotherham.
- 1.3 The report outlines the national picture on the High Needs Block as part the overall Dedicated Schools Grant and the additional funding the government is investing in education in the next two years as part of its spending review.

2. RECOMMENDATION(S)

- 2.1 That Schools Forum members note the information contained within this report, particularly that the reserve balances have increased to £21.3m (centrally retained).
- 2.2 That Schools Forum members note that the deficit balance is subject to change as this will be dependent on the early years adjustment for the Spring 2021 census count. Within the figures, an anticipated reduction of £222k has been accounted for.

3. REASON FOR RECOMMENDATION(S)

- 3.1 To ensure that Schools Forum members are kept informed of the DSG position within Rotherham. Furthermore, that maintained members of the Forum are kept abreast of the surplus/deficit balances of maintained schools within Rotherham.
- 3.2 To ensure that Schools Forum members are updated on the DSG reserve position within Rotherham.

4. BACKGROUND INFORMATION & CONTEXT**4.1 Context**

In 2020/21 the final allocation of DSG for Rotherham was £85.203m. This amount is net of academy recoupment for the 86 academies within Rotherham at a total of £161.712m.

It should be noted that the 2020/21 accounts also include the 2019/20 early years adjustment from the January 2020 census of £7k which authorities were notified of in summer 2020 (after the 2019/20 statement of accounts had been compiled). However,

Schools Forum members should note that the DSG note to the accounts however

4.2 Centrally retained balance

The DSG central reserve deficit balance brought forward to 2020/21 was 19.9m.

As reported to Schools Forum throughout the year; pressures on high needs expenditure continued with a further deficit in 2020/21 of £2.0m which has contributed to a net deficit in the DSG Central Reserve of £21.3m after taking account of DSG balances in other DSG funding blocks and PRU balances.

It should be noted, as outlined elsewhere in the report, that the local authority has modelled the impact of the January 2021 early years census data and are expecting a reduction in funding of £222k. This has been taken into consideration in the production of the 2020/21 final accounts. The actual adjustment will be known in summer 2021.

The £222k anticipated reduction in funding is made up of estimated clawbacks of £118k for 3 & 4 year olds, £95k for 2 year olds, £12k for Nursery Schools supplementary funding and offset by an estimated increase of £3k for Early Years Pupil Premium.

High Needs Block Element

The High Needs Block over spend is as a result of a number of factors; an overall increase in Education Health and Care Plans, an increase in the number of young people aged 16 to 25 with an EHCP who are now the responsibility of the LA to fund, an increase in the number of children accessing higher cost provision and an increase in the number of pupils in Alternative Provisions (Pupil Referral Units).

The deficit reflects system wide issues in how the funding is determined. Whilst the allocation moved to a formulaic basis in 2018/19 and now includes proxy indicators of SEND within the population, a large element of the grant remains fixed based on historic spend.

In 2020/21 Rotherham were successful in submitting a disapplication request to the Secretary of State to transfer 1.5% of the DSG Schools Block allocation (£2.96m) to the High Needs Block. The transfer is for one year only and to continue with the transfer of funding a new application is required each financial year.

Despite the £3.0m transfer of funding into the High Needs Block there was still a overspend of £2.0m (financial pressure would be £5.0m without the transfer) in the 2020/21 financial year.

2021/22 & Future Years

The Government spending review announced additional funding for schools and high needs, compared to 2019-20, will rise by £4.8 billion for 2021-22 and £7.1 billion for 2022-23.

In 2021/22 the £4.8 billion is split £4.020 billion to the Schools Block and £0.780 billion to the High Needs Block; the funding split for future years still to be determined. For Rotherham this is an additional £5.5m for schools and £5.3m in the High Needs Block.

5. **Individual School Budgets**

- 5.1 As set out within the Rotherham Scheme for Financing Schools, individual schools are permitted to carry forward balances to be spent or replenished in subsequent financial years. In total, the carry forward on individual school budgets (listed below) is an overall combined surplus of £3.180m.

Value of Balance	Number of Schools	% of Total Number of Schools	Combined Value of Balance
Deficit Balance	4	14%	-226,551
Surplus £20,001 - £50,000	7	23%	285,775
Surplus £50,001 - £100,000	6	20%	422,209
Surplus £101,001 - £250,000	10	33%	1,551,343
Surplus £250,001 +	3	10%	1,147,030
Total	30	100%	3,179,806

5.2 Surplus balances

As at 31st March 2021, the movement on surplus balances when compared with 2019/20 reflected an increase in year of £1.022m as follows:

2019-2020		2020-2021		Change in Year	
No of Schools	Value in £'000	No of Schools	Value in £'000	No of Schools	Value in £'000
35	2,461	30	3,180	-5	719

The increase in the level of surplus takes account of the 5 schools that have converted to academies during 2020/2021. The in-year academy conversions were schools with cumulative balances of £303k as at 31ST March 2020.

Of the total 2020/21 surplus balances, 10 schools hold balances above the thresholds set out in the Scheme for Financing Schools. The Scheme for Financing Schools sets out the financial arrangement between the local authority and the maintained schools. The scheme states that if a schools balance has exceeded the allowable surplus (8% of school budget share for nursery, primary and special, 5% for secondary) and allowing for commitments and any amounts assigned for a specific purpose then the local authority may deduct an amount equal to the excess balance.

Schools have recently submitted excess surplus balance plans detailing intended use.

5.3 Deficit balances

As at 31st March 2021, the movement on deficit balances in comparison with 2019/20 shows a decrease in the value of the deficit by £141k as follows:

2019-2020		2020-2021		Change in Year	
No of Schools	Value in £'000	No of Schools	Value in £'000	No of Schools	Value in £'000

7	-368	4	-227	3	-141
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In summary, the 4 deficit balances can be analysed as follows:

Number of Schools	Amount of Deficit
2	Up to £15,000
2	Above £50,001

Of the 7 schools that were previously identified to be in deficit, 3 have now entered a surplus balance position, 1 now has academy status with a deficit balance of £11k and 3 schools remain in deficit.

1 school that was previously in surplus has now entered a small deficit position. Meetings will take place between the school, Finance, HR and School Improvement Service colleagues to support them in developing their deficit recovery plans.

For all schools that are in a deficit position, individual 3 year budget recovery plans are in the process of being compiled. These will then be subject to formal review throughout the year.

7. Names and contact details

Vera Njegic
Principal Finance Officer (Schools Finance)
Tel: 01709 822042
email vera.njegic@rotherham.gov.uk

Neil Hardwick
Head of Finance CYPs
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Department
for Education

Education Recovery

**Support for early years settings, schools
and providers of 16-19 education**

June 2021

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Overview

This guidance provides information about the programmes and activities the Department for Education is funding to support education recovery and children and young people's wellbeing. This includes the recovery package announced in [June 2021](#) as well as existing programmes announced in [June 2020](#) and [February 2021](#).

There are programmes and activities for pupils and students of all ages, including with consideration to disadvantaged pupils and students and those with SEND.

It is for leaders and staff in:

- early years settings
- primary schools
- secondary schools (including sixth forms)
- providers of 16 to 19 education
- special schools, special post-16 providers and alternative provision
- infant, junior, middle, upper schools

Early years

Early Years - New training for EY staff to support education recovery for children in early years settings

The Government has made available up to £153 million of new funding for training for early years staff to support the very youngest children's learning and development.

Training programmes, and targeted additional whole setting support, will focus on key skills such as children's speech & language, and physical & emotional development. This significantly expands the staff development programmes we are delivering through the Professional Development Programme and the further announcement of funded training made by the Government in February 2021.

More details will follow in due course.

Hungry Little Minds

Tips and practical activities that parents can do at home with children from newborn to 5 years old to support their early learning.

Visit the [Hungry Little Minds website](#) for more information.

Nuffield Early Language Intervention (NELI)

State-funded schools with reception pupils can access the Nuffield Early Language Intervention (NELI) programme, for free, in the academic year 2021/2022.

Places will be allocated on a first come first served basis, with registration closing when all places have been offered or when the registration window closes on 30 July 2021.

Visit the [Nuffield Foundation website](#) for more information and to register through an online form.

Schools

Additional funding for schools: Catch-up premium

A one-off universal £650 million [catch-up premium](#) for the 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning. Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry any unspent funding forward to future academic years.

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

Additional funding for schools: Recovery Premium

The £302m Recovery Premium, which includes a fund to scale up proven approaches, is new one-off funding for state-funded schools in the 2021/22 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting the most disadvantaged pupils.

Guidance on the recovery premium, including per pupil rates, use of the funding and accountability requirements, will be published before the end of the summer term. School allocations will be published by December.

Holiday education: Summer schools

£200m funding for secondary schools to run summer schools in 2021. Read [Summer schools programme](#) for information and to sign up.

Tutoring in Schools

The National Tutoring Programme (NTP) is a government funded, sector-led initiative designed to support schools to address the impact of coronavirus (COVID-19) on pupils' progress and attainment.

We are increasing the scale of support provided to 5-16 year olds as part of the tuition package announced in June 2021. This includes £218m of new funding which will be directed to the Tuition Partner and Academic Mentor pillars of the NTP. This is in addition to the £215m already announced to be invested in the academic year 2021/22.

We are providing schools a range of tutoring approaches: both continuing our existing work with the NTP and offering a new complementary school-led approach, backed by £579m of funding, allowing schools to take on local tutors or use existing staff to supplement those employed through the existing NTP.

Read the [The National Tutoring Programme](#) guidance for more information on the current programme. Details of the expanded programme will follow.

High quality training for early career teachers and to access National Professional Qualifications

Following the June 2021 announcement, the Government has made available funding to provide 500,000 teacher training opportunities so teachers can access world-leading training and development, appropriate for whatever point they are at in their career. This will include reaching an additional 5,400 early career teachers and mentors this year on the funded provider-led programme for the Early Career Framework (ECF) reforms, bringing the total to over 25,000 people, as well as expanding the National Professional Qualification (NPQ) programme.

The ECF reforms provide a funded entitlement to a structured two-year package of high-quality professional development, which will be available to all new teachers. From September, we expect most schools to use a DfE funded training provider who will design and deliver a comprehensive programme of face-to-face and online training to meet the new statutory induction requirements that underpin the ECF reforms.

Read [Early Career Framework reforms](#) for information and to sign up.

Funding includes £184 million of new funding for middle- and late-career NPQs. The existing NPQs in Senior Leadership, Headship and Executive Leadership have also been refreshed and will begin to be delivered from September, underpinned by the latest and best evidence of what works. The current NPQ in Middle Leadership is being replaced with three new specialist NPQs for teachers and leaders who want to broaden and deepen their expertise in specialist areas: leading teacher development, leading behaviour and culture, and leading teaching. They are also available from this September.

Read [National Professional Qualifications](#) reforms for more information.

Continuous Professional Development (CPD) support for teachers

Mental wellbeing

[Mental wellbeing training module](#) to help subject leads and teachers understand what they should teach and improve their confidence in delivering mental wellbeing as part of the new curriculum.

STEM learning

Support for science teachers and tutors over the summer from early years to post-16.

- **New CPD courses to help with DfE-funded summer schools:** [Running a successful summer school](#) and [How to design your summer school](#).
- **Summer Schools for teachers:** [explore our courses](#) running through summer
- **Remote CPD for existing and aspiring tutors:** Sharpen your tutoring skills in [science](#)

National Centre for Computing Education (NCCE) CPD

[Teaching Computing Curriculum](#) contains everything to teach computing at key stages 1 to 4.

Curriculum resources: Oak National Academy

The Oak National Academy Summer Teacher Hub and Summer Classroom will provide free resources and lessons for both face-to-face summer schools and summer home-learning.

Visit the [Oak National Academy website](#) for more information.

Curriculum resources: Isaac Physics - Summer 2021

Free, topic-based physics learning support for GCSE students and schools.

See [Isaac Physics summer programmes](#) for more information.

Curriculum resources: Advanced Mathematics Support Programme (AMSP)

AMSP provides free online courses that support Year 11 students transition to level 3 study including:

- [Transition to A level mathematics course](#) to build confidence that they are ready to start A level Mathematics.
- [Core mathematics skills course](#) to revise the maths skills they will need for post 16 courses.

Curriculum resources: National Centre for Computing Education (NCCE)

[NCCE Diagnostic Assessments](#) to support teachers of GCSE computer science and KS3 computing.

16 to 19 education

16 to 19 Tuition Fund

We are extending the 16-19 Tuition Fund for a further two years for 16-19 year olds, into the 2023/24 academic year. The fund will continue to provide targeted small group tuition in English, mathematics and other subjects where learning has been disrupted because of the pandemic and is available to all 16-19 providers.

Read [16 to 19 funding: 16 to 19 tuition fund](#) for more information on the current programme (academic year 2020/21). Details for the forthcoming academic year will follow.

Repeat year for students due to complete their 16-19 education

We will be broadening our guidance to allow schools and colleges to offer more students who are due to complete their 16-19 education this year the opportunity to repeat up to one further year of study if they have been particularly badly affected by the pandemic. Further detail will be made available shortly regarding the funding of this offer.

Curriculum resources: Advanced Mathematics Support Programme (AMSP)

[Preparation for Higher Education mathematics course](#) is an online course, designed to help students revise some of the later content of A level Mathematics.

Curriculum resources: Isaac Physics - Summer 2021

Free, topic-based physics learning support for A level students and schools.

Visit [Isaac Physics summer programmes](#) for more information.

Curriculum resources: Isaac Computer Science

Free platform for students and teachers of A level Computer Science, containing full curriculum coverage for the AQA and OCR examination boards.

Visit [Isaac Computer Science](#) for more information.

Wellbeing and socialisation

The following free resources are designed to support pupil and teacher wellbeing, mental health and socialisation.

Mental Health and Wellbeing Support

We have announced a range of support to improve mental health and wellbeing in schools and colleges. This includes guidance on whole school and college approaches to mental health and wellbeing, funding for senior mental health leads training and funded support through the wellbeing for education recovery programme.

See [Mental health and wellbeing support in schools and colleges](#) for further information.

Holiday activities and food

Local authorities (LAs) are co-ordinating access to school holiday clubs. Access will be free for disadvantaged pupils and their families. LAs are encouraged to make places available for any children to pay to attend.

Read [Holiday activities and food programme](#) for more information.

Active Recovery Hub

Practical ideas from sports organisations to get young people moving throughout the day.

Visit the [Active Recovery Hub](#) website for more information.

Education Staff Wellbeing

The [Education Staff Wellbeing Charter](#) sets out the actions that government and other organisations, including Ofsted, will take to improve the wellbeing of staff in schools and colleges.

Reducing school workload

[Support and practical resources](#) are available for schools to help reduce school leader and teacher workload. These include the [school workload reduction toolkit](#) produced by school leaders, teachers and other sector experts alongside the Department for Education (DfE)

Support for children and young people who are disadvantaged, vulnerable and/or have Special Educational Needs and Disabilities (SEND)

We are committed to helping all pupils catch up lost as a result of the coronavirus (COVID-19) outbreak, including those who may be disadvantaged, vulnerable and/or have special educational needs or disabilities (SEND) who attend both mainstream and specialist settings.

Recovery programmes have been designed to allow early years, school and college leaders the flexibility to support those pupils most in need, including the most disadvantaged and vulnerable and those with SEND. For example:

- Recovery premium and school-led tutoring allocations will reflect disadvantage funding eligibility. Schools with more disadvantaged pupils will therefore receive larger allocations but will have flexibility to direct funding based on their assessment of needs.
- The expansion of our tutoring programmes will allow schools and colleges the flexibility to engage local tutors or staff members who are best able to support children with specific needs. Special and Alternative provision schools will receive additional funding to ensure these settings can provide 1:1 tutoring for their pupils. The 16-19 Tuition Fund allocations will also disproportionately benefit young people who are disadvantaged, including those who are vulnerable or who have special educational needs and disabilities.
- Special and alternative provision settings will also receive additional funding weightings for the Catch-up premium, Recovery premium, school-led tutoring and summer schools programmes. Eligible pupils attending special units within mainstream schools will also attract the higher funding rate.
- Free holiday club provision is available for children eligible for and in receipt of free school meals through the expansion of the Holiday Activities and Food programme.
- Oak National Academy offers specialist content for pupils with SEND. This covers Communication and Language, Numeracy, Creative Arts, Independent Living, Physical Development and Early Development Learning. Additionally, Oak offers therapy-based lessons and resources across occupational, physical, sensory integration and speech and language therapy. Visit [Specialist lessons - Oak National Academy \(thenational.academy\)](https://thenational.academy) for more information.

Further details can be found in specific programme guidance documents.



Department
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