

Rotherham Schools Forum

Venue: Bailey House, Rawmarsh Road, Rotherham.

Date: Friday, 22 January 2010
Time: 8.30 a.m.

A G E N D A

1. Introductions
2. Apologies for Absence.
3. Minutes of the Previous Meeting held on 11th December 2009 (Pages 1 - 6)
4. LSC Funding Update
5. Schools in Financial Difficulty Fund 2009/10
6. Building Schools for the Future (Pages 7 - 13)
7. Contract Leases - International Finance Reporting Standards (Pages 14 - 17)
8. Walking to School Initiatives Grant 2009-10 (Pages 18 - 21)
9. Teacher Traden Unions Facilitation Time
10. Maltby Academy Finance
11. Section 251 Financial Data Collection (Pages 22 - 25)
12. Schools Budgets 2010/11
13. Any Other Business
14. Date and Time of Next Meeting
- 19th March 2010, 8.30 am at Bailey House, Rawmarsh Road, Rotherham

**ROTHERHAM SCHOOLS FORUM
FRIDAY, 11TH DECEMBER, 2009**

Present:- Geoff Jackson (in the Chair); Val Broomhead, Jane Fearnley, Geoff Gillard, Margaret Hague, Lyndon Hall, Mick Hall, Ruth Johnson, Peter Leah, Philip Robins and Ann Wood

Also in attendance were Colin Allen, David Ashmore, Vera Njegic and Graham Sinclair.

63. APOLOGIES FOR ABSENCE.

Apologies for absence were received from Mr S Clayton, Mr M Firth, Mr P Hawkrigde, Mr J Henderson, Mr R Heritage, Ms A Jones, Miss C Kinsella, Mr D Sylvester and Councillor S Tweed.

64. MINUTES OF THE PREVIOUS MEETING HELD ON 9TH OCTOBER 2009

Agreed:- That the minutes of the previous meeting of the Rotherham Schools Forum held on 9th October 2009 be approved as a correct record.

65. BSF FUNDING

Graham Sinclair, Programme Director BSF gave an update in respect of the BSF Funding.

He reported that there were a number of related items which were linked to the BSF Funding which were:

- Each of the schemes built were funded through the Private Finance Initiative (PFI), because more than 70% of the schools would be newly built.
- The schemes were funded through PFI credits, with £80m being invested from BSF.
- Additional Capital funding came from the Council and Schools budgets
- Funding was required for facilities management which was currently included in schools budgets.

He advised that in the future there would be a gap in funding for these charges and it may be that the individual schools would be asked to pay additional money for these services. A letter had been prepared to send out to the schools concerned to gain their agreement to this prior to the outline business case being submitted. Without this agreement the treasury would not accept the outline business case.

He reported that there would be a new ICT service being introduced for the new schools and that work was currently ongoing with both primary

and secondary schools. It was that this service would be offered out to all schools by 2012. A group had been set up to look at the ICT output specification. The group still needed primary phase volunteers.

A query was raised about the provider for the management service and whether they would be an external provider. It was confirmed that they would be an external provider but that they would have experience of BSF.

A discussion ensued about whether all primary schools would have to agree to the new scheme before it went ahead. Although this would be preferred it was thought that it may not be necessary.

It was suggested that the current arrangement for primary schools was with RBT but included secondary schools also. If secondary schools were to move towards the BSF this would have an effect on the cost of the service from RBT to primary schools in that it may need to increase.

Graham reported that some funding was being made available for an early draw down in order to establish an equitable service and avoid creating a two tier output. It was anticipated that the learning portal would link in with VLEs and SIMS and instead of having 120 SIMS there would just be 1. It would enable all partners' data to be available and to give a single view of each child.

Agreed:- That the information be noted.

66. EARLY YEARS SINGLE FUNDING FORMULA - CONSULTATION FEEDBACK

David Ashmore gave an update on the position relating to the Early Years Single Funding Formula (EYSFF).

He reported that consultation had taken place with providers in respect of the development of the formula and the results were circulated to members.

He confirmed that a statement had been made by the Children's Minister the previous day which advised that the EYFFG could be deferred from implementation until 2011 if required. However those authorities who wished to proceed in April 2010 could do so. The recommendation of the Early Years Formula Funding Group (EYFFG) was that Rotherham should defer implementation until 2011.

Agreed:- That the information be received and the recommendation of the EYFFG to delay implementation until 2011 be supported.

67. FREE SCHOOL MEALS

Graham Sinclair, Programme Director BSF reported on the recent

decisions made to increase the amount charged to schools for free meals.

He confirmed that a decision had been made to maintain the cost of meals for those children paying at £1.70 for Primary Schools and £1.90 for Secondary Schools and to place an increase on the cost of a free meal from school to £1.80 for Primary Schools and £2.00 for Secondary Schools.

This had been done without giving a proper explanation to schools and for this he wished to apologise. It was suggested and agreed that all schools be formally written to in order to explain this decision.

Concerns were raised that schools with a high proportion of children obtaining free school meals would be subsidising those schools with a lower proportion and it was queried as to whether there was a fairer way to do this. A suggestion was made that any further exploration of this be undertaken after the criteria had been changed.

Agreed:- That the information be noted.

68. IMPROVING ECONOMIES AND EFFICIENCIES IN SCHOOLS ACTION PLAN

David Ashmore, Resources and Business Strategy Manager presented the submitted report in respect of the Audit Commission report "Valuable Lessons – Improving economy and efficiency in schools, which was published in July.

The report was the conclusion of Audit Commission research undertaken during the autumn term of 2008, which included documentary analysis, data collection and semi-structured interviews in a sample of 23 case study schools, in seven council areas.

Schools had received substantial real terms funding increases in the last ten years. The Audit Commission's focus was on the way this significant public resource was spent, as it was essential that it provided good value for money. This was even more important in the context of future public spending constraints.

The Audit Commission proposed that Councils had a role in three key areas of school support where the focus on economy and efficiency could be strengthened. These were:

- **Financial support**
- **Staffing and purchasing in schools**
- **Accountability for value for money**

The action plan attached to the report detailed what action RMBC proposed to take in respect of this which were:-

Financial Support

- Support schools to achieve FMSiS – that shows that a school is financially well managed. SFT supporting schools preparation and performance of the assessment (53 achieved to date, 28 assessments booked).
- Continue to encourage and advocate schools' use of DCSF national CFR benchmarking data as well as local benchmarking data provided by the Schools Finance Team.
- Undertake an analysis of staffing costs in each school and share findings with School Improvement Partners and National Challenge Advisers for school leadership dialogue and challenge.
- Encourage schools to use the Audit Commission tool to help schools cost workforce expenditure and compare this with performance.
- Engage SIPs in challenge to schools on surplus balances.

Staffing and Purchasing in Schools

- Liaise with DCSF Regional Education Procurement Centre (EPC) to identify quality assured providers of traded services in Y&H region and include on Rotherham's Portfolio of Services to schools.
- Undertake an analysis of schools spend on standard items.
- Engage RBT and DCSF (EPC) to support with more complex/high value procurement items i.e. photocopier leases.
- Demo of DCSF 'Open' system to LA undertaken
- Demo of DCSF 'Open' system to schools undertaken 19/11/2009 (47 schools attended)
- Pilot 'OPEN' system with schools
- Identify if DCSF 'Open' system offers enhanced opportunities.
- Raise awareness of Headteachers; Business Managers in schools.
- Consider pooled budgets in TRL vision.

Accountability for Value for Money

- Ensure that Internal Audit Challenge on VfM is sufficiently robust and recommendations reported through the LA and Governing Bodies, including any highlighted areas of best practice
- To review the flow of financial information to SIPs, ensuring it is fit for purpose under their new role definitions – summary reports.
- To raise awareness of specific budget issues through the Schools of Concern meeting (surpluses and deficits)
- To add qualitative school financial performance to existing benchmarking data
- Governor Support Service to review training package.

A discussion ensued and the following issues were raised:-

- It was felt that there was a need for governors to receive training. It was confirmed that training was ongoing on a 1:1 basis or by school. Anyone requiring training should make contact with Colin Allen or Vera Njegic.
- Concerns were raised about how reduced budgets would affect staffing. It was confirmed that both the current government had agreed to protect budgets for health and education. This had also been confirmed by the other political parties should changes be made to government.

Agreed:- That the Action Plan arising from the Audit Commission's recommendations be implemented.

69. DCSF 'OPEN' PROCUREMENT SYSTEM

Colin Allen, Senior Accountant (Schools Finance) circulated a document relating to the Online Procurement for Educational Needs (OPEN) Marketplace website.

OPEN Marketplace had been specifically designed for schools to make the buying of goods and services quicker, easier and simpler. It was being made available to schools across England in a phased approach through Local Authority areas.

The site would offer a Suite of Products:

- Market Place which has five key elements
 - An electronic marketplace with hosted catalogues and the ability to 'punch our' to external supplier websites
 - A facility which allows integration with existing finance and sales ordering processing systems
 - A facility for sending and receiving requests for quotation from suppliers
 - A data warehouse with secure access to all of your information that had passed through the system allow one to drill down and interrogate data
 - A supplier portal allowing approved suppliers to upload catalogues to a single point, receive orders and send invoices
- Free Text Requisitioning
- Request for Quotation

Colin confirmed that so far 37 schools had signed up for the system which was due to go live in January 2010.

It was suggested and agreed that a report be brought back to the meeting in six months to give an update on the progress of the system.

Agreed:- (1) That the information be noted.

(2) That a progress report be presented in six months time.

70. DATE AND TIME OF NEXT MEETING

Agreed:- That the next meeting be held on Friday 22nd January 2010 at 8.30 am at Bailey House, Rawmarsh Road, Rotherham.

ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS
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1.	Meeting:	Schools Forum
2.	Date:	22nd January, 2010
3.	Title:	Building Schools for the Future (Transforming Rotherham Learning) – Outline Business Case and Funding Commitments
4.	Directorate:	Children and Young People’s Services

5. Summary:

This report requests confirmation of the Schools Forum’s agreement to the contribution to the BSF capital expenditure; and seeks a further contribution to give a contingency for the project.

6. Recommendations:

It is recommended that the Schools Forum;

- (i) Confirms its agreement to the £2m contribution from the DSG to the capital expenditure in Phase 1 and;**
- (ii) Agree to underwrite a contingency element of up to £500k per annum, from the DSG, which would be used across both Phase 1 and Phase 2 of the project.**

7. Proposals and Details:

The Building Schools for the Future Project (Transforming Rotherham Learning) is now at the stage of submission of the Outline Business Case, targeted for 26th January, 2010. This follows the successful approval by Partnerships for Schools of our Strategy for Change Part 2 in October 2009.

Appendix A is the introduction to the OBC, which describes the key principles and objectives of the project, that is;

- We are all responsible for all Rotherham's Children and Young People.
- All Rotherham's learners will achieve; no one will be left behind.
- Learning is the core business: investment, policy and strategy must be driven by opportunities for learners.
- Learning Communities will be rooted in and responsible to the needs of local people.

The Project Scope is set out at Appendix B.

Currently, BSF investment is contributing £80m towards the scheme with a further £25.5m coming from Council and school sources;

- | | |
|--|--------|
| • School Budget Prudential Borrowing | £2m |
| • Council General Fund – Prudential Borrowing | £5m |
| • Supported Borrowing from 14-19 | £6.5m |
| • Devolved Formula Capital Grant | £2m |
| • Supported Borrowing from Schools Modernisation and Access Initiative | £3.5m |
| • Primary Capital Programme | £6.5m |
| • Total | £25.5m |

The Schools Forum is requested to confirm its agreement to the £2m Schools Budget Prudential Borrowing.

Additionally, the project is currently affordable but there is no contingency to support any variances to the programme. Typically, the Programme Director has seen between £500k and £1m per annum as a contingency element.

Schools Forum is requested to underwrite this element from the DSG and the Programme Director will report on its use, if any, to future Schools Forums. The contingency would be used for Phase 2 of the Project also.

8. Finance:

These have been described in the affordability part in section 7. To summarise, the OBC will secure a total of £92m BSF investment, consisting of the £80m BSF investment, the £8m ICT investment for the first Phase schools and the £4m ICT early drawdown for all schools.

9. Risks and Uncertainties:

Risks and uncertainties relate to the actual approval of the OBC. This may cause delay in the programme, if further work has to be undertaken to prove value for money, affordability and deliverability. There is also a risk relating to the future quantum of the DSG and the effect on school budgets of utilising any of the underwriting.

10. Policy and Performance Agenda Implications:

Transforming Rotherham Learning through Building Schools for the Future contributes to all of the main priorities in the Children and Young People's Plan, Corporate Plan and Community Strategy. It is key to raising standards of achievement for all of our young people throughout the borough.

11. Background Papers and Consultation:

OBC Guidance from DCSF and Partnerships for Schools
Schools Forum meetings of; 10th October, 2008, 5th December, 2008, 20th March, 2009, 9th October, 2009 and 11th December, 2009.

Contact Name: Graham Sinclair, Programme Director, Building Schools for the Future

Telephone; 01709 822648

Email; graham.sinclair@rotherham.gov.uk

Transforming Rotherham Learning Outline Business Case

Rotherham is an ambitious and highly effective metropolitan borough with clear and ambitious plans for the future that build upon our cultural heritage and diversity and a robust record of partnership, co-operation and collaboration. This BSF 'Transforming Rotherham Learning' Strategy for Change (SfC) Part 2 builds upon the very positive feedback from SfC 1 and the issues raised in the annex are addressed in this document. Appendix 1 itemises the issues and the relevant SfC 2 sections in which they are addressed.

The attached proposals have the full support of the Cabinet, Chief Executive and CYPS Strategic Director as well as the broad partnership of stakeholders. The council is committed to localisation, integration and personalisation as detailed in our Corporate Plans and Transforming Rotherham Learning reflects this. The welcome production of the white paper "21st Century Schools: A World-Class Education for Every Child" reflects Rotherham's commitment to further develop a 'Team around the Child' model to maximise the opportunities for earlier identification, intervention and prevention for vulnerable children, young people and 'stuck families'. Our Children and Young People's Plan that is being refreshed this year, based on a comprehensive audit of need, will highlight the importance of transformation of services for children, young people and their families in order to improve outcomes. The BSF 'flagship initiative will act as a catalyst to energise and enable a radical reshaping of learning across the Borough contributing significantly to the community regeneration already underway.

Throughout the BSF process we have consistently applied the key principles of Transforming Rotherham Learning:

- We are all responsible for all Rotherham's children and young people.
- All Rotherham learners will achieve; no one will be left behind.
- Learning is the core business: investment, policy and strategy must be driven by opportunities for learners.
- Learning communities will be rooted in and responsive to the needs of local people.

The consultation feedback identified 4 main determinants for the underperformance of children and young people over time;

- The failure to acquire language early
- Underdeveloped literacy skills
- Inadequate provision for vulnerable learners
- 'Stuck' families

The collective response to these principles and findings centre upon developing **16 Learning Communities** across the Borough that will provide coherent and progressive pathways for each and every learner. Building upon our best practice from innovative Integrated Services Pathfinder Projects, our ambition is for each LC to fully embrace our strategy for children, young people and families, extended, life-long learning and the development of integrated and co-located services. They will utilise new and emerging

learner friendly technologies to transform the way in which learning is delivered. We will integrate the primary capital programme and developments such as 'Inspire Rotherham' to provide added impetus to this critical endeavour.

In accordance with our stated principles, all of the learning communities will be challenged to build a partnership that better connects primary, secondary and special schools with children's centres, colleges, other providers and users to ensure our broad outcomes are delivered in a local context. Life chances will be transformed by determining partnerships designed to enable early intervention, improve literacy and numeracy and forge integrated approaches to moving 'stuck' children and families.

The SEN Specialist Schools programme and BSF will be vital elements in these partnerships, building both capacity and co-located learning environments. This approach will provide a continuum of provision extending from a child and family's local primary or secondary school, to an enhanced provision within the local area, and to a specialist facility within the Local Authority. The outcomes of this element of TRL will include improved parental preference, a more cohesive and tolerant community, improved student outcomes and post 16 progression rates and reduced permanent exclusions. Through these and allied developments we are determined to:

- Ensure our Learning Communities are places where people want to work and learn, providing greater personalisation, choice and personalised learning spaces designed to raise levels of attainment and engagement at all ages
- Create a seamless 0-19 learning pathway with more effective and engaging transition programmes, including those to Higher Education. Our aspiration is to enable 100% positive progression.
- Support parents, schools and communities to raise aspirations, particularly in areas of deeply embedded disadvantage
- Provide for comprehensive, integrated childcare and education with local delivery points for inter-agency family support ensuring success for all of our learners including the most vulnerable
- Encourage more local people to become involved in learning, reducing numbers of working age adults lacking essential skills and improving employability.
- Develop comprehensive sport, leisure and community learning provision
Reflect and develop the use of cutting edge technologies in all of this provision.

APPENDIX B

Project Scope

The Project Scope remains the same as set out in SfC 2. It is the intention of the Council to form a Local Education Partnership (LEP) to deliver its BSF Programme and, subject to the approval of this Outline Business Case (OBC), will procure a LEP partner from the private sector to deliver partnering services. The majority of the services will be offered exclusively to the LEP, and, subject to its satisfactory performance, additional services may also be offered. The following tables describe the progress against Remit and SfC 2 comments made by DCSF and PfS colleagues.

Proposed LEP Exclusivity for all BSF Schools and directly related work

The LEP will provide the construction and, where they are PFI schools, the future hard and some soft Facilities Management (FM) Services. These will include the first and second phases of the school project.

- Phase 1 (the subject of this OBC)
All to be delivered through the Private Finance Initiative (PFI)

Aston Comprehensive School (sample)
Maltby Academy (sample as part of Maltby Campus)
Hilltop Special School (sample as part of Maltby Campus)
Maltby Lilly Hall Primary School (sample as part of Maltby Campus and funded through the Primary Capital Programme)
Swinton Community School
Oakwood Technology College
St. Pius X Catholic High School
Milton Special School (ICT only)
Abbey Special School (ICT only)
- Phase 2 (funding subject to future decisions by PfS and the DCSF)

Brinsworth Comprehensive School
Kelford Special School (to be co-located with Brinsworth)
St. Bernard's Catholic High School
Rawmarsh Community School
Dinnington Comprehensive School
Wales High School
Willows Special School (ICT only)

Brinsworth, Kelford and St. Bernard's will be delivered through PFI and Rawmarsh, Dinnington and Wales will be 'design and build'.
- Hard FM Services – reactive, lifecycle and planned preventative maintenance for PFI schools.
- Soft FM Services – caretaking, grounds maintenance, and security. It should be noted that catering will be delivered either by the Council's School Meals Service or the

schools' own private partners. (Cleaning will be delivered by the Council's own Facilities Services Organisation, subject to this being accepted by PfS through this OBC).

- Managed ICT Service: this will cover all secondary and special schools, with the timing of delivery to be agreed with the LEP partner.

Proposals for potential additional work to be offered to the LEP

- Phase 3 (funding subject to future decisions by PfS and the DCSF).

These are the existing PFI schools and 1 ICT only special school. It is recognised that there will need to be agreement between the LEP and the Council's Schools PFI partner, Balfour Beatty (Transform Schools (Rotherham) Ltd.) as to how work should be carried out. Balfour Beatty are willing to do this and will be the subject of further discussions with the preferred LEP partner before Financial Close.

Clifton Community School
Thrybergh School
Winterhill School
Wingfield Business and Enterprise College
Wath Comprehensive
Wickersley School and Sports College
Newman Special School (ICT only)

- Primary Capital Programme Projects
- Hard FM services for Design and Build Schools
- Soft FM services for Design and Build Schools
- Co-located services with other agencies, such as the NHS. This is planned, particularly for Dinnington Secondary School in Phase 2.

Community Engagement and 3rd Party Letting

The council and schools have agreed that the promotion of 3rd Party Lettings will be through the model of the current Building Learning Communities Ltd. This is a 'not for profit' Company, where all income is directed in maintaining and improving community engagement across the current PFI schools. This model will either be a new company with the LEP Partner or an expansion of the current model.

International Financial Reporting Standards (IFRS)

As part of the transition to IFRS, the council has to carryout a review of all contracts and arrangements which may or may not be in a legal form against the requirements of IFRIC (International Financial Reporting Interpretations Committee) 4 'Arrangements which may contain a lease' and IAS (International Accounting Standard) 17 'Leases' to determine whether a contract / arrangement contains a lease arrangement.

It is necessary to compile a Contract Register which identifies the following required criteria:

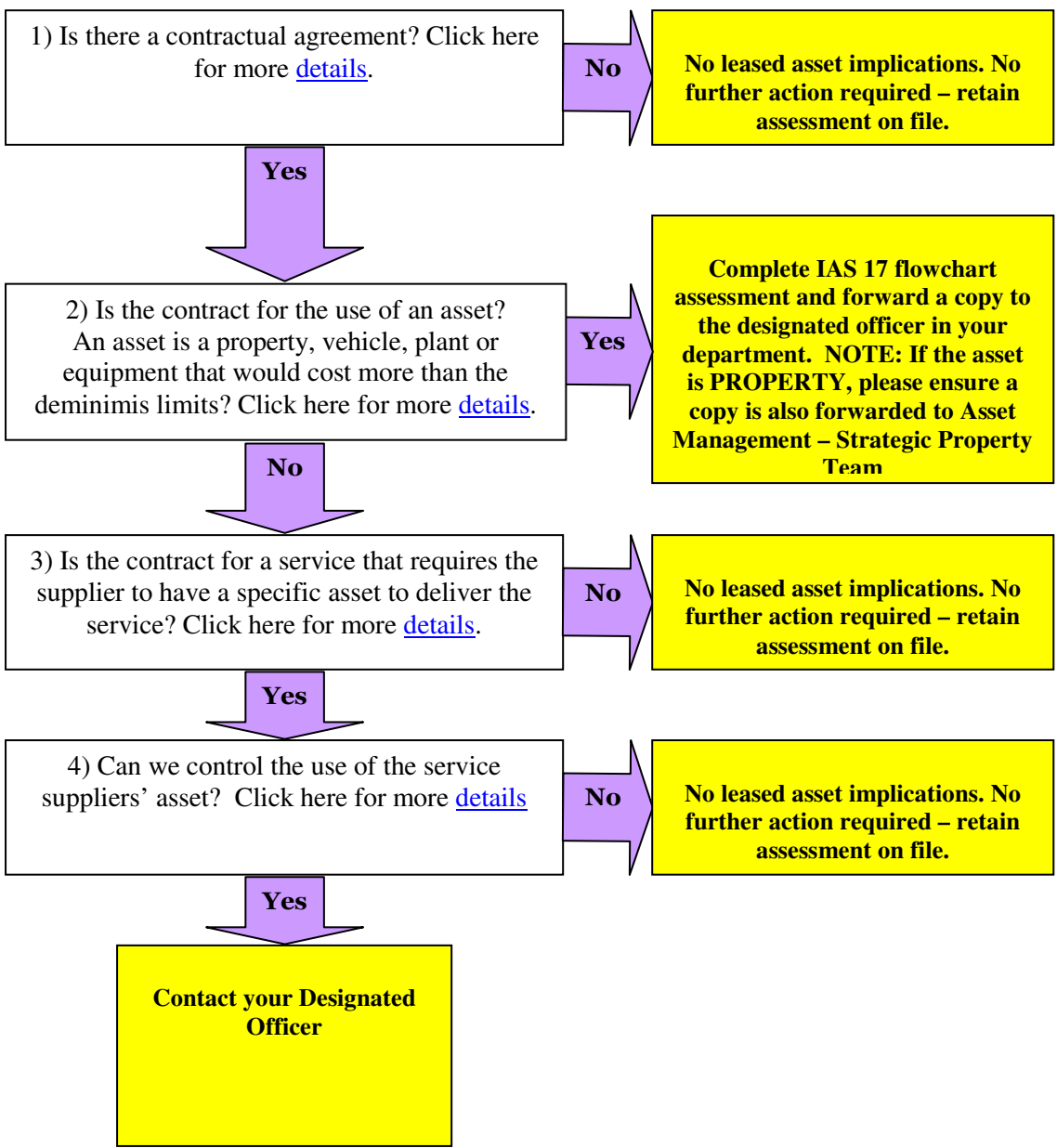
									OFFICER DETAILS				CONTRACTOR DETAILS
Contract Title	Start Date (dd/mm/yyyy)	End Date (dd/mm/yyyy)	Option to Extend (Yes / No)	Avail. Extension (months)	Extension Taken (Yes / No)	Est. Annual Value	Est. Total Contract value	Contract Reference	Name	Telephone	Email	Department	Company

An example of where there could be such a contract / lease is 'rental of school equipment' or 'IT equipment'.

RMBC

Flow chart to determine whether an arrangement is, or contains, a lease – IFRIC 4

For each contract identified, the answers to the questions 1 to 4 need to be summarised on the spreadsheet proforma, which is forwarded to Accountancy.



Assessed by.....
 Date:.....

 Details entered in summary spreadsheet – Yes?

Details

Is there a lease?

Is there a contractual agreement?

A contractual relationship exists when two or more parties have made an agreement that has clear economic consequences (usually financial) that the parties have little, if any, discretion to avoid, usually because the agreement is enforceable at law. Contracts may take a variety of forms and need not be in writing.

Is the contract for the use of an asset that would cost more than the Authority's deminimis limits?

If the contract gives the Council the right to use an asset, that if we bought it outright would be added to the Balance Sheet because it costs more than the deminimis limits:

- Property (including just rooms within a property – no deminimis, all considered).
- Plant & Equipment – cost more than £5,000
- Vehicles – cost more than £10,000

Then the asset needs to be assessed to decide whether it should be treated as an operating or finance leased asset using a second flowchart, the answers to which should be found in the contract terms and conditions. Valuation and Estates can assist with the assessment of any property that is leased.

Is there the use of a specific asset?

Where an agreement is not for the direct use of an asset, but for a product or service that requires a specific asset to be used by the supplier to deliver it, and it is not economically feasible or practicable for the supplier to fulfil its obligations through the use of an alternative asset, this is when there is use of a specific asset (answer yes to the question).

An example might be that if the firm who supplies our wheelie bins had to obtain a specialised machine to produce them, then the specialised machine would be the specific asset, because the supplier could not economically or practically fulfil the contract with any other asset.

If an asset is explicitly identified in an arrangement, it is not the subject of a lease if fulfilment of the arrangement is not dependent on the use of the specified asset (answer no to the question).

A warranty obligation that permits or requires the substitution of the same or similar assets when the specified asset is not operating properly does not rule out lease treatment.

Can we control the use of the service suppliers' asset?

An arrangement conveys the right to use an asset if the arrangement conveys to the lessee the right to control the use of the asset. This is the case if any one of the following conditions are met:

1. We have the ability or right to operate the asset, or direct others to operate the asset in a manner we determine while obtaining or controlling a significant amount of the output of the asset;
2. We have the ability or right to control physical access to the underlying asset while obtaining or controlling a significant amount of the output of the asset;
3. It is unlikely that anyone other than RMBC will take a significant amount of the assets output during the arrangement, and the price we pay for it is not fixed per unit of output nor equal to the current market price per unit of output.

In terms of the above wheeled bin example, if we stipulated that the supplier could not use the specialised machine to produce bins for any other organisation without our agreement, and we obtained all or most of the output from the machine, this would indicate that we had the right to use the asset.

30 November 2009

To: Chief Executives of Local Authorities
in England that have the function of a
Local Education Authority

Dear Chief Executive

Payment of Walking to School Initiatives Grant under Section 31 of the Local Government Act 2003

On 26 March 2007 we wrote to you about the Walking to School Initiatives Grant, a new grant that the Department for Transport (DfT) would be paying to local authorities under Section 31 of the Local Government Act 2003 for the next three financial years. The purpose of the grant is to provide support to schools that have made a commitment to reducing car use and increasing walking for journeys to school.

Schools that were awarded funding for 2007-08 had to demonstrate that they had saved the required number of car trips and had a reasonable expectation of continuing to do so, in order to be entitled to further funding in 2008-09 and 2009-10. I am now writing to let you have details of schools that satisfied those criteria and are therefore entitled to receive funding in 2009-10

Details of the grant and payment to local authorities

The Walking to School Initiatives Grant is a specific formula grant intended to provide support to schools that have set up a 'walking bus' or other walking initiative to encourage more children to walk to school and have saved the required number of car trips. The grant is being allocated to local authorities on the basis of the number of schools in their area that have done this.

The grant will this year be paid to local authorities by the Department for Transport rather than by the Department for Children, Schools and Families as in previous years. It is being paid as Walking to School Initiatives Grant and should reach local authorities on 2 December. Would you please arrange for it to be passed on to schools as soon as possible after that date.

The payments are being made as part of the joint DfT/DCSF *Travelling to School* project to reduce car use for journeys to school. DfT is providing the money and is working closely with DCSF and the Department for Health (DH) to integrate 'walking buses' and other walking initiatives into the Healthy Schools Initiative and promote a healthier lifestyle.

Although the grant is being paid as Section 31 grant and, as such, is non ring-fenced, you are strongly encouraged to allocate the funding to the schools that have made the required commitment to reducing car use and increasing walking. The scheme has been very enthusiastically received by most schools and local authorities, and school travel advisers in local authorities have been involved in deciding which schools should receive the funding. We have already told schools that are considered to have met the criteria for continued funding.

The overall grant allocation to be paid to your local authority is shown at Annex A of the attached Grant Determination and a list of schools in your area that should receive funding in order to enable them to continue to deliver the required outcomes is also attached.

Background

Walking buses, and walking to school generally, have several advantages. Walking improves child health. Some teachers have told us they find that children who walk to school are better able to concentrate, and therefore better able to learn, when they get there. Walking buses can reduce, and can even solve, parking problems around schools. They also provide an opportunity for children to learn road safety skills, and help to combat climate change.

DfT and DCSF therefore announced a scheme to provide grants of £1,000 a year for three years to state-funded primary schools in England that wanted to set up a walking bus, with smaller grants of £500 a year for schools wanting to set up an alternative walking initiative. State-funded primary schools (and state-funded middle deemed primary schools) and non-maintained special schools in England were eligible, but other independent schools were not.

In order to receive the £1,000 grant for the first year, the school's head teacher was required to have a reasonable expectation that a 'walking bus' would save an extra five return car trips per day, on average over the whole year. An extra five return car trips per day was required, as this was the number required to demonstrate sufficient health, congestion and climate change benefits to make the scheme high value for money. Schools applying for smaller grants of £500 a year to set up an alternative walking initiative were required to save an extra two and a half return car trips a day.

To receive the grant in the second and third years, the school needed to provide evidence that these car trips had been saved (ie details of previous mode of travel and how many pupils actually walked each day) and that they had a reasonable expectation that this would continue.

The trips required to be saved is the minimum needed to ensure that the value of the environmental, health and other benefits is at least twice the cost and thus represents high value for money in accordance with our published guidance.

If you have any queries, please contact Ruth Fagan on 020 7944 3481 or email Ruth.fagan@dft.gsi.gov.uk,

Copies of this letter are being sent to the contacts in your authority who helped assess whether or not the schools were eligible. We are grateful to them for their help and also to school travel advisers in your authority (some of whom acted as these contacts) for their continued work in improving the sustainability of travel to school.

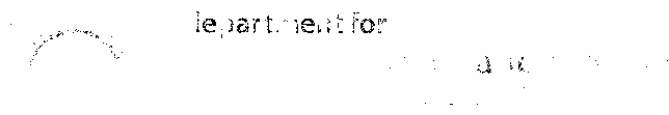
Yours faithfully,

Matthew

Jessica Matthew
Deputy Director, Cycling and Sustainable Travel

GOR	Local Authority	Grant	School Number	School Name
Yorks & Humb	Rotherham	£ 1,000	3722063	Maltby Craggs Infant School
Yorks & Humb	Rotherham	£ 1,000	3722100	Aston Springwood Primary
Yorks & Humb	Rotherham	£ 1,000	3722116	Catcliffe Primary School
Yorks & Humb	Rotherham	£ 1,000	3723328	Thrybergh Fullerton C of E Primary School.
Yorks & Humb	Rotherham	£ 1,000	3723335	St Mary's Catholic Primary School (Maltby)
Yorks & Humb	Rotherham	£ 500	3722055	BRINSWORTH MANOR INFANT SCHOOL
Yorks & Humb	Rotherham	£ 500	3722088	Dalton Foljambe Primary
Yorks & Humb	Rotherham	£ 500	3722111	Whiston Worrygoose J & I School
Yorks & Humb	Rotherham	£ 500	3722122	Aughton Primary School
Yorks & Humb	Rotherham	£ 500	3723338	Dinnington St Joseph's

Total Grant Payable £ 7,500



Department for
Children, Schools and Families
100 Whitehall
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Directors of Children's Services and
and Finance Officers
plus those other interested bodies listed
in the attached circulation list

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15 December 2009

Dear Colleague

Section 251: Financial Data collection of education and children's social services budget information 2010-11

1. The Apprenticeships, Skills, Children and Learning Act 2009 received Royal Assent on Thursday, 12 November. The Secretary of State's powers under which he can collect information about local authority planned and actual spend on its education and children's social services functions is contained in section 251 (sections 252 and 253 are also relevant). A PDF copy of the Act is attached.
2. It is a statutory duty that LAs must prepare and publish their budget statements as and when prescribed in the administrative Direction issued by the Secretary of State for Children's Schools and Families. A copy of that Direction will be placed on the 's52' website on 12th January 2010 when it comes into force.
3. This letter accompanies the proposed tables and guidance for the financial data collection for Budget 2010-11. Comments on these proposals should reach me by **Friday, 22 January** at the very latest. If you wish to make comments sooner I would be more than happy to receive them. Please accept our apologies for the lateness in circulating the proposals. This was as a result of the Ministerial decision to delay the implementation of the Early Years Single Funding Formula (EYSFF).
4. Although the EYSFF is to be delayed, you will see that we have made a number of changes to capture information from Pilot LAs, who are already running an EYSFF. We have also made provision for those LAs who will be commencing the single funding formula as pathfinders in 2010. **The pathfinder LAs are those that apply to the Department to implement the EYSFF from April 2010 and have confirmation from the Department (in February 2010) that they have been accepted and that certain regulations have been disapplied.** We are also planning to collect information about deprivation funding.

5. Changes have been made to all of the tables. We will be placing on the 's52' website in the next day or so a detailed map of those changes. In the meantime, you will wish to note that we have introduced a new table 3c for pilot and pathfinder LAs. There are consequential changes made to table 4 which as you know LAs are required to complete with details of every formula factor. Table 4 is used to enable each school to relate its own budget share back to the items set out in this part. LAs are asked to include a complete list of all the factors and values in their formula and details of the funds allocated across all schools according to each factor. We have reworked the flow of the table 4 to make it easier for completion but in essence it is asking for information previously asked for. There are two table 4s: one for LAs not implementing EYSFF and the other for EYSFF pilots or pathfinders.

6. I would like to flag up here that the Financial Monitoring Team will be pursuing a more robust line in obtaining completed and meaningful table 4s during the next round of information gathering.

7. It is important that when you come to complete your workbooks you read carefully the accompanying guidance. It is also important that discussions are held with your formula funding colleagues and any others with day-to-day responsibility for a particular area.

It is essential to read the guidance alongside all of the tables

Children's centres: 2011-12

8. Apart from receiving your comments on the tables and the guidance for the next data collection, we have some specific questions in relation to the inclusion of children's centres in 2011-12 data collection. You will know that Sure Start Children's Centres are becoming a universal service for young children and their families. By 2010 there will be at least 3,500 children's centres – one for every community. Through the ASCL Act, local authorities will have a statutory duty to secure sufficient children's centres to meet local need. LAs will also have a duty to consider providing services through children's centres. Funding for children's centres is principally provided through the Sure Start, Early Years and Childcare Grant (SSEYCG), although other revenue or services are contributed by for example Primary Care Trusts and Job Centre Plus. In order to better understand the patterns of spending on and by Children's Centres at local authority level, we are considering collecting information on LA spending on Children's Centres in the Section 251 return for the 2011-12 data collection.

9. There is much diversity in children's centre delivery models – so we would like to get your views on the following:

- a) recording of information on children's centres in Section 251
 - is Section 251 the right way to collect this data?
 - would it impose an unreasonable additional burden on local authorities?
 - how would you view this change if the funding of children's centres through the SSEYCG was given more or less flexibility?
 - are there other / better alternatives to collecting this data?

b) possible spending categories suggested in the Annex below:

- are these the right categories?
- are any categories missing?
- would other categories be more useful for you or easier for you to report on? (eg categorising by type of service: childcare, outreach, health etc)
- would it be better to collect the detail in an annex in the s251 workbook?
- do these categories allow you to capture spending on Children's Centres that comes from other funding sources than the Sure Start Grant?

Please return your views to the Department by 22 January 2010 and they will be used to inform the inclusion of Children's Centres into Section 251 for the 2011-12 data collection.

Data collection

10 As in previous years, the Department will be providing the electronic templates – contained in a single Excel workbook. Completed workbooks for Budget should reach the Secretary of State by the 31st March 2010.

Further information and comments

11. Further details about the Budget collection will be sent nearer the time of issuing the workbook. Information about this data collection including archived data, and archived workbooks and guidance can be found on the 's52' website. The website address is:

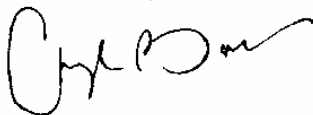
<http://www.dcsf.gov.uk/everychildmatters/strategy/financeandfunding/informationforlocalauthorities/section52/section52/>

Follow-up enquiries

12. Enquiries about any matter raised in this letter should be directed to me or your usual contact in the Financial Monitoring Team. It would be helpful if this could be done via email.

Copies of this letter and the proposed version of the Budget workbooks and guidance will be placed on the 's52' website.

Yours sincerely



Cheryl Bailey
Financial Monitoring Team
School Funding and Technologies Unit
School Resources Group

Annex

Possible new sub section and lines in section 251 data collection for 2011-12

X Children's Centres

Revenue allocated to children's centres:

- x.x.x Employee costs – staff based in Children's Centres
- x.x.x.x - Teachers (POSSIBLE MEMO LINE)
- x.x.x.x - Childcare staff (POSSIBLE MEMO LINE)
- x.x.x.x - Family support/ outreach staff (POSSIBLE MEMO LINE)
- x.x.x.x - Support Staff (POSSIBLE MEMO LINE)
- x.x.x.x - Management and leadership
- x.x.x.x - Other (POSSIBLE MEMO LINE)

- x.x.x Premises
- x.x.x Transport (eg staff travel)
- x.x.x Supplies and services
- x.x.x Commissioned services (eg health authority, voluntary organisations)
- x.x.x Support Services/Management costs

- x.x. **Revenue allocated to central LA service contracts**

- x.x. **Direct Children's Centres overhead costs incurred at LA level**

- x.x. **Revenue contributed by Trust partners** (eg health visitors and/or Jobcentre Plus)

- x.x.x **Total children's centres revenue**