

## **CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES**

**Venue: Bailey House, Rawmarsh Road, Rotherham**

**Date: Wednesday, 10 March 2010**

**Time: 8.45 a.m.**

### **A G E N D A**

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Apologies for Absence
4. Minutes of the previous meeting held on 24th February, 2010 (copy attached) (Pages 1 - 4)
5. Machinery of Governance Update (copy attached) (Pages 5 - 35)

**Karen Borthwick, report author**

6. Local Authority Business Growth Incentives (LABGI) Allocations for the Looked After Children Council and the Looked After Children Trust (report attached) (Pages 36 - 39)

**Sue May, report author**

7. Children and Young People's Services - Revenue Budget Monitoring Report 2009/2010 (copy attached) (Pages 40 - 47)

**Joanne Robertson, report author**

8. Children and Young People's Services - Capital Budget Monitoring Report 2009/2010 (copy attached) (Pages 48 - 51)

**Joanne Robertson, report author**

9. GCSE Examination Results (Key Stage 4) 2009 (report attached) (Pages 52 - 61)

**David Light, report author**

10. Allocation of Funding to Schools and Colleges 2010/11 (report attached) (Pages 62 - 72)

**Karen Borthwick, report author**

11. Minutes of a meeting of the Building Schools for the Future Project Board held on 23rd February, 2010 (copy attached) (Pages 73 - 74)

**Date of Next Meeting:-  
Wednesday, 24 March 2010**

**Membership:-  
Cabinet Member:- Councillor S. Wright  
Councillors Havenhand, Senior Advisor, Currie and Tweed, Advisors**

**CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE'S SERVICES  
Wednesday, 24th February, 2010**

Present:- Councillor S. Wright (in the Chair); Councillors Currie, Havenhand and Tweed.

**D125. MINUTES OF THE PREVIOUS MEETING HELD ON 10TH FEBRUARY, 2010**

Resolved:- That the minutes of the previous meeting held on 10<sup>th</sup> February, 2010 be approved as a correct record.

**D126. MINUTES OF A MEETING OF THE CHILDREN'S BOARD HELD ON 3RD FEBRUARY, 2010**

Resolved:- That the contents of the minutes of the meeting of the Children's Board held on 3<sup>rd</sup> February, 2010 be noted.

**D127. FUNDING ARRANGEMENTS FOR YOUTH OFFENDING SERVICES**

Consideration was given to a report presented by the Youth Offending Services Manager concerning the funding of Youth Offending Services. The report stated that the Youth Justice Board had not, to date, given an indication of the level of grant funding for these Services in 2010/11. Discussion took place on the implications of any reduction in this funding and the preparatory actions the Council needed to consider in response.

Resolved:- (1) That the report be received and its contents noted.

(2) That the Cabinet Member and Advisers for Children and Young People's Services be informed, in due course, of the Youth Justice Board's decision on grant funding for 2010/11.

**D128. CHILDREN AND YOUNG PEOPLE'S SERVICES - NOTICE TO IMPROVE - PROGRESS UPDATE**

Further to Minute No. D108 of the meeting of the Cabinet Member and Advisers for Children and Young People's Services held on 20th January, 2010, consideration was given to a report presented by the Strategic Director of Children and Young People's Services concerning the Children and Young People's Services' Improvement Plan summary. Members noted that detailed regular monitoring continues to take place against a number of actions across several themes. The report had also been submitted to the Improvement Panel, chaired by the Council's Chief Executive.

The report provided an overview of the progress made since the Minister of State's Notice to Improve was received and identified areas of good performance and key risks to meeting the stretching targets set for the Council and its strategic partners.

Members were informed that:-

(i) performance against all three of the social work Reference, Initial and Core Assessment national indicators has improved since the Notice to Improve was agreed; further work is being carried out to increase performance levels;

(ii) as at Quarter 2 (2009/10), 70% of the Children and Young People's Services' related Local Area Agreement 2008-2011 targets had improved from their baseline positions when the Local Area Agreement was agreed; and

(iii) the Council is currently working with the Department for Children, Schools and Families on a plan which addresses performance across primary schools, with a particular focus on addressing the performance of schools below the floor targets.

Resolved:- (1) That the report be received and its contents noted.

(2) That the progress being made against the targets set in the Notice to Improve be welcomed.

(3) That further progress reports continue to be submitted to the Cabinet Member and Advisers for Children and Young People's Services.

**D129. CHILDREN AND YOUNG PEOPLE'S SERVICES - PERFORMANCE INDICATOR QUARTER 3 REPORT - 2009/2010**

Consideration was given to a report presented by the Performance Manager outlining the performance of the Children and Young People's Services' Directorate at the end of the third quarter 2009/10 (December 2009). The report provided analysis against targets, direction of travel against previous performance and, where possible, comparisons with the statistical neighbour local authorities and national data.

Members noted the positive direction of travel across all themes, with 66% of indicators improving or maintaining top performance since the previous report. Actions were being taken to improve those indicators currently not meeting target.

Resolved:- (1) That the report be received and its contents noted.

(2) That the Performance Report and the accompanying Assessment and performance table be received and the performance noted.

(3) That the recommendations regarding performance clinics be approved.

(4) That the report be submitted to the Children's Board.

**D130. AUDIT COMMISSION SCHOOL SURVEY 2009**

Consideration was given to a report presented by the Director of Resources, Planning and Performance, concerning the School Survey, a collaborative tool developed by the Audit Commission in partnership with Ofsted, local authorities and with Headteacher and School Governor Associations. The report stated that the survey is confidential and aims to collect information on views of the services and support provided or procured for schools, children and young people in Rotherham. The survey encompassed the whole Council, not only education services.

Included within the report and appendices were the Rotherham schools' responses to the questions in the 'core' survey, which covered six areas:-

being healthy;	making a positive contribution;
staying safe;	achieving economic wellbeing;
enjoying and achieving;	service management.

It was noted that the survey had been conducted online during a six weeks' period during the Summer term, 2009 and the overall picture for 2009 was very positive compared to the previous year.

Resolved:- That the report be received and its contents noted.

**D131. EXCLUSION OF THE PRESS AND PUBLIC**

Resolved:- That, under Section 100A(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in those paragraphs, indicated below, of Part 1 of Schedule 12A to the Local Government Act 1972 as amended.

**D132. AMALGAMATION OF MALTBY CRAGS INFANT SCHOOL AND  
MALTBY CRAGS JUNIOR SCHOOL - CONSULTATION**

Consideration was given to a report presented by the School Organisation, Planning and Development Manager concerning the Council's proposal to consult on the amalgamation of the Maltby Crags Infant School and the Maltby Crags Junior School. The report stated that the amalgamation would be achieved by the closure of the Junior School and the change of age range of the Infant School from 3 - 7 years to 3 – 11 years. The new School would have 420 places (Reception to Year 6) with a Nursery Unit of up to 78 places, which is the same as the combined number of the two existing schools and an admission number of 60 pupils. It was proposed that the amalgamation would take effect at the beginning of the 2010/2011 academic year in September, 2010.

Resolved:- (1) That the report be received and its contents noted.

(2) That a pre-statutory consultation take place on the proposal to

amalgamate the Maltby Craggs Infant School and the Maltby Craggs Junior School, as described and in accordance with timetable contained in the report now submitted.

(3) That a further report, detailing the outcome of the consultation process, be submitted to a future meeting of the Cabinet Member and Advisers for Children and Young People's Services.

(Exempt under Paragraph 3 of the Act – information relating to financial or business affairs)

**D133. FINANCIAL ASSISTANCE FOLLOWING THE ADOPTION OF A CHILD**

Consideration was given to a report presented by the Strategic Director of Children and Young People's Services concerning an application from a couple who are approved foster carers, for financial assistance from the Council towards the costs of looking after a child whom they have now adopted. The application was being and considered in accordance with the provisions of the Adoption Support Services (Local Authority) (England) Regulations 2003.

Resolved:- (1) That the report be received and its contents noted.

(2) That the application be approved and financial support be provided to the adopters as detailed in the report now submitted.

(Exempt under Paragraph 2 of the Act – information which is likely to reveal the identity of an individual)

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Cabinet Member and Advisers – Children and Young People’s Services</b>
<b>2.</b>	<b>Date:</b>	<b>Wednesday 10<sup>th</sup> March 2010</b>
<b>3.</b>	<b>Title:</b>	<b>Machinery of Governance – Update</b>
<b>4.</b>	<b>Directorate:</b>	<b>Children and Young People’s Services</b>

**5. Summary:**

The Apprenticeships, Skills, Children and Learning Act becomes operational on 1st April 2010 and will bring about the most radical change in post-16 learning for almost a decade. It will:

- dissolve the Learning and Skills Council (LSC) and place upon local authorities (LA) a new duty to secure sufficient, suitable education and training provision for all resident 16-19 year olds, 16-25 year olds who have learning difficulties and disabilities (LDD) and young people in young offender institutions
- establish the Young People's Learning Agency (YPLA) that will have responsibility for funding 16-19 education and training, and for overseeing the allocation of post-16 resources to Academies
- create a Skills Funding Agency that will have overall responsibility for the performance and resourcing of Further Education (FE) colleges and, through the new National Apprenticeship Service (NAS), for securing sufficient apprenticeships, for all young people who are suitably qualified and who want one
- recognise, for the first time, Sixth Form Colleges as a distinct legal category and make them the responsibility of the LA

**6. Recommendations:**

**The Cabinet Member is asked to:**

- **note the transfer of 16-19 responsibilities from the LSC to the LA**
- **endorse the preparations being made by officers for the adoption of these new responsibilities and commissioning powers**
- **agree that the Strategic Director, Children and Young People Services will draw down funds from the YPLA for the purposes detailed in this report.**

## 7. Proposals and Details:

These legislative changes are the final piece in a programme of reforms that confer on LAs the responsibility for all aspects of the learning, development and care of children and young people 0-19.

The assumption of its new 16-19 powers provides an opportunity for Rotherham Borough Council to create a learning system that:

- is more responsive to the needs of individual post-16 learners, particularly the most vulnerable, those most likely to disengage from learning and the least well qualified
- improves choice for young people, parents and carers so that learners have the opportunity to study in school, in FE, or with other providers or employers
- shapes learning provision to better meet the needs of employers and those sectors of the local economy that are central to the economic transformation of the city, including an expansion of apprenticeships
- places a premium on high quality provision capable of driving up post-16 participation and achievement
- encourages innovative delivery and inspirational teaching so that all young people in the borough see the relevance of learning and are motivated to remain in education and training beyond the age of 16.

Rotherham Borough Council and its partners in the delivery of 16-19 learning are confident that they will be well placed to meet the challenges associated with:

- the raising of the age of participation in education and training to 18, which comes into force in 2015
- reducing the differential between national averages and the proportion of 19 year olds in Rotherham achieving Level 2 (equivalent to at least five good GCSEs) and Level 3 (equivalent to at least two A levels) qualifications.

The transfer of powers from the LSC confers on Rotherham the responsibility for the outcomes and well-being of all 16-19 year olds resident in Rotherham (and those young people up to the age of 25 who have LDD) to an extent that has not been the case since 1993 when funding for 16-19 learning was removed from LA control.

Preparations for the transfer are being made at a number of levels:

- **At national level**, the Local Government Association and LSC have jointly funded the Raising Expectations Action Programme (REACT) team and a series of expert groups which are advising and providing training for LAs on the specifics of the transfer. Rotherham has made good use of this support and has attended training sessions.
- **At the regional level**, a Regional Planning Group for Yorkshire and the Humber is in place to: oversee local arrangements for the transfer, manage the allocation of YPLA funds and secure out of area specialist learning provision including that for young offenders and learners with LDD. The Strategic Director of Children and Young People's Services is a member of this group.
- **At the sub-regional level**, the four local authorities in South Yorkshire (SY) have created a SY Planning Cluster comprising representatives of their 14-19 teams. This recognises the fact that 96% of 16-19 year old learners resident in SY pursue their learning with providers also located in the sub-region.



The cluster has made the short-term appointment of a coordinator to facilitate joint working in preparation for the transfer and created task and finish groups drawing on officers with specialist knowledge in finance, human resources, legal and governance, data and curriculum who are linked to REACT's expert groups. A sub regional implementation plan (Annex A) is in place which is monitored on a monthly basis (Annex B).

- **At the local level**, the 14-19 Partnership has reviewed the role and remit of all existing groups to ensure that they reflect the changes. Officers have been shadowing the LSC and have worked in partnership to develop the Statement of Need 2010/2011 (Annex C). In Rotherham, arrangements for the transfer are being led by a 14-19 Machinery of Government Change Team, that has specialist officers drawn from across the Council and the LSC. Currently four staff will be transferring from the LSC to Rotherham Borough Council in order to ensure that there are enough resources and skills to support the additional responsibilities being placed on the LA. In conjunction with support from Human Resources an induction programme is being developed for each of these members of staff.

Government Office, Yorkshire and the Humber oversees the progress made by LAs in preparation for the transfer and its most recent check (October 2009) judged the South Yorkshire sub regional group to be well advanced. The next progress check will take place in spring 2010.

The specific details of the transfer, such as, how funds will flow from the YPLA to the LA and then on to providers, are described in a national commissioning statement which is currently subject to consultation. In the meantime, officers are working closely with the LSC and REACT teams to ensure that all the measures that can be put in place to affect a smooth transfer are in place.

### **8. Finance:**

There are a number of potential financial issues for Rotherham to manage as a result of the transfer of LSC funding and responsibilities. LSC allocations for 16-19 learning in Rotherham, under existing arrangements, give an indication of the amount of funding involved as £32 million

The current assumption is that 16-19 funding will continue at, or around, the above funding levels in 2010/11. However, the Department of Children, Schools and Families (DCSF) are currently undertaking a review of future 14-19 funding levels and funding methodology and there are, at this stage, no confirmed figures and no guarantees that all aspects of 16-19 learning will be resourced at the same level in subsequent years.

LSC funding to school sixth forms currently flows to 11-18 schools via the LA. This arrangement will continue following the transfer of responsibility and these schools will be expected to contain their sixth form costs within their agreed 16-19 funding allocations.

The Skills Funding Agency will be the sponsor body for FE colleges and funding will flow to them via the LA.

Thomas Rotherham College elected in December 2009 to adopt the new legal category of Sixth Form College. As a result of this Rotherham will become the sponsor body for this institution and will fund it accordingly from the annual 16-19 allocation made to the LA by the YPLA.

The LSC's national budget for learners with LDD has, historically, been overspent. Rotherham has both learners who learn out of the town in specialist, residential provision and a growing number of young people with learning needs that will have to be met by providers in the town. The LSC has launched a national review of LDD funding and Rotherham will seek to utilise this in its own plans to ensure that the available funding is deployed most effectively and efficiently in the interests of all learners with LDD. Any further financial implications arising from this process will be reported as they arise.

### **9. Risks and Uncertainties:**

The relevant legal powers will result from the Act. The Act will transfer responsibility for commissioning post 16 education and training to LAs from April 2010. LAs will commission 16-19 education and training from colleges, supported by the YPLA. Legal advice will be required at that stage regarding the drafting of funding agreements. Some provision will be subject to a competitive procurement exercise in accordance with the Council's Contract Standing Orders and Procurement Rules and the Public Contract Regulations 2006.

The DCSF's National Commissioning Framework which is currently being consulted on will set out the core systems for planning, commissioning, procuring and funding and will provide a structure within which Local Authorities will be able to meet their new statutory requirements.

### **10. Policy and Performance Agenda Implications:**

Developments are consistent with:

- The Community Strategy (Local Strategic Partnership)
- The Corporate Plan (RMBC)
- The 14-19 Learning Plan
- The Economic Master Plan (RMBC) which takes into account the City regions developments and the economic relationship between Rotherham and Sheffield.
- Rotherham Productivity Plan (Work and Skills Board)

### **11. Background Papers and Consultation:**

White Paper Raising Expectations: enabling the system to deliver'  
The Apprenticeships, Children, Skills and Learning Act 2009

#### **Contact Name:**

Karen Borthwick

Assistant Head of School Effectiveness Service (11-19)



## **South Yorkshire**

### **16-19 Transfer and Sub-Regional Developments**

#### **Action Plan**

**April 2009 to July 2010**

**Final Draft**

## 1. Introduction and Context

This action plan has been developed jointly by the South Yorkshire Cluster (4 South Yorkshire Local Authorities (LAs)), following the successful Phase 2 submission in February 2009. It has been drawn up to support the transfer of 16-19 responsibilities from the LSC and to develop an effective, sub-regional model for the strategic commissioning of 16-19 provision. The establishment of the South Yorkshire Group has the formal approval and active commitment of the Chief Executives, the Directors of Children's Services (DCSs) and the Leaders, or Mayor in each LA.

The 4 Councils in South Yorkshire have a long and demonstrably successful record of collaborative working in economic development and 14-19 provision through developments such as :

- Objective 1 and European Social Fund (ESF) measures which have meant joint bids and similar financial and recording procedures
- Joint working at Directors of Children's Services level in the Dearne Valley across Barnsley, Doncaster and Rotherham
- Joint actions supporting economic growth in Sheffield and Rotherham
- Joint action at a political level where South Yorkshire (SY) elected members meet to tackle issues which are of common interest for example the South Yorkshire Passenger Transport Executive

The 4 LAs have significant dealings with schools and sixth forms (e.g. through Building Schools for the Future (BSF) in Sheffield and Barnsley), and with FE providers (e.g. Sheffield, the establishment of Longley Park 6FC, and Rotherham, the merger of Rother Valley College and Rotherham College of Arts and Technology.) In terms of enterprise, both Doncaster and Sheffield have won Local economic Growth Initiative (LEGI) bids which involved both schools and FE.

## 2. Overall responsibilities

This plan sets out how the South Yorkshire Cluster will support the delivery of the key objectives set out in the DCSF Children's Plan and 14-19 reform programme:

- to ensure that all young people participate in education or training that stretches and challenges them until at least their 18th birthday i.e. the Raising of the Participation Age (RPA)
- to give young people the knowledge and skills that employers and the economy need to prosper in the 21st century
- to close the achievement gap by the age of 19 so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background.
- to deliver the national entitlement to the learning pathways: Foundation Learning Tier, Vocational (Apprenticeships), Applied (the 17 lines of Diploma), General (GCSEs and A levels),
  - to secure sufficient, motivating, accessible high quality provision in support of this at every level, for every line of learning and for all learners, including the most vulnerable
  - to undertake strategic commissioning for the 14-19 phase in relation
    - to the balance, mix, sufficiency and quality of provision offered by academies, school sixth forms, sixth form colleges, FE colleges and other providers
    - universal and independent information, advice and guidance
    - the work of the education business partnerships
- to consult the provider network on local priorities, the needs and aspirations of learners and institutions and the balance and mix of provision across the sub-region
- to decommission provision where there has been a demonstrable failure to address issues of quality, or where it is judged to represent wasteful duplication or poor value for money
- to express this process in an annual 16-19 Commissioning Plan based on an indicative regional YPLA funding allocation.

### 3. Organisational structure, Governance and accountability

There are similar 14-19 structures (Children's Trust, 14-19 Partnerships) in place across the sub-region with a duty to cooperate. Elected Members, Chief Executives, DCSs, and South Yorkshire Officers meet regularly across South Yorkshire. All South Yorkshire Council Leaders are signed up to South Yorkshire Cluster. Each LA participating operates statutory legislation in terms of Children Trusts, the requirements for drawing up Children and Young People's Plans and 16-19 strategic commissioning. Organisational arrangements for the LAs and the cluster to meet their new responsibilities are set out in Appendix 1 These include the following:

- Establish a clear set of arrangements and lines of accountability within each LA to discharge its 16-19 strategic commissioning function
- Ensure comprehensive and useful analysis is provided by the Young People's Learning Agency (YPLA) re :
  - cross-border travel
  - low incidence provision that cannot be provided for easily in each LA
  - the needs of vulnerable groups that are best addressed collaboratively, including young offenders and some young people with specific LDD needs
  - identifying issues which impact on the commissioning plans of the 4 LAs
  - learner progress, provider performance and gaps in provision
- Create expert **groups** which bring together experts from the 4 LAs and LSC to ensure a smooth transfer of planning functions
- Establish a sub-regional **South Yorkshire 16-19 Partnership Group** with representation from academies, schools with sixth forms, sixth form colleges, FE colleges and other providers to inform and help shape South Yorkshire-wide provision planning.

### 4. Remits and Responsibilities

#### 4.1 South Yorkshire Executive

This group comprises the 4 South Yorkshire Directors of Children's Services. Responsibility for chairing will rotate annually between the 4 LAs. A representative of the SRG will be in attendance. This group is responsible for:

- ensuring there is sufficient, high quality and accessible provision and support to meet the needs of all learners, particularly the most vulnerable and including learners with LDD up to the age of 25.
- overseeing the work of the SRG and progress towards its strategic objectives and targets.
- overseeing the performance of the provider network, including academies, in the sub-region and taking action to address areas of weakness.
- approving the cluster's Statement of Need and 16-19 Commissioning Plan
- resolving disputes and conflicts of interest that cannot be dealt with satisfactorily by the SRG
- reporting to the South Yorkshire Chief Executives' meeting, as a minimum, twice a year to seek ratification for the 16-19 Commissioning Plan and to provide an annual report and involving SY elected members as appropriate.

#### 4.2 Sub regional Planning Group (SRG)

This group comprises the key officers from the respective LA 14-19 units who work together to drive the implementation of the Action plan. The SRG meets at regular intervals and is held accountable by the South Yorkshire Executive. The SRG is responsible for:

- setting stretching sub-regional strategic objectives and targets to be achieved collaboratively by the 4 South Yorkshire LAs.
- approving the sub-regional statement of need and composing the annual South Yorkshire 16-19 Commissioning Plan
- agreeing arrangements for cross-border learner flows
- agreeing sub-regional arrangements for low incidence or specialist provision which cannot be met with the boundaries of an individual LA

- resolving any disputes and conflicts of interest that might arise in the sub-regional planning of provision.

The SRG will also ensure that the 16-19 Commissioning Plan accords with national policy and regional priorities is fully reflective of the strategic objectives and planning undertaken by contributory LAs and adheres to the following planning principles:

- the needs and aspirations of all learners, particularly the most vulnerable, are met including specialist provision suitable for learners with specific needs e.g. LDD
- the current and future needs of the national and local economy are addressed
- the pattern of provision is of high quality, contributes to the raising of attainment at 19 and is affordable
- gaps in provision are identified and filled; and wasteful duplication is avoided
- the right of the learners to choose to travel to provision beyond the boundaries of the LA in which they are resident is respected and facilitated
- all provider sectors are treated equally and engaged in the annual planning cycle
- commissioning promotes flexibility, collaboration and looks across both sector and LA boundaries in the interests of the learner
- learners' and employers' views and choices have real influence in what is commissioned and where
- infrastructure plans and capital expenditure are shaped by learner and employer needs, by agreed priorities for social and economic transformation and are aligned with other renewal programmes including the Primary Capital Programme and Building Schools for the Future
- planning is based on standard and comprehensive data set and analysis used consistently by the SRG
- the sub-regional plan both reflects and informs the strategic priorities of the Regional Planning Forum, the Young People's Learning Agency, the National Apprenticeship Service and the Skills Funding Agency.

## 5. Dispute resolution

Each LA's 14-19 unit will seek, through effective and inclusive consultation, to resolve any disputes or conflicts of interest arising from 16-19 commissioning within its administrative boundary. It will apply, in a fair and transparent manner, the values and planning principles agreed by the cluster and the provider community. Any dispute or conflict of interest that cannot be resolved in this manner within the LA boundary will be decided by the DCS, in consultation with the Chief Executive and Cabinet Member, as appropriate.

The SRG will be responsible for resolving any disputes or conflicts of interest arising from 16-19 commissioning at the sub-regional level and where cross-border issues arise. It will apply in a fair and transparent manner, the values and planning principles agreed by the cluster and the provider community. Any sub-regional dispute or conflict of interest that cannot be resolved by the SRG will be referred to the South Yorkshire Executive.

In the unlikely event that the matter cannot be resolved at this level, it will be referred to an adjudication panel made up of at least three DCSs without a direct interest in the matter and drawn from the Regional Planning Forum. Any LA that does not accept the judgement of the RPF adjudication panel can appeal to the Secretary of State for Children, Schools and Families. The decision of the Secretary of State will be final and binding. The composition of the Cluster Commissioning Plan will be a staged process governed by an annual planning cycle (see Appendix 2).

## 6. Stages in the commissioning process

### Stage 1: Contributory planning at the level of the individual LA

This will commence with each participating LA determining its own priorities for strategic commissioning in recognition of the fact that each LA will be responsible, within its administrative

boundaries, for:

- securing the quality and quantity of provision
- intervening where performance data or external inspection indicates the need to do so, and consulting the cluster before action is taken
- adjusting its commissioning plans in light of cross border concerns
- responding to accountability mechanisms such as the new Comprehensive Area Assessment and Scrutiny by elected members.

Each LA's 16-19 strategic commissioning priorities will result in a local **16-19 Statement of Need** and will be a key component of its **14-19 Plan**. This plan will be drawn up annually by the LA in consultation with the full range of providers and support agencies represented on its **14-19 Partnership Board** and approved by its Children's Trust. The 14-19 Plan will, in turn, reflect the priorities set out in the local **Children and Young People's Plan** and its **Local Area Agreement** targets.

## **Stage 2: Composition of the Cluster 16-19 Commissioning Plan**

The emphasis on local responsiveness needs to be combined with appropriate arrangements to ensure that the interests are respected of those learners and employers who wish to access provision beyond the boundary of the LA in which they are resident. The cluster will therefore seek:

- to combine the Statement of Need and the 16-19 planning priorities for each participating LA as a single, annual sub-regional 16-19 Commissioning Plan
- to reconcile differences and discrepancies in contributory LA plans according to a set of agreed values, principles and protocols
- to submit the combined South Yorkshire Cluster Plan for moderation and ratification by the Regional Planning Forum.

The South Yorkshire Cluster recognises that FE providers and national agencies, such as the National Apprenticeship Service (NAS), require a single planning conversation with the cluster. For this reason each LA will commission provision on behalf of the cluster from that FE college located within its administrative boundaries. Rotherham MBC will commission provision from Dearne Valley College on behalf of the cluster. The cluster will nominate one LA to undertake the planning dialogue with the NAS on its behalf.

## **7. Identification of Priorities for the Action Plan**

Following the successful Phase 2 submission a letter was sent to DCSs by Sue Baldwin, Director of Young People's Participation DCSF in response to the South Yorkshire Phase 2 submission with specific feedback for the South Yorkshire Cluster. Extract from letter dated 19 May:

*"The panel considers that at this stage in the process your proposal is developing well with key areas on the agenda being covered i.e.*

- **staff capacity issues**
- *links to the wider **economic development** agenda t*
- *the challenge of ensuring that **cross border flows** are collaboratively managed*
- *the need to develop closer involvement with and to develop **strategic relationships with providers** as a critical success factor to secure not only 16-19 commissioning but also the 14-19 reforms.*

*The panel welcomes your outlined approach which is clearly building on the good track record of collaboration and strategic working between the local authorities. There was also good evidence that the collaborative approach was ensuring all partners are supported to fully engage in the Sub regional development process."*

Other priorities were identified during the consultation phase as part of the Phase 2 submission including the following:

- Clarify the relationship between sub-regional, regional and national bodies: YPLA, NAS and SFA

- Produce a detailed explanation of how financial accountability will be managed in future.
- Consider how the Youth Councils can contribute to the work of the SRG
- Establish a common agreement on the frameworks used to monitor, evaluate and review data and quality systems. This action has already been included in the draft action plan which is due to be finalised in mid-March
- Review how commissioning fits with existing boards and networks e.g. common data sets to ensure consistency
- Build on existing good practice and strong relationships between FE and partnerships across the region to ensure that consultation is meaningful and review current system of representation to enable secondary headteacher representation
- Build on LA skills audit of staff from LSC and LA to establish appropriate CPD programme to reflect identified need and identify Workforce training funding (WTF)
- Build up shared understanding of specific issues such as LLDD.
- Develop a common approach to Education Business Partnerships and employer engagement
- Ensure the Area Wide Prospectus (AWP) is integrated into planning process along with learner tracking mechanisms. Review arrangements for Common Application Process to take account of cross border issues and explore how the AWP's can further support and inform learners.

### **8. Monitoring arrangements**

Monitoring will be carried out by the SRG at its regular meetings through termly reports and briefings from SRG to DCSs, Chief executives and elected members, reports from all expert groups. These will inform Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts and will be reported at GOYH Progress Checks in each LA.



## 1.0 ESTABLISH APPROPRIATE GOVERNANCE STRUCTURES

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
<b>1.1 ACCOUNTABILITY</b> <b>Strengthen shared governance arrangements, ensuring on-going political sign-off, clear decision making and accountability arrangements are in place</b>	1. Clarify sub regional and LA roles and responsibilities alongside SFA, YPLA and NAS against ASCL legislation re SSF, FE, 6FColleges, Academies and WBLPs including financial management.	by Apr 10	LAs	<ul style="list-style-type: none"> <li>Agreed set of protocols and structures established to meet the needs of commissioning process –</li> <li>All groups linked into commissioning processes. Links with Children's Trust and Work and Skills boards are clear. Representation is in place with roles and responsibilities understood by all partners.</li> <li>Legal and statutory duties are identified and adhered to.</li> <li>Formal procedure enables appeals to be lodged and disputes settled.</li> <li>Risk assessment procedures are embedded in the commissioning process to ensure decision making takes account of all relevant factors.</li> <li>All stakeholders are clear about their responsibilities and roles in the commissioning process.</li> <li>Commissioning is open and transparent and line with principles of accountability</li> <li>Commissioning carried out efficiently during 2009-10.</li> <li>Mix of provision through high quality provider base is working towards the delivery of the entitlement</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports and briefings from SRG to DCSs, Chief executives and Elected members.</li> <li>Reports from all expert gps</li> <li>Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts</li> <li>GOYH Progress Checks in each LA</li> </ul>
	2. Reconfigure 14-19 Governance arrangements to align with MOG requirements locally, sub regionally including review and clarification of: <ul style="list-style-type: none"> <li>current representation on local 11/14-19, roles and responsibilities and terms of reference of key 11/14-19 groups to ensure fit for purpose.</li> <li>link between LAs, Work and Skills Boards, Children's Trust and 14-19 structures</li> <li>governance and responsibilities for EBPO arrangements in context of South Yorkshire Skills Strategy and Education Business Partnership organisations.</li> </ul>	by Oct 09	LAs		
	3. Create an effective and accountable 16-19 commissioning process and structure in each Local Authority.	by Apr 10	LAs		
	4. Agree values, principles and protocols for 16-19 planning to assist strategic commissioning.	by Oct 09	SRG		
	5. Confirm the commissioning process is approved and monitored in line with LA governance protocols and procedures	by Dec 09	LAs		
	6. Clarify arrangements for dispute resolution at : <ul style="list-style-type: none"> <li>i. sub region, region, cross region levels</li> <li>ii. provider level</li> </ul>	by Dec 09	LAs		
	7. Develop risk analysis relating to 16-19 commissioning processes	by Dec 09	SRG		
	8. Ensure SRG maintains cross authority DCS, Member and Chief Executive support.	ongoing	SRG		

<p><b>1.2 LEARNER VOICE</b>  <b>Ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations</b></p>	<ol style="list-style-type: none"> <li>1. Review local current arrangements for Learner Voice to include feedback on provision and choice.</li> <li>2. Consider proposals for sub-regional Young Person's group, possibly virtual, to add value by consulting young people e.g. on cross border issues and build on representation already in place.</li> <li>3. Collate learner preference data from 2008-09 Common application process data as pilot to inform 2010 priorities.</li> <li>4. Implement learner voice arrangements to inform 2011-12 commissioning decisions.</li> <li>5. Review impact and effectiveness of Voice and Influence (and its resources) to engage and involve young people in future youth engagement activity.</li> <li>6. Commission Connexions to carry out annual young people's needs survey/report.</li> </ol>	<p>By Nov 09</p> <p>by Mar 10</p> <p>by end Sept 09</p> <p>by Jul 10</p> <p>by Jul 10</p> <p>by Jul 10</p>	<p>LAs</p> <p>IAG gp</p> <p>Data /IAG gp</p> <p>SRG</p> <p>IAG gp</p> <p>IAG gp</p>	<ul style="list-style-type: none"> <li>• Views and opinions of current and future learners are taken into account to inform the commissioning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from provider learner satisfaction surveys to inform commissioning provision.</li> <li>• Reports from Data group</li> <li>• Reports from IAG gp</li> </ul>
<p><b>1.3 QUALITY</b>  <b>a. Articulate how demand will be met by a supply base committed to quality.</b>  <b>b. Articulate how the commissioning process will be quality assured</b></p>	<ol style="list-style-type: none"> <li>1. Review national guidelines and links between Ofsted Common Inspection Framework and Framework for Excellence, other self assessment models including school Sixth forms (Datadashboard) and the role of SIPs.</li> <li>2. Build on existing 14-19 Quality Toolkit frameworks across the sub region to establish monitoring and evaluation procedures linked to QA standards and consult with providers through the provider networks.</li> <li>3. Audit current range of providers to ensure breadth and quality against quality measures which adhere to national and local guidelines.</li> <li>4. Review LA procedures for assuring quality in the commissioning process</li> <li>5. Establish provider quality subcontracting protocols/arrangements (particularly with Third sector organisations) to enable a broader provider base</li> </ol>	<p>By Dec 09</p> <p>by Mar 10</p> <p>by Dec 09</p> <p>by Dec 09</p> <p>by Dec 09</p>	<p>Quality (provision) gp</p> <p>Quality (provision) gp</p> <p>LAs</p> <p>LAs</p> <p>Quality (provision) gp</p>	<ul style="list-style-type: none"> <li>• Commitment to high quality service provision is evident to all partners.</li> <li>• Effective framework enables SRG to regularly review and report outcomes with auditable procedures for determining provision. There is clarity to determine the quality of 16-19 provision.</li> <li>• There are agreed QA standards across all aspects of commissioning. This process is aligned with national PIs.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members.</li> <li>• Reports from Quality (provision) gp</li> <li>• Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts</li> </ul>

## 2.0 FURTHER DEVELOP COLLABORATION AND STRATEGIC CONTRIBUTION

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
<b>2.1</b> <b>WIDER STRATEGY</b> <b>Ensure commissioning fits with wider strategic priorities for Economic development both locally and regionally.</b>	<ol style="list-style-type: none"> <li>Align 16-19 commissioning processes with Economic Strategy by developing an overview of economic development to reflect the new environment.</li> <li>Establish Inter-relationship with YPLA and NAS and regional planning. (see 1.1.1)</li> <li>Make appropriate links with RDA -YF, GOYH and other relevant agencies.</li> <li>Ensure YPLA data packs provide analysis of social and economic performance alongside cross border economic issues.</li> <li>Produce local employer Engagement/ Enterprise plan to inform transfer of responsibilities for Education Business links.</li> </ol>	<p>by Dec 09</p> <p>Autumn 09</p> <p>Autumn 09</p> <p>Autumn 09</p> <p>Autumn 09</p>	<p>SRG</p> <p>SRG</p> <p>SRG</p> <p>Data gp</p> <p>LAs/Employer Engagement gp</p>	<ul style="list-style-type: none"> <li>Data packs provide useful analysis to inform planning.</li> <li>Learning and skills agendas are actively linked and are making a tangible difference to the area's social and economic outcomes.</li> <li>16-19 commissioning meets both learner demand and economic need and is working towards delivery of the 2013 entitlement.</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports and briefings from SRG to DCSS, Chief executives and Elected members.</li> <li>Agenda items at 14-19 Partnerships &amp; Children's Trusts</li> </ul>
<b>2.2</b> <b>COMMUNICATION STRATEGY</b> <b>Secure further understanding of the FE sector and strategic relationships to enhance strategic commissioning role</b>	<ol style="list-style-type: none"> <li>Hold half day conference to set up expert gps.</li> <li>Consult on appropriate mechanisms and cycles for consultation within each sector.</li> <li>Determine if additional structures needed for secondary headteacher representation on sub-regional basis.</li> <li>Produce communication strategy with regular briefings to stakeholders (representatives from schools, FE, WBLPs, HE, Economic Development, Vol Com and Adult Learning/Skills sectors) and mechanism for feedback e.g. South Yks Listening Board.</li> <li>Strengthen provider voice through WBL Provider Forum in LAs re Apprenticeships</li> <li>Confirm named arrangements for effective communication with RDA -YF and GOYH.</li> <li>Ensure appropriate member briefing and approval of decision making process.</li> <li>Organise provider briefings state of play conference to inform commissioning plans.</li> </ol>	<p>by Jul 09</p> <p>by Nov 09</p> <p>by Nov 09</p> <p>by Dec 09</p> <p>by Nov 09</p> <p>by Nov 09</p> <p>ongoing</p> <p>by July 10</p>	<p>SRG</p> <p>SRG</p> <p>SRG</p> <p>SRG</p> <p>LAs</p> <p>SRG</p> <p>LAs</p> <p>SRG</p>	<ul style="list-style-type: none"> <li>Communication strategy in place which ensures greater understanding by all sectors of the process.</li> <li>Communication with other key groups at regional and LA level is established.</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports and briefings from SRG to DCSS, Chief executives and Elected members.</li> <li>Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts</li> </ul>

### 3.0 ENSURE AVAILABILITY OF APPROPRIATE RESOURCES AND CAPACITY

Area of Activity	Specific Activity	Timescale	Responsible	Success Criteria	Monitoring
<p><b>3.1 STAFFING (personnel, finance, data)</b></p> <p><b>Establish staffing and infrastructure requirements to deliver the planned changes</b></p> <p><b>Ensure continuation of programme of planned arrangements to work with LSC staff</b></p>	1. Carry out skills audit of staff (LSC/ LA) involved in the change team.	by Sept 09	SRG	<ul style="list-style-type: none"> <li>SRG established with a clear role, remit and membership agreed by all stakeholders.</li> <li>Expert Groups in place with representation of key staff</li> <li>reporting to SRG.</li> <li>Staff appointed to the LA s with clear roles with agreed job descriptions and person specifications.</li> <li>Robust Performance management in place.</li> <li>CPD programme developed from staff audits and requirements at national, regional and local levels</li> </ul>	<p>Termly reports and briefings from SRG to DCSSs, Chief executives and Elected members.</p> <p>Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts.</p> <p>Reports from HR gp and other expert Groups.</p>
	2. Review current LA structures and develop a 14-19 commissioning team. <ul style="list-style-type: none"> <li>Prepare, consult and determine proposals for LA staffing (transitional from Sept 09 and fully operational by Apr 10) in consultation with LSC and following publication of LA blueprint.</li> <li>Identify with LSC the number and range of staff to transfer to LA ensuring staff are linked to identified needs of LA.</li> <li>Establish an LA transitional 14-19 unit with personnel fit for purpose with skills set, employee specifications and job descriptions to cover: governance, planning, quality, commissioning, data, finance, LLDD and HR.</li> </ul>	by May 09	LA s		
	3. Workforce training <ul style="list-style-type: none"> <li>Identify any WT Funding for staff to undertake professional development re MOG and 14-19 developments.</li> <li>Design CPD programme for implementation:</li> <li>Ensure induction of new staff and support development activities for staff with new roles and responsibilities.</li> <li>Consult providers and other partners on CPD issues relating to MOG changes and 14-19 developments</li> </ul>	by Oct 09	LAs		
	4. Establish expert groups at LA and SRG levels and create protocols to align joint working to maintain effective dialogue. Link developments to existing work in eg EBPO transition working group, NEETs gps and identify further areas where S Yorks wide work is required.	by Sept 09	SRG		
	5. Co-opt expert representations from provider groups to LA change/transition teams.	by Sept 09	LAs		

<b>3.2 SHARED SERVICES</b> Investigate shared services arrangements to maximise the effectiveness of the grouping	1. Investigate the benefits/ disadvantages of shared services including collocation of specialists.	by Mar 10	SRG and Expert Groups	<ul style="list-style-type: none"> <li>Infrastructure in place which is in line with national and regional requirements and informed by recommendations from the Expert Groups</li> </ul>	Termly reports and briefings from SRG to DCSs, Chief executives and Elected
<b>3.3 COMMISSIONING CYCLE</b> Establish commissioning cycle Finalise necessary arrangements to enable SRG to work to model (b)	<b>Business cycle 09-10 and future planning</b> <ol style="list-style-type: none"> <li>Produce 16-19 Commissioning Strategy documents outlining operating procedures and annual business planning cycle.</li> <li>Establish needs in relation to MIS, Finance and any other aspects. Create an MIS system to support the commissioning process.</li> <li>Produce a local area statement of need (Local LA/LSC commissioning statement, ensuring intelligent account taken of national statement of priorities to inform sub-regional and local allocations. See 2.1.1</li> <li>Receive and analyse indicative allocations</li> <li>Engage in dialogue with providers for final allocations</li> </ol> <b>Finance</b> <ol style="list-style-type: none"> <li>Seek clarity re LA responsibility for revenue, capital and financial assurance</li> <li>Establish financial and budgetary MS (see business cycle)</li> <li>Implement agreed funding formula to identify level of funding for providers.</li> </ol> <b>Data</b> <ol style="list-style-type: none"> <li>Clarify role of YPLA in production of data.</li> <li>Establish more robust database especially for L2 and L3 at 19, vulnerable groups, LLDD.</li> <li>Investigate resources to assist management of commissioning process.</li> <li>Analyse and gather data to inform the commissioning process.</li> <li>Develop protocols for sharing sub-regional and LA data at institutional level.</li> </ol> <b>Transport</b> <ol style="list-style-type: none"> <li>Build on expertise of 14-19 S Yks transport gp to deliver improved access to provision.</li> </ol>	by Oct 09 by Oct 09 by Nov 09 by Jan 10 by end Mar 09 by Oct 09 by Nov 09 by Apr 10 by Apr 10 by Dec 09 by Dec 09 by Apr 10	SRG Data and Finance gps LAs/LSC LAs/LSC + Finance gp LAs/LSC Finance gp Data gp Transport gp	<ul style="list-style-type: none"> <li>Commissioning strategy in place and agreed with all stakeholders.</li> <li>Commissioning decisions which deliver the entitlement fit within the budget.</li> <li>Agreed action plan informs the process</li> <li>Systems in place and fully operational and ensure effective process</li> <li>LA responsibility for revenue, capital and financial assurance is clear and ensure 16-19 functions are financially assured.</li> <li>MIS system in place which informs the process.</li> <li>Robust data in place to support planning and challenge underperformance.</li> <li>Protocols are in place and all stakeholders signed up to use</li> </ul>	Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships (or equivalent group) and Children's Trusts. Reports from HR gp and other expert Groups

**4.0 FURTHER DEVELOP APPROPRIATE POLICY AND PLANNING MECHANISMS**

<p><b>4.1 DELIVERY OF WIDER 14-19 AGENDA</b></p> <p><b>Refine planning to ensure that the SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age</b></p>	<ol style="list-style-type: none"> <li>1. Review 14-19 Education Plans in each LA against new requirements including 4 progression routes.</li> <li>2. Establish link to IYSS in each LA. Set up expert sub groups to support needs of post 16 vulnerable groups LAC, Care leavers, Teenage parents, YOT, LLDD - Youth Justice and OLASS (Offending Learning and Skills Service) see 4.2</li> <li>3. Use data and other information to produce cycle for planning including early capacity check to influence provision. (see 3.3)</li> <li>4. Ensure travel plans take account of cross border issues. (see 3.3.12)</li> </ol>	<p>by Jul 09</p> <p>by Oct 09</p> <p>by Dec 09</p> <p>by Dec 09</p>	<p>LAs</p> <p>SRG + LLDD gp</p> <p>Data gp</p> <p>Transport gp</p>	<ul style="list-style-type: none"> <li>• 14-19 Education Plan agreed with all stakeholders and identified as at least good through external judgements</li> <li>• Clear strategies for IYS with plans to address the needs of post 16 vulnerable gps are in place.</li> </ul>	<p>Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Agenda items at 14-19 Partnerships and Children's Trusts. Reports from expert Groups</p>
<p><b>4.2 TRANSITION</b></p> <p><b>Ensure progression towards an effective transition strategy and plan to achieve operational excellence</b></p>	<ol style="list-style-type: none"> <li>1. Produce joint SRG action plan with timeline for transition and for 3 years.</li> <li>2. Fully involve providers of Integrated Youth Support Services in planning and commissioning process – clarify contribution of staff – use IYS data (September Guarantee, NEETs) to inform planning and commissioning from Sept 09</li> <li>3. Update action plan in the light of national, regional and local developments following consultation on 16-19 planning.</li> </ol>	<p>By Jun 09</p> <p>by Dec 09</p> <p>by May 10</p>	<p><b>SRG</b></p> <p><b>LLDD gp</b></p> <p><b>SRG</b></p>	<ul style="list-style-type: none"> <li>• SR Action Plan is reviewed and updated</li> <li>• Next phase of developments is initiated.</li> </ul>	<p>Termly reports and briefings from SRG to DCSs, Chief executives and Elected members. Reports from LLDD gp</p>
<p><b>4.3 IAG</b></p> <p><b>Clarify how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns</b></p>	<ol style="list-style-type: none"> <li>1. Review current arrangements for IAG and establish scope for integration into planning process against national standards.</li> <li>2. Ensure AWP prospectus in integrated into planning process alongside learner tracking mechanisms. Explore how AWP can further support and inform learners.</li> <li>3. Review arrangements for Common Application Process to include reports on learners' projected needs as early capacity check of provision.</li> <li>4. Further develop AWP and CAP to take account of cross border issues</li> <li>5. Set up collaboration on specialist provision.</li> </ol>	<p>by Oct 09</p> <p>by Dec 09</p> <p>by Dec 09</p> <p>by Mar 10</p> <p>by Apr 10</p>	<p><b>IAG gp</b></p> <p><b>IAG gp</b></p> <p><b>IAG gp</b></p> <p><b>IAG gp</b></p> <p><b>IAG gp</b></p>	<ul style="list-style-type: none"> <li>• Young People are well informed about choices available. Mechanisms for AWP and CAP are in place</li> <li>• AWP and CAP are rated highly by external parties and young people.</li> <li>• Individual institutions recognise their role and responsibilities in enabling access to high quality IAG</li> </ul>	<p>Reports from IAG gp</p>

Local Authority

Cluster

Function

**Children's Trust**  
*Responsible for:*

- ECM outcomes
- Overseeing delivery of the Children and Young People Plan
- Approval of the local statement of need
- Overseeing delivery of the 14-19 Plan and associated targets

**14-19 Partnership**  
*Responsible for:*

- Overseeing delivery of the 14-19 strategy and related targets
- Overseeing composition of the local statement of need and the annual 16-19 Commissioning Plan
- Ensuring that 14-19 provision and the support services that underpin this are equal to the needs and aspirations of individual learners, particularly vulnerable and under-achieving young people

**14-19 Unit / Team**  
*Responsible for:*

- Monitoring, evaluating and reviewing provision in relation to agreed strategic objectives, targets and learners needs and aspirations
- Composing the local statement of need and the local 16-19 Commissioning plan
- Consulting stakeholders represented in the 14-19 Partnership and the 16-19 Planning Group in the composition of the statement of need and the 16-19 plan
- Negotiating cross-border provision with local providers
- Taking action to address weak provision in accordance with national procedures

**16-19 Planning Group**  
*Responsible for:*

- Reviewing provision annually and making recommendations re gaps or wasteful duplication to the 14-19 Unit
- Ensuring that 16-19 provision is sufficient to deliver the LA's attainment and participation targets for 19 year olds, the September Guarantee and the specific needs of vulnerable and low achieving young people
- Applying the agreed tests to advise the 16-19 commissioning team whether 16-19 provision in an existing institution should be expanded, or whether new provision should be commissioned

**LA Officer Group**

- Data
- Finance
- OD/HR
- Infrastructure
- IAG & IYS
- Inclusion/LLDD/SEN
- Employer Engagement
- Quality (provision)
- Quality (commissioning process)
- Transport

**Regional Planning Forum**  
*Responsible for:*

- Overseeing Regional targets and strategy.
- Approving Sub-regional cluster plans.
- Commissioning low incidence and specialist provision
- Adjudicating disputes that cannot be resolved at Cluster Level
- Ensuring 14-19 plans reflect wider economic need and are consistent with 19+ planning
- Negotiating the annual regional budget allocation and ensuring that Cluster plans reflect this

Strategic Oversight

**South Yorkshire Executive (DCSs)**  
*Responsible for:*

- Agreeing Sub-regional strategic objectives and targets to be achieved by the Cluster.
- Approving and overseeing the Sub-regional statement of need and the delivery of the Cluster's annual 14-19 plan.
- Agreeing arrangements for cross-border learner flows
- Agreeing any Sub-regional arrangements
- Resolving any Cluster disputes that cannot be resolved by the Cluster Planning Group
- Involving SY CEs and SY elected members as appropriate

Strategic Leadership

**South Yorkshire Sub Regional Planning Group**  
*Responsible for:*

- Monitoring, evaluating and reviewing provision in relation to Sub-regional objectives, targets and learners' needs and aspirations.
- Creating the Sub-regional statement of need and annual 16-19 Commissioning Plan.
- Addressing current need, the requirements of low incidence and specialist demand and cross-border learner flows to shape the 16-19 Commissioning Plan.
- Seeking opportunities to share planning functions, promote excellent and specialist provision and to market make where need is not being met across the sub-region

HR

Data Group

Finance Group

IAG: On-line Prospectus, Common Application Process & IYS

Employer Engagement Group

Quality (provision) Group

Transport (Low incidence, specialist provision and travel) Group

LLDD/Inclusion/SEN

Quality (commissioning process) Group

Local Statement of Need

14-19 Plans

Annual cycle

Single provider conversation

Quality of provision

Learner and data learning

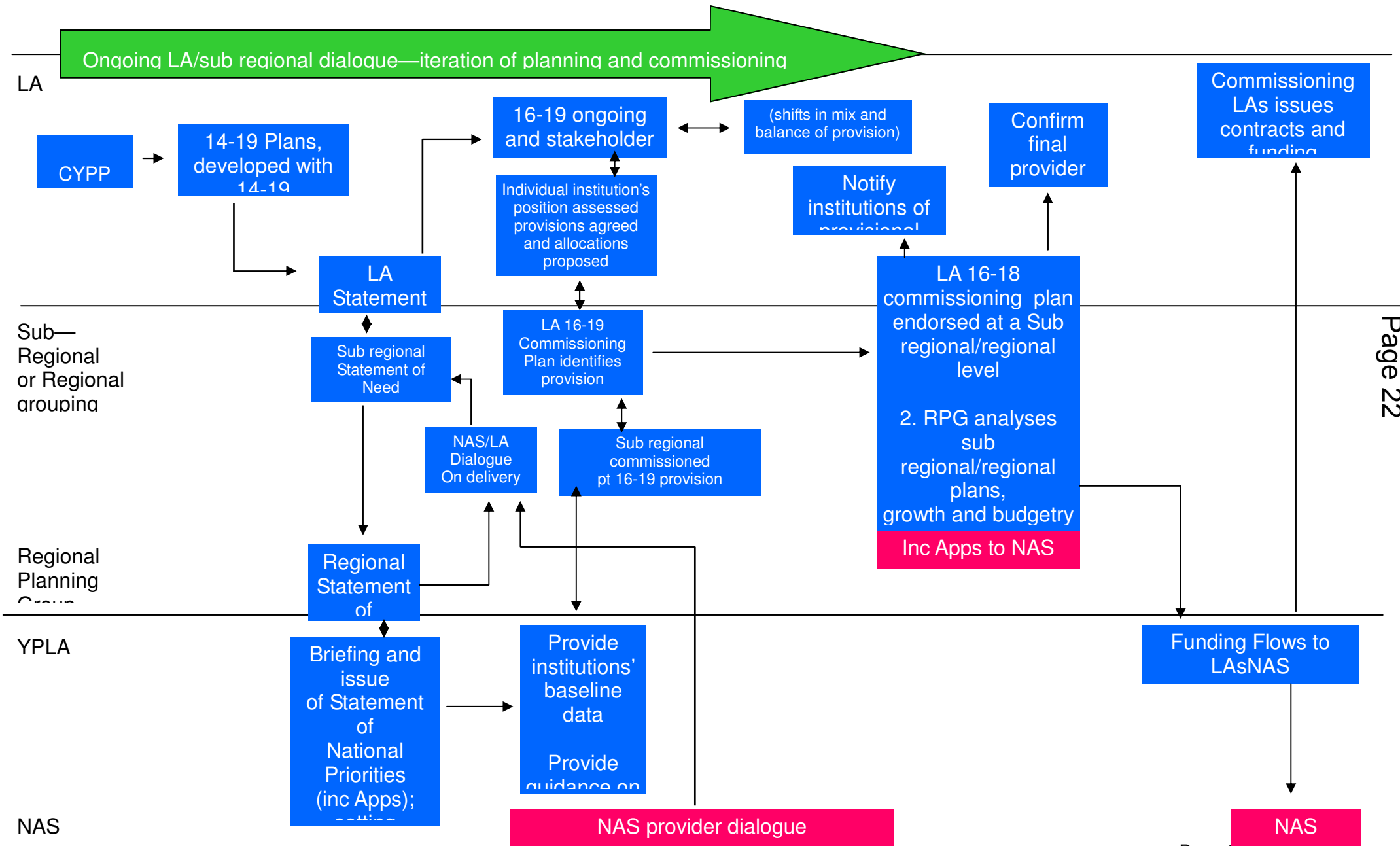
Travel to learn patterns

ECM outcomes and priorities

Learner Voice

## South Yorkshire Regional Group 16-19 commissioning process

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## **16-19 Transfer and Sub-Regional Developments**

### **Overview of progress on the South Yorkshire Action Plan April 2009 - July 2010**

#### **1.0 Appropriate governance structures**

##### **1.1 Accountability**

The South Yorkshire (SY) Cluster Phase 2 submission (February 2009) was signed off at political level with elected officers, Leaders groups, Chief executives and Directors of Children's Services in each Local Authority (LA). The submission contained protocols for dispute resolution. Further work will be carried to assess the need for an additional Memorandum of Understanding to reassess protocols once the final National Commissioning Framework (NCF) (currently out for consultation to 5 February 2010) has been published. All LAs are in the process of writing cabinet papers for discussion during January/February 2010 for each Cabinet to confirm delegated powers to spend funding, now the Apprenticeships, Skills, Children and Learning (ASCL) Act has been passed. A DCSF external review was carried out at the Sub Regional Group (SRG) meeting on 19 October 2009. A Government Office Yorkshire and Humberside (GOYH) representative has been in attendance at several Sub Regional Group meetings.

##### **1.2 Lead commissioning arrangements**

Rotherham has been designated as lead for Dearne Valley College. Doncaster has been designated as lead for Young Offending provision.

##### **1.3 Learner voice**

The SRG through its expert IAG group is investigating how to use existing excellent practice in each Local Authority to consult with young people.

##### **1.4 Quality**

Some initial work has begun to scope out matters relating to quality in preparation for a national quality network event in Sheffield December 16. Datadashboard and ALPs information has been shared with providers either individually or shared.

#### **2.0 Collaboration and strategic contribution**

##### **2.1 Wider economic strategy**

The Phase 2 submission and action plan outlines steps towards integration with other structures, recognising the need to embed arrangements in Local Strategic Partnership structures and make strong links to the work of the City Region. Contact has been made with a Yorkshire Forward RDA representative to attend SRG meetings. Information about the Post 16 transfer changes has been discussed at local Work and Skills Boards and regular updates have been given to 14-19 Partnerships in each LA. The SY Employer Engagement expert group is undertaking preparation for joint commissioning arrangements for Education Business Partnership as part of its brief.

##### **2.2 Communication strategy**

###### **2.2.a Within South Yorkshire Sub region**

A conference was held on 6 July 09 at Tankersley Manor which was attended by over 80 Officers from the 4 LAs and SY LSC, alongside GOYH to launch the SY Action plan. Subsequently, expert task and finish groups have been created to drive forward the actions (see section 5.). The SRG meets monthly and takes feedback from the Sub Regional Expert groups. The 4 Local Authorities have funded a

consultant post for 10 months to drive forward and coordinate the implementation of the plan. Links have been made with the Young People's Learning Agency (YPLA) sub regionally and the SY YPLA Senior Officer designate is now a member of the SRG. The SY National Apprenticeship Service (NAS) representative will have a regular standing item on the SRG agenda from January 2010. Regular updates are given at 14-19 Partnerships to keep strategic partners updated on progress. Briefings have taken place with elected members.

### **2.2.b Managing the transition within each LA and across SY**

In each LA, a 14-19 Change team of key personnel from the LA and the LSC has been established to manage the transition. The groups meet regularly to consider the business cycle and data transferring from the LSC. Members of the team also link up closely with counterparts from across the South Yorkshire sub regional cluster in expert groups : Data, Employer Engagement, Finance, HR, Information Advice and Guidance (IAG), Learners with Learning Difficulties and Disabilities (LLDD) and Transport.

### **2.2.c Across Yorkshire and Humberside (Y&H) and beyond.**

All LAs are represented on the Regional Planning Forum. SY provider representation has been secured for the Regional Provider group (1<sup>st</sup> meeting Nov 25) as follows : SY FE Colleges : Heather McDonald (Sheffield College) /Sue Ransom (Dearne Valley College)

SY Sixth Form Colleges : Mo Nesbitt (Longley park, Sheffield)

Work Based Learning : Andy Heseltine ( Yorkshire Training Partnership Ltd)

Voluntary Sector : Andrew Coulthard (VC Train)

Schools with sixth forms : Eunice Newton (Aston, Rotherham), Pippa Dodghson (Hall Cross, Doncaster)

The SRG also feeds into regional activity, including presenting the SY Action Plan at a GOYH event on 16 October. Links have been made with the Young People's Learning Agency (YPLA) regionally through the Regional Forum and Regional Providers' Forum. The SRG consultant has set up links with other SRG leads in Y&H. Contact has been made with Derbyshire LA to discuss cross border issues.

### **2.2.d Meetings with providers**

Workshop sessions have been held in each Local Authority: '*Populating the Statement of Need*' to bring providers up to date on the transfer arrangements and to consult on the Statements of Need. Members of the Sub Regional group represented South Yorkshire LAs at an AOC event in Leeds in September. A further session for all South Yorkshire Providers, organised by the LSC is being held on 9 December at Barnsley Football Club on behalf of the Sub regional cluster.

## **3.0 Availability of appropriate resources and capacity**

### **3.1 Transfer of Staffing**

Each LA held early discussions during May with the LSC about staffing issues, including sharing details of current and future 14-19 structures. LAs have engaged fully with LSC re transferees and all LAS are working on integration of LSC staff into new 14-19 structures. Where transferring staff have been identified, arrangements have been made for welcome, induction and hotdesking. There is some disquiet over the significant number of outstanding vacancies. SY LAs have been involved in interviews for Band 3 and 4 vacancies but no appointments were made in 2 Local Authorities. The role of specialists has not yet been fully defined and does not cover full range of specialisms. Transferring staff have been appointed with some areas of specialist knowledge but LAs have yet to make secure arrangements through HR to agree scope of their role other than in the host LA. Capability issues have not been highlighted. Support is available from LSC to carry out the allocations process to the end of March 2010 but there is some disquiet about what happens after that point. LSC Staff will transfer across formally on 1 April 2010. Within each LA, LA/LSC

Change teams/management groups have been created to keep actions on track (v. 2.2.b). These teams include LSC staff. The Sub regional HR group is supporting HR transfer issues.

### **3.2 Shared services**

Proposals are being discussed in the Employer Engagement expert group for joint commissioning of Education Business Partnership responsibilities, and in the IAG group for the Area Wide Prospectus and Common Application Process. Joint discussions concerning LLDD and cross boundary issues are also being held.

### **3.3 Statement of Need**

A major task during the Autumn has been the creation of Statements of Need (SONs) in each LA. This document sets out priorities to respond to the Regional Statement of Commissioning. There was some concern about the format of the template which did not easily allow the information to flow naturally and show clear priorities. There was also some pressure on timescales to allow full consultation with strategic partners in 14-19 Partnerships. The transfer of work to LAs with LAs leading during 2009-2010 in a shadowing process was predicated on the assumption that the transfer of LSC staff would be completed by 31 July. In the event, that did not happen. This has meant that the bulk of the work on drawing up the LA statement of need has fallen on the LAs. Nevertheless, it has proved useful in identifying areas where the LA is inheriting a funding deficit or difficulties on transfer. These include :

- rebasing the funding for 16-19 year olds in mainstream special schools;
- the lack of control over out of city placements for LLDD;
- the transition from the mix of core and ESF funded for 'Foundation Learning', in the move from e2e to Foundation Learning.

All providers and partners were given the opportunity to contribute to these key documents, which will be the basis of determining allocations in the spring, at workshop sessions in each LA. A South Yorkshire session has been organised for 9 December at Barnsley Football Club to share final versions with South Yorkshire providers.

All SoNs have covered Apprenticeships and the priority to secure more places in the public sector. This has been passed to NAS through the LSC. All LAs have also commented on the need for better data on Apprenticeships and, in particular, that the new GO 14-19 Progress Check indicator and associated target needed further work.

### **3.4 Working with REACT**

The sub regional group has established close links with the REACT team and represented the Y&H region in June October at national REACT sessions. LA staff will also attend regional REACT training sessions in January 2010.

## **4.0 Appropriate policy and planning mechanisms**

The SY Action plan was drawn up by the Sub Regional Group of Officers and associated expert sub groups. The plan determines specific tasks, actions and a timeline to drive forward the implementation of the transfer and is now being implemented with monitoring proposals now agreed. It has been distributed across SY partners and REACT has shared it with other regions as a national exemplar of good practice. A presentation was made at the October GOYH event in Leeds where it was shared with other areas in the Yorkshire and Humberside region.

All SY LAs have revised or refreshed their 14-19 Plans and associated plans e.g. re Curriculum, NEETs, vulnerable groups and Raising of the Participation Age. All LAs have also submitted proposals for Gateway 4 which also contain details of planning towards the entitlement. Barnsley is taking part in national pilot trials for the Raising of the Participation Age (RPA) between September 2009 and March 2010.

## 5. South Yorkshire Expert groups

All groups are now reconsidering their remits in the light of the **REACT High Level Guide** and the **National Commissioning Framework**.

**Data** meetings on 14 Sept and 18 Nov and Regional group meetings on 5 Oct and 6 Nov. The Data Group has created a brief of what data is required and its purpose to address issues around the LSC Data packs and Apprenticeship data.

**Employer Engagement** meetings on 23 Oct and 25 Nov. The Group has agreed its remit and now discussing which priorities in the existing contract are likely to roll forward. Parallel Employer Engagement strategies are being developed in each LA, prior to setting up commissioning arrangements.

**Finance (Transactions)** meetings on 13 Nov and 11 Dec (following Regional Q&A session with YPLA Director of Finance Peter Newsome). The Group is compiling an issues log. The LSC has shared details of providers with Finance officers for payment systems to be set up ready for April 2010.

**HR** meetings on 4 Sept, 3 Nov and 10 Jan. The Group has compiled list of risk issues concerning Staffing transfer, including issues of pensions.

**IAG** meetings on 21 Sept and 19 Nov. The Group has agreed its remit and is discussing AWP/CAP commissioning and re-tendering process, National Strategy IAG and the sub-regional responses, Statutory Guidance for impartial IAG, Equality Impact Assessment, RPA and IAG, LLDD and S139A and the new January Guarantee alongside the REACT IAG issues paper.

**LLDD** meetings on 24 Sept and 11 Nov. The Group has secured the services of an external consultant to scope out issues for LAs. Group is also considering REACT LLDD paper and has compiled a list of risk areas for consideration in each LA.

**Transport** Various SY transport groups have met. SY ETOG has compiled a series of questions to discuss at their meeting on 9 Dec.

**Quality frameworks** This group is not yet established. A presentation has been prepared by SY to consider at the national Quality network, run by Sheffield LA on Dec 16, and raise issues for debate about Quality frameworks such as the Framework for Excellence, Ofsted's Common Inspection Framework and local quality toolkits, in the context of the NCF consultation.

N.B. National Commissioning Framework (NCF) consultation by 5 Feb 2010  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00933-2009&> and confirm the commissioning process is in line with LA governance and protocols and procedures, ensuring a clear line is drawn between consultation and commissioning. Identify key decisions and timings.

Regular updates from REACT including the monthly High-Level Guide for Local Authorities <http://www.lga.gov.uk/lga/core/page.do?pageId=4920946>

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On behalf of the South Yorkshire Sub Regional Cluster  
December 2009

**DRAFT 3****Rotherham's 16-19 Statement of Need for 2010/11****Introduction**

1. This Statement sets out Rotherham's 16-19 education and learning priorities for 2010/11 to help inform how funding will be allocated (referred to as '*commissioning*' in this Statement) to post-16 education and learning providers to:
  - ensure that good quality provision is in place to meet the needs of all 16-19 year olds (up to 25-years old for young people with learning difficulties and disabilities (LDD));
  - to achieve Local Area Agreement (LAA) targets; and
  - to prepare the ground for delivering the Statutory Curriculum Entitlement of apprenticeships, diplomas, foundation learning tier (FLT) and general education
  - to raise the participation age to 17-years old by 2013 (rising to 18-year olds by 2015).
  
2. In March 2008, the Department for Children Schools and Families (DCSF) published its White Paper – '*Raising Expectations Enabling the System to Deliver*' setting out the transfer of 16-19 funding and planning to local authorities (LA), from September 2010 to put them in the lead to deliver:
  - full participation for all 17-year olds in education and learning by 2013 (rising to 18-year olds by 2015);
  - the 17 Diploma entitlement in every area for every young person and an apprenticeship for every young person who wants one.

The new '*System*' aims to provide a more integrated approach to provision of services 0-19; to bring schools, the Further Education (FE) and Work-Based Learning (WBL) sectors together in one coherent 14-19 phase; to provide clear local leadership and accountability for the whole 14-19 phase and; to integrate wider learning and support services for young people to ensure the right opportunities are available in each area.

3. As part of the new planning and funding responsibilities for LAs the Learning and Skills Council, working in partnership, is required to submit a Statement of Need to Region by 23 October 2009 to inform post-16 funding allocations that will be made to Rotherham for 2010/11 based upon the DCSF's National Statement of Priorities (i.e. the parameters, targets and resources available from central government).
  
4. This Statement of Need builds upon Rotherham's 14-19 Learning Plan 2008-13, which all partners have agreed and are currently working to achieve. However, it must be recognised that the 14-19 Learning Plan was prepared prior to the Machinery of Government announcements and will, therefore, need refreshing during 2009/10 to account for these changes. Having said this, it is the intention that the 14-19 Learning Plan provides the foundations for this Statement to ensure that partners work collaboratively to develop and implement the Statutory Curriculum Entitlement for young people and thereby increase participation, improve retention and raise attainment.

5. This Statement is intended for use by post-16 education and learning providers (i.e. FE Colleges, schools, third sector organisations and work-based learning providers) and wider partners (Sub-Regional Group (SRG) – comprising the three other local authorities in South Yorkshire, the Regional Planning Group (RPG) [comprising Government Office and Yorkshire Forward, the Young People's Learning Agency (YPLA), the Skills Funding Agency (SFA) and the National Apprenticeship Service (NAS), Connexions, the Chamber and Business Education South Yorkshire] to inform planning, funding and delivery of post-16 provision.

### **Principles**

6. Given the pressures on public finances and the current economic downturn, RMBC and its partners face some tough decisions over the coming years to reconfigure current provision to deliver the new Statutory Curriculum Entitlement in preparation for raising the participation age to 17 by 2013 (and 18 by 2015), whilst at the same time closing the gap to achieve national average level 2 and level 3 attainment at 19 and reducing the number of young people not in education or training NEETs. It is important, therefore, that future planning assumptions and subsequent funding allocations are based upon a clear set of principles to ensure fairness, transparency and consistency, as not all decisions will be considered desirable by all partners.

- The aspirations, interests and needs of all learners, particularly the most vulnerable, will be paramount to planning and to ensuring that post-16 funding follows learners, rather than institutions.
- An entitlement to every 16-19 year old in Rotherham to an education or learning place with a clear progression pathway and a commitment to eradicate waiting lists.
- Open and transparent partnership working that involves all parts of the education and learning sector based upon collaboration, integrity, trust, collective responsibility and shared goals.
- Provision that is affordable, represents value for money and avoids wasteful duplication.
- Learners' and employers' views having a real influence on what is commissioned and where.
- Provision aligned to the broader infrastructure plans, capital expenditure, renewal programmes and priorities for social and economic transformation.
- Planning based on agreed, standard, comprehensive data and analysis used consistently by partners to reflect and to inform priorities.
- Commitment to high quality provision with the 'acid-test' question – If this was my child, would it be good enough?

7. In addition, RMBC's post-16 planning and commissioning will be based upon allocating resources efficiently by only funding high quality provision; directing funding to provision that has successfully attracted increased numbers of learners in priority areas over the past two years; supporting and encouraging successful providers to grow; investing to fill provision gaps and ensure breadth and choice; meeting local and national priorities and; enabling providers to focus on the core business of delivering to learners and employers.

## 2009/10 Key Conclusions Impacting on 2010/11 Planning

### Participation

8. During the past 12-months (2008/09), the number of learning places grew substantially, which led to Rotherham registering its lowest ever NEET return of 6.9% in January 09. A consequence of this was that there was a shortfall in LSC mainstream funding in Rotherham in spring 2009. This had detrimental impact on participation and has led to a steady increase in NEET, as the capacity of FLT provision to recruit young people throughout the year reduced. Early indications at the start of 2009/10 are that post-16 providers are full to capacity based on their allocations this year. As a result, there is a need to ensure that Rotherham has the capacity in its post-16 provision to achieve full participation in 2010/11 or, at the very least, to maintain 2009/10 participation levels.

- The Nov 2008 – Jan 2009 NEET measure was 6.9% i.e. 727 young people (national average = 6.7%), which represented a 2.3% reduction compared to the same period in the previous year. Yorkshire & the Humber saw a 0.3% reduction in the rest of the Region
- Since Jan 2009, there has been a month-on-month increase in NEET with Sept 2009 NEETs standing at 8.3% (795 young people)
- There were a further 400 young people whose correct status was unknown
- The Rotherham Local Area Agreement (LAA) target for 2011 is to reduce NEET to 7.1% or better.
- Participation by age in 2008/09 was for 16-year olds 3,612 (85.3% of the cohort), for 17-year olds 3,121 (78.8% of the cohort) and for 18-year olds 2,396 (64.9% of the cohort)
- Current FE and School Sixth Forms (SSF) recruitment stands at 7,842 compared to a funding allocation of 7,442, a net difference of + 420 (SSFs is 2,174 (+ 122) and FE is 5,668 (+ 298))
- For the 2009 September Guarantee, 97.6% of the Y11 cohort and 95.3% of the Y12 cohort have received a confirmed offer, which means that 288 16/17 year olds have still to have a confirmed offer
- 7,347 16-18 year old Rotherham residents participated in LSC funded programmes in 07/08, a 4.4% increase on 06/07 (7,034 learners). SSF share rose by 4.4% from 1,550 (06/07) to 1,618 (07/08). Part year data for 08/09, indicates a further 10% rise with 1,781 Rotherham 16-18 year olds participating in SSFs. FE share rose by 4%, from 3,783 (06/07) to 3,935 (07/08). Part year data for 08/09 indicates the same level of participation at 3,935

9. Although there has been an increase in post-16 learning at both colleges and schools, Rotherham is below the national average on 16-19 year old resident participation in learning, with vulnerable young people disproportionately affected.

This is because:

- a) Young people have poor literacy and numeracy levels at each transition point, resulting in them being unable to access, or sustain a positive progression pathway at L2 or L3.
- 3,178 16-18 year olds identified as “skills for life” learners studying for literacy and/or numeracy qualification in 07/08
  - 40.9% of 16-year olds attained L2 including English and Maths at 16 in 2008, which meant 2,654 young people did not attain this level. For those in receipt of

FSMs only 14.6% achieved at this level compared to 44.1% for the rest of their peer group.

- 93.3% attained L1 English and Maths was 93.3%, which meant 300 young people did not attain this level
- 46% of the current 16-18 cohort are not qualified to L2, 21% (1,711) are qualified to L1, 6% (492) are qualified to entry level and 19% (1,576) have no qualifications \*4

b) Young people in community NEET 'hotspots' do little post-16 provision located in their communities, which results in increased 'travel-to-learn' distances for young people living in some of Rotherham's most deprived communities. Almost half of the NEET cohort reside in just 6 of the 21 wards in Rotherham (Rotherham East, Boston Castle, Valley, Rotherham West, Maltby and Wingfield)

c) A lack of availability in sufficient numbers of flexible starts and learning opportunities within existing provision to address identified NEETs needs and European Social Fund (ESF) progressions, which means that these young people are adversely affected by any shortfalls in mainstream funding, as providers run out of places and cease recruitment.

Rotherham's ESF NEETs Response Fund has been very successful since its inception in Aug 2008 with 255 young people NEET engaged and 76 (30%) progressing into mainstream EET and only 91 (35%) leavers to NEET and the over 100 still on programme. However, the progression and leaver figures are skewed by a lack of mainstream LSC funded provision between Feb-Jul 09, which led to only 9 young people progressing into EET and 47 young people returning to NEET during this period.

d) Demand for apprenticeship and employment opportunities outstrips supply, especially in construction, hairdressing and retail due to industry requirements. However, there is a need in Rotherham to increase participation and ensure that L2 at 19 and L3 at 19 attainment levels are achieved. Increasing supply in these areas would, not only support, but also equip young people with the necessary key skills to support progression per se. There are 487 (75%) NEET 16-18 year olds who are awaiting an employment/training place either L2 or sub-L2

e) A significant number of 18-year olds are NEETs, because:

- they lack L2 qualifications, despite one or two years of post-16 learning, which hinders their progression;
- of a lack of apprenticeship opportunities for those with L2 qualifications; and
- of limited prioritisation of 18-year olds through Jobcentre Plus for fast-track to New Deal.
  - 18-year old participation in 2008/09 was 2,396 (64.9% of the cohort) compared to (85.3% for 16-year olds and 78.8% for 17-year olds). 229 18-year olds in employment without training, 103 are NEET and 962 are in an unknown situation
  - Estimated that there are currently 1,260 Rotherham 18 year olds (28% of a cohort of 3,841) are below L2



f) LDD, especially those with Emotional Behavioural Difficulties and Moderate Learning Difficulties, are over represented in NEET, because there appears to be a lack of:

- specific, bespoke post-16 provision relevant to needs;
- 'wrap around' transitional and retention support; and
- progression pathways.
  - Out of 408 16-18 with identified LDD, 79 are NEET (14.1%), 23 (4.1%) are not available to the workforce and 73 (13.1%) have a not known status
  - It is recognised that a great deal more work is required in the collection of hard evidence to target resources effectively meet the specific provision needs of post-16 young people with LDD.

g) The number of teenage parents in Rotherham and the lack of tailored provision to meet their specific needs, resulting in their over representation on the NEET register.

Out of 201 16-18 teenage parents, 85 are NEET (42.3%), 77 (38.3%) are not available to the workforce and 76(37.8%) have a not known status

10. There is significant competition for learning places in Rotherham. This is due to two key factors – firstly, Dearne Valley College was established as a provider of choice for the three Boroughs making up the Dearne; and secondly, the Borough is a net importer of learners from neighbouring Boroughs due to the good quality provision within travel-to-learn distances. However, it will be important to continually assess any impact of post-16 infrastructural changes elsewhere in South Yorkshire on demand for provision in Rotherham and to respond accordingly.

In 2008/09 Rotherham was a net importer of 1,055 learners:

- Of the 7110 16-18 year olds Rotherham residents participating in learning, 1,131 learn outside of the Borough
  - 3,935 are in FE (3,597 at Rotherham Colleges and 338 at Colleges outside Rotherham)
  - 1,761 are in SSFs (1,703 at Rotherham schools and 58 at schools outside Rotherham)
  - 1,414 in Work Based Learning (WBL) (679 at Rotherham Providers and 735 at Providers outside Rotherham).
- However, Rotherham imports 2,186 learners from outside the Borough into its post-16 providers:
  - Of the 5,115 learners in Rotherham's FE colleges, 1,517 reside outside the Borough
  - Of the 2,046 learners in Rotherham's SSFs, 317 reside outside the Borough
  - Of the 1,034 learners in Rotherham's WBL providers, 352 reside outside the Borough \*1

11. The 16-19 cohort in Rotherham will decline, as will be the case across the rest of South Yorkshire, which could impact on the degree of demand from imported learners from other Boroughs into Rotherham.

Cohort projections for Rotherham indicate that the 16-18 population is declining. According to the ONS projections there will be a 400 decline in cohort numbers in

2010/11 that will take the cohort to between 9,800 and 9,850. Further falls are projected in future years from 2011-16 of circa 100 pa. Additionally the overall South Yorkshire cohort is forecast to fall by 3,900 during this period. However RMBC school cohort data suggests that those leaving pre-16 education in 2010/11 will be similar to 2009/10 leaver numbers at 3,400. However in future years, it declines

12. There is an identified need to improve the quality of existing Information, Advice and Guidance and to embed national IAG standards across all providers so that young people fully understand their progression pathways through to 19 and are fully aware of the opportunities and risks of their chosen pathway to avoid unsuccessful transition at 17 and 18.

17-year old participation is lower than that for 16-year olds by 8%. The drop out rate between 16-year old learners when they reach 17 is significant, estimated at an average of 500 per year

### Achievement

13. Although there is an improving trend in L2 and L3 achievement, Rotherham still lags behind the national average with the following key factors:

- Although there has been year-on-year increase in 16 year old participation in learning, there is a mismatch with outcomes at L2 and L3 for these learners at 19.
- Significant numbers of 17-year olds who are NEET at sub L2, which limits their EET opportunities.
- Achievement rates of young people on FSMs lags way behind that of their peers.
  - In 07/08 the proportion of Rotherham residents achieving a L2 at 19 was 68% (2,492 out of a cohort of 3,681)
  - Attainment to L2 at 19 for young people on FSMs was 46% compared to 75% for non-FSM. This inequality gap has grown since 06/07. There is an average of 455 Rotherham learners per cohort year in receipt of FSM
  - The L2 at 19 LAA Target for 2010 is 74.1%, which equates to 2,824 out of a cohort of 3,811. By 2008 2,325 had achieved Level 2 by age 17. The National PSA Target for 2011 is 82%, whilst the 2020 Leitch Target is 90%
  - The Number of Rotherham residents currently studying for a L2 (08/09) was 1,920, an increase of 2%
  - In 07/08 the proportion of Rotherham residents achieving a L3 at 19 was 39.1% (1,439 out of a cohort of 3,681)
  - Attainment to L3 at 19 for young people on FSMs was 18% compared to 44% for non-FSM. The inequality gap has remained constant
  - The National PSA Target for 2011 is 54%, whilst the 2020 Leitch Target for 2020 is 65%
  - The number of Rotherham residents studying for a L3 (08/09) was 3,852, an increase of 11%

Only 56.7% of 17 year olds are qualified to L2, which means that 1,594 are without a L2. It is estimated that a similar number are in this situation in 2009 \*

#### Provision

14. Independent inspection has confirmed that Rotherham has a good quality post-16 provider base. As a result, significant numbers of non-Rotherham residents seek post-16 learning opportunities in the Borough. However, there is a significant mismatch between provider quality and L2/L3 outcomes.

- Latest inspection evidence for overall effectiveness of Rotherham's three colleges highlights that one college is good and two are at satisfactory. It also highlights that 78% of SSFs are good or outstanding with the rest satisfactory.
- FE 07/08 Success Rates show :
  - DVC 82.9% up 11.1% from 05/06
  - RCAT 74.1% up 7.3% from 05/06
  - TRC 81.3% down 0.3% from 05/06
  - Ave Rest of SY 73.0% up 1.9% from 05/06
- WBL 07/08 Success Rates = 64.2% compared to and England average of 65.5%
- Ave Points per Entry at 18 = 197.7 (07/08) an increase of 6.6 points since 2006. The England average is 206.2, the same as 2006
- Minimum Levels of Performance/Provider Risk assessment/Training Quality Standard (TBC)

15. Continuing year-on-year improvements in KS4 attainment levels will require providers to constantly monitor and review the proportion and academic/vocational balance of their L1, L2 and L3 provision to ensure it meets the needs of young people.

58.3% of Y11s achieved 5+A\*-C in 2008, an 8.4% improvement from 2005 when 48.9% of the cohort achieved this level. The proportion achieving English and Maths at C or above improved by 4.8% in this period to 40.9%

16. There is insufficient Foundation Learning Tier (FLT) provision in the Borough both in terms of breadth and volume, which current ESF monies has been supporting. However, this is unsustainable in the long-term, especially in relation to FE taster provision.

- In 07/08 there were 2,382 FLT enrolments at Rotherham providers, an increase of 7%. However this represents only 9.5% of all enrolments with providers in that year
- In the same period, 385 young people enrolled onto e2e, an increase of 21.5%

17. The majority of young people who are NEET are seeking employment and apprenticeship opportunities, especially those at 18 who are at L2. However, there has been a significant reduction in the number of apprenticeship and employment vacancies for 16-19 year olds with greatest demand in construction, hairdressing and retail.

See 9d above

18. Although numbers of young people entering JWT in Rotherham has declined over the past 12-months, a significant minority of the cohort enter JWT, which has implications for Rotherham being able to meet RPA to 17 by 2013. There is a need therefore, to build on the success of Training Pays to convert these employment opportunities into work with learning, preferably apprenticeships.

The number of young people in employment without training remains significant but has fallen to 7.4% of 16-18 year old cohort (estimated at 780 residents) due to the lack of employment opportunities. (Source - Connexions)

19. Plans are well progressed for Maltby Academy from 2010/11, which due to significant improvements in KS4 achievements in Maltby School over the past few years, it is anticipated that a target of 200 participants learning at the Academy will be achieved. This will provide a much needed post-16 provider base in a community where NEET 'hotspot' where attainment levels have been improving.

The current number of learners at Maltby School is 174 compared to an allocation of 155 places

(NB: Data has been provided from the following sources:

- a) LSC Data Pack May 09,
- b) LSC ILR F04 07/08,
- c) DCSF Aug 08
- d) Connexions Database Aug 09,
- e) Connexions Database Sept 09)
- f) LSC Stock-take: Oct 09,
- g) Fisher Family Trust 2008 extrapolated to 2009 by LSC,
- h) EMBC ESF ILR data returns to the LSC,
- i) ONS and RMBC data,
- j) LSC LAA and Mid-Year Estimation of Progress for Rotherham Oct 2009).

### **Commissioning Priorities**

20. RMBC's post-16 commissioning priorities are essentially about ensuring stability for learners and providers during 2010/11, as planning and funding responsibilities transfer from the LSC to the local authority from 1 April 2010. As a result, RMBC does not envisage significant change to the current provider base in Rotherham and would want to commit, as a minimum, to current participation levels. In return, RMBC expects full co-operation from all providers to prepare the ground to raise the participation age to 17 by 2013 and to deliver the Statutory Curriculum Entitlement of apprenticeships, diplomas, FLT and general education.

21. This will involve RMBC working with partners to refresh the 14-19 Plan during 2009/10 to reconfigure current provision, identify better collaborative arrangements and to utilise resources efficiently in order to deliver the new Entitlement and raise the participation age and attainment levels at 19.

22. To address the issues set out in the key conclusions above, Rotherham proposes the following five key commissioning priorities for 2010/11:

i) Increase the breadth and depth of FLT provision through providers with a proven track record of meeting MLP and judged by independent inspection as good or outstanding. Priorities for this growth will be to:

- Address literacy and numeracy needs of Rotherham residents
- Increase participation in community NEET hotspots of Rotherham East, Boston Castle, Valley, Rotherham West, Maltby and Wingfield
- Improve responsiveness to young people who are NEET by offering flexible start dates.
- Achieve progression pathways into apprenticeships
- Increase sub-L2 access for vulnerable young groups (e.g. LDD, teenage parents, young offenders, care leavers, carers and young people of Gypsy, Romany and Slovak origin).
- Engage young people in JWT into learning.

ii) Improve the breadth and volume of apprenticeship opportunities to achieve L2 and L3 at 19 targets and to address a Government Office Progress Check target for the LA,, which currently has a risk rating of red, by:

- Supporting and expanding SME capacity to recruit young people and to offer them a broader vocational experience by commissioning from the 12 organisations accessing £7m of Government funding to set up new Apprenticeship Training Agencies and Group Training Associations to help small businesses to offer apprenticeship places.
- Increasing the number of public sector apprenticeship opportunities, particularly at L3, across a range of vocational areas.
- Improving the conversion rate into apprenticeship opportunities of employers employing young people in JWT.

iii) Successfully implement the Maltby Academy and its ability to deliver 200 places to:

- address an identified provision need at Sub L2, L2 and L3 in this community NEET hotspot where the travel-to-learn area is greatly diminished by the lack of availability at the nearest SSF (Wickersley) and SFC (Thomas Rotherham College); and
- Ensure full participation at 16, 17 and 18 across the breadth of provision to achieve L2 at 19 and L3 at 19 outcomes.

iv) Ensure that any growth in provision is targeted at community NEET hotspots and is supported by clear progression pathways to L3 by 19 in order to address the lack of participation and achievement of young people in some of Rotherham's most deprived communities.

v) To enhance the availability of high quality local LDD provision for those aged 16-25, with a focus on developing 'collaborative learning communities' with specialist schools taking a lead working with their mainstream providers, as part of the Transforming Rotherham Learning agenda .

23. Finally, RMBC will endeavour to target any additional 16-19 monies coming into the Borough in 2010/11 within scope of this Statement to impact on the priorities set out above.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Children and Young People’s Cabinet Member</b>
<b>2.</b>	<b>Date:</b>	<b>Wednesday 10<sup>th</sup> March 2010</b>
<b>3.</b>	<b>Title:</b>	<b>LABGI allocations for the LAC Council and LAC Trust</b>
<b>4.</b>	<b>Directorate:</b>	<b>Children and Young People’s Services</b>

## **5. Summary**

The Local Authority Business Growth Incentives (LABGI) scheme gives local authorities a financial incentive to encourage local business growth by rewarding qualifying business growth with a non-ring-fenced grant.

LABGI operated over three years, from 2005-06 to 2007-08 and the Government distributed over £934m to local authorities in England. It did not operate in 2008-09, but is expected to do so in 2009-10 and 2010-11.

The Government has consulted on substantial changes to the scheme aiming to make it more transparent and predictable; and to encourage cooperation on economic development at a sub-regional level. It has undertaken to make reward payments as early as possible in 2009-10, once details of the reformed scheme have been settled.

A LABGI Funding allocation of £30,000 was agreed in August 2009 to support developmental work and activities for Looked after Children (LAC). Proposals for the funding to be spent on development of the LAC Council have been presented to Cabinet Member and LAC Scrutiny Sub Group within the quarterly LAC Council reports. However, formal consideration and approval is required.

This report sets out proposals for spend in respect of the LABGI Grant and proposes to seek Cabinet Member endorsement for the awarding of LABGI funding towards a LAC Trust Fund and a number of projects, which contribute to the development and running of the LAC Council.

## **6. Recommendations**

**That Cabinet Member approves the award of LABGI funding to the projects as detailed below**

## 7. Proposals and Details

### Background

“Despite high ambitions and a shared commitment for change, outcomes for children and young people in care have not sufficiently improved. There remains a significant gap between the quality of their lives and those of all children”, (Care Matters, time for Change). The Time for Change agenda sets out the steps that are necessary to improve service delivery and to improve the life changes for children in care.

One of the key requirements of the Time for Change agenda is that each local authority should put in place arrangements for a ‘Children in Care Council’. The aims of these are to give children in care a forum to express their views and influence the services and support that they receive. LAC Council members are required to meet with Directors and Elected Members in order to ensure their involvement in shaping and developing all aspects of the service delivered to them.

The responsibility for this development has been delegated to Brian Sampson, the Looked After Children’s Activities coordinator, who is based within the Looked After and Adopted Children’s Support Team.

A number of projects and initiatives are proposed to utilise the LABGI funding allocated to Looked after Children, these total **£30,000**.

More detail on each of the proposed interventions is set out below.

- **LAC Trust:** Funding from the LABGI monies to the value of £10,000 to be transferred to the LAC Trust for them to determine how to direct expenditure up to this value, within their constitution
- **Sessional youth work:** Funding from the LABGI monies will be used to employ youth workers to facilitate sessions where appropriate, for Looked After Children
- **The Pledge:** The Wallet size version of the Pledge has been published alongside the latest edition of ‘Magazina’ by the in house design studio. This has been made available for Social Care workers across the Borough, as requested by the LAC Council. Funding from the LABGI will be used to purchase these.
- **The Magazina:** is a quarterly magazine produced and published by the LAC Council. It aims to provide information about the council, and information on relevant topics and areas of interest that Looked After Children might be interested in or need to be aware about. It has been envisaged that funding from the LABGI monies would be used to fund previous and future magazines.
- **Venues and refreshments:** The LAC Council meet fortnightly. Currently, the Unity Centre is used for meetings, which has cost implications, which have been funded through the LAC Activities project. It has been envisaged that these costs could be offset from LABGI funding.

- **LAC Council celebration day:** The LAC Council held an event on Sunday 22<sup>nd</sup> November at the Community Resource Centre Kilnhurst. On the day, Swamp Circus provided entertainment and activities for the children and young people who attended.

The aim of the event was to:

- Raise awareness of the project
- Provide advice to other Looked After children
- Increase membership
- Provide an opportunity to share experiences
- Take part in a good fun day!!

Funding from the LAC Activities Project has been used to pay for this event. It was envisaged that the LABGI monies could be accessed to offset costs.

- **Ministerial Stocktake and visits to other Local Authorities.** The LAC Council attended a meeting in London (Ministerial Stock Take) where they met up with young people from the LAC Council in a Liverpool authority. The LAC Council want to invite representatives from Liverpool to Rotherham and to do a return visit to learn from each other.

## 8. Finance

### Funding proposals

- Transfer £10,000 to the LAC Trust, with the remainder of the monies divided between:
  - Sessional youth work
  - The Pledge
  - Quarterly Magazine, 'Magazina'
  - Ministerial Stocktake and visits to other authorities
  - LAC Council celebration day and entertainment
  - Young peoples resource publications
  - Developmental work
  - Purchasing rooms, refreshments, children's payments for the LAC Council

As mentioned within the body of this report, it has been envisaged that the LABGI funding had already been secured to fund the LAC Council. It now appears that this has not been the case. Funding has been used from the Activities Project which is a funding pool specially provided to Looked After Children, to provide recreational, cultural and leisure pursuits to children within care. These activities may be curtailed and reduced if the finance can not be offset from LAGBI funding.



## **9. Risks and Uncertainties**

Without funding, the LAC Activities Project will be in deficit and activities may be put on hold for LAC Children across RMBC. RMBC may be unable to meet the requirements set out within the Time for Change agenda as detailed in Paragraph 5, 'Background'.

## **10. Policy and Performance Agenda Implications**

There are no policy and performance implications to this report.

## **11. Background Papers and Consultation**

LABGI Funding for Local Authorities  
Discussions at LAC Council  
Discussion at LAC Scrutiny

### **Contact Name:**

Sue May, LAC Service Manager  
Telephone: 01709 823444 or Email:

1.	<b>Meeting:</b>	<b>Children and Young People's Services Cabinet Member and Advisers</b>
2.	<b>Date:</b>	Wednesday 10 <sup>th</sup> March 2010
3.	<b>Title:</b>	<b>Revenue Budget Monitoring Report as at 31<sup>st</sup> January 2010</b>
4.	<b>Directorate:</b>	Children and Young People's Services

## 5. Summary

This report provides details of expenditure, income and the net budget position for the Children and Young People's Service compared to the profiled budgets for the period ending on 31<sup>st</sup> January 2010 and the projected year end outturn position for 2009/10.

Currently the Directorate is forecasting an overspend of £4.228m.

## 6. Recommendations

**Members are asked to note:**

**The current forecast outturn position for the Directorate based on actual costs and income to 31<sup>st</sup> January 2010 and forecast costs and income to 31<sup>st</sup> March 2010.**

## **7. Proposals and Details**

### **7.1.1 Strategic Management and Support Services and Management Costs – Forecast overspend £482k (offset by BSF capitalisation £688k)**

These budgets are insufficient to meet current costs of CYPs staffing and central support costs relating to the need to maintain performance in locality teams and business support. (£332K). This area also includes an overspend on the BSF programme of £150K due to surveys and outline designs being required by Partnerships for Schools much earlier in the project than anticipated.

Changes to accounting regulations, now confirmed, require PFI and similar capital schemes, e.g. Building Schools for the Future, to be brought onto the Council's balance sheet as an asset. This change has enabled the Council to charge development costs incurred in the course of creating such an asset to a capital budget. This has released £688k revenue funding to offset Strategic Management budget pressures and contribute £206k to mitigate the overall forecast pressure on the Children and Young People budget in the current year.

### **7.1.2 Access to Education – Forecast overspend £65k**

£42k of this forecast overspend relates to the provision of transport for looked after children due to the increase in numbers. The remainder is additional staff costs resulting from non-achievement of the vacancy factor.

### **7.1.3 Special Education Provision – Forecast overspend £92k**

This forecast is mainly attributable to non-achievement of vacancy factors and income targets in the Education Psychology Service

### **7.1.4 Youth & Community – Forecast Overspend £70K**

The current forecast overspend is as a result of a projected under-recovery of income from the Outdoor Education Service. As part of setting the budget for 2009/10 the income budgets for the Outdoor Education Service were increased, requiring the facilities to operate on a self financing basis but this has proved difficult to achieve in the current economic climate.

### **7.1.5 Commissioning and Social Work – Forecast overspend £1.708m**

The forecast overspend on commissioning and social work is attributable to Section 17 payments (Prevention of Children Entering Care), Section 23 payments (expenses relating to Looked After Children), legal fees, Residence orders, Direct payments & special guardianship allowances, interpretation and agency costs:

#### **Section 17**

The number of children in need and those subject to a child protection plan at the start of the financial year was 1,933 this has now increased to 1,987. This was budgeted at £50 per child giving a total budget of £97K. This budget is forecast to be 76% overspent with a current forecast of £171K. Additionally there is a projected spend of £53k on payments to women with no recourse to public funds. These costs have historically been paid from the Section 17 budget.

### **Section 23**

The number of looked after children at the end of March 2009 was 407. This was budgeted at £81 per child giving a total budget of £33K. This budget is forecast to be 303% overspent with a current forecast of £133K. The number of out of authority placements results in higher travel costs for contact arrangements.

### **Interpretation Costs**

This forecast overspend of £53k is a result of the increased EU migrant population and family assessments and care proceedings being communicated effectively. Failure to have accurate translation in child protection would leave children vulnerable and would lead to significantly increased court and legal costs. The case has to be thoroughly translated to allow all parties to be clear about the case being presented.

### **Legal Fees**

The increase in Looked After Children numbers this year has resulted in an increase in legal activity which is currently being projected at £128K overspend. This has been reduced by £113K due to the appointment of an additional solicitor instead of paying external fees.

### **Residence Order, Special Guardianship & Direct Payment Allowances**

These allowances help prevent a child from entering a more expensive care placement. Residence Orders have a forecast overspend of £55K this is due the budget being set for 63 allowances at a unit cost of £209 per week but there are currently 69 allowances being paid. The forecast overspend of £55K on Special Guardianship allowances is due to an increase in new allowances over and above projected numbers. The budget was set for 4 allowances at a unit cost of £120 per week but there are currently 12 allowances being paid. The forecast overspend on Direct Payments is £122K is due to an increase in new payments. The budget was set for 73 allowances being paid at a unit cost of £45.27 per week but there are currently 91 allowances being paid.

### **Agency**

Due to the high level of care proceedings being undertaken by locality social work teams there has been a need to employ agency staff in order to ensure contact hours with clients are maintained. This includes costs for the additional administrative and Family Support Workers in response to the Contact and Referral Assessment inspection undertaken in August. The vacancy rate at Team Manager level is currently at 26.7% (4 FTE) and Social Workers is 29.8% (25.2FTE). (+£461k). Further detail on agency spend is included in 7.1.8

There are also forecast overspends on Social Worker recruitment (£51k), transport (£32k), supplies & services (£188k) and non achievement of the vacancy factor (£336k).

### 7.1.6 Children Looked After – Forecast overspend £1.925m

The forecast overspend in this area of £2.587m has been offset by re-distribution of £662k of forecast underspends from Strategic Management (£206K), Specific Grants (£53K), Pensions (£43K), Delegated Services (£360K).

The number of children in residential out of authority placements is 22. The budgeted number of 14 placements were set at a unit cost of £2,984 a week. The current average unit cost of £3,552 per week and the 8 placements above budget has resulted in an additional forecast cost of £518K. (+56.6% above the original budget). This forecast has reduced since the last report as budget adjustments have been processed.

The number of children in Independent foster care is 95. The budgeted number of 77 placements were set at a unit cost of £446 a week. The current unit cost of £902 per week and the 18 placements above budget has resulted in an additional forecast cost of £2.295m (+128.3% above budget). The forecast overspend in this area has been partially offset by anticipated savings in in-house fostering allowance costs (-£664k).

Plans continue to be progressed to recruit additional in-house foster carers. 19 new foster carers have been approved up to January (a net increase of 7 carers for the year to date). By March a net increase of 14 foster carers (35 approvals and 21 de-registrations) is expected. The current financial forecast reflects the assumptions about services to be provided by the new foster carers.

The number of looked after children requiring placements increased from 345 at the end of March 2008 to 407 at the end of March 2009. As at the end of January this number is 395, an increase of 50 (14.5%) since the end of March 2008. Even though the number of looked after children has reduced since March 2009 the number of these children placed in external provision has increased by 72% so therefore increasing the overall costs of placements.

#### **Retainers**

During 2009/10 a number of court proceedings have resulted in the Judge directing CYPS to confirm that a placement has been secured for the children prior to the conclusion of the proceedings. Given the limited in-house provision this has led to an increasing number of retainers being paid to independent foster agencies and residential care providers. £20,680 has been paid to date to retain placements for 11 children, with only 2 of the placements actually taken up.

#### **Potential Increase in forecast position**

A potential increase of £108k has been identified for the placement of 5 children in Out of Authority placements. This is subject to the outcome of imminent court proceedings, the outcome of which we cannot control.

**Other Children Looked After Services £438k**

Other forecast overspends in this area include Residential Homes £318k mainly due to agency cover for residential social worker shortages, additional Boarding Out payments £42k, Child Trust Fund payments £10K and the Fostering Team salaries £93k partially offset by £25k forecast savings across the service.

**7.1.7 Other Children & Families Services – Forecast overspend £368K**

There has been an increase in adoption activity resulting in additional costs of £444k. To date 19 children have been adopted with a further 36 placed with their prospective adopters. In addition, adoptive families are being sought for 51 children for who have a SHOBPA decision (i.e. should be placed for adoption approved). It is anticipated that 30 children will be adopted by 31 March 2010. This has been partially offset by underspends on the Supporting People budget (-£49k) and reduced contributions to partners (-£27k)

**7.1.8 Agency Savings**

Members, through the Value for Money Review Panel, have requested that regular updates are provided on Agency spend within budget monitoring reports. The following table shows an analysis of Agency spend in 2009/10 to the end of January for the Directorate.

2009/10												
	2008/09 Outturn	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	10 month cumulative
£'000	742	67	35	91	77	96	140	145	191	109	187	1,138

These costs are due to high sickness levels, high levels of vacancies, the increase in Looked After Children Numbers and action taken to respond to the Contact Referral Inspection. This spend is included in the relevant sections of 7.1.1 to 7.1.7 above.

**7.1.9** The Directorate continues to make every effort to ensure continued strict budget management and monitoring is maintained to try to reduce the forecast outturn position. In addition to tight vacancy management the Directorate has implemented a moratorium on uncommitted, non-essential, non-pay expenditure.

**7.1.10** Details of the revenue budget position for the Children and Young People's Directorate for the monitoring period ending on 31st January are shown in Appendix A attached.

**7.1.11** A simplified version of Appendix A is included at Appendix B.

**8 Finance**

The financial issues are discussed in section 7 above and included in Appendix A and B.

## 9 Risks and Uncertainties

Principal risks and uncertainties relate to the needs led budgets for looked after children.

The number of looked after children has increased since last year and we would hope that this growth will not continue.

The recruitment of in house foster and adoptive carers remains a challenge and we must always ensure a high quality of placements. 19 new foster carers have been recruited up to January and it is expected that an additional 14 will be approved by the end of March.

A Resource Panel has now reviewed all children's placements. To date 6 residential and 12 fostering placements have ended as a result of the reviews. It has been introduced that, any new placements are only authorised for a maximum of 4 weeks to ensure that ongoing quality of care planning takes place.

Our decisions to place children with independent fostering agencies and in residential out of authority establishments will always be in the context of the best interests of our children. The budget need can only be an estimate given its volatile nature. For example, one out of authority residential placement can cost up to £250,000 per annum.

Legal costs will also remain at a high level. If children assessed as being in need of protective care are not made subject to Interim Care Orders, and subsequently Care Orders, the local authority is leaving children potentially at risk of significant harm.

## 10 Policy and Performance Agenda Implications

The delivery of the Council's Revenue Budget within the revised limits determined by Council in March 2009 is vital in achieving the objectives of the Council's Policy agenda. Financial performance is a key element within the assessment of the council's overall performance.

## 11 Background Papers and Consultation

- Report to Cabinet on 25 February 2009 –Proposed Revenue Budget and Council Tax for 2009/10.
- The Council's Medium Term Financial Strategy (MTFS) 2008 - 2011.

This report has been discussed with the Strategic Director of Children and Young People's Service and the Strategic Director of Finance.

### **Contact Name:**

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Financial Services

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ROTHERHAM MBC  
REVENUE BUDGET MONITORING

CHILDREN AND YOUNG PEOPLE'S SERVICES

EXPENDITURE/INCOME TO DATE (As at 31 January 2010)		NET PROJECTED OUT-TURN																
Last Reported Projected Variance £000	Service Division	Expenditure			Income			Net			Annual Budget £000	Projected Out-turn £000	Current projected year end Variance Over (+)/ Under (-) spend £000	Current Financial RAG Status	Financial Impact of Management Action £000	Revised Projected Year end Variance Over(+)/Under(-) spend £000	Revised Financial RAG Status	* Note
		Profiled Budget £000	Actual Spending £000	Variance (Over (+) / Under (-) Spend) £000	Profiled Budget £000	Actual Income £000	Variance (Over (+) / Under (-) Recovered) £000	Profiled Budget £000	Actual Spend £000	Variance (Over (+) / Under (-) Spend) £000								
0	Individual Schools Budget - Dedicated Schools Grant	157,754	157,754	0	(120,016)	(120,016)	0	37,738	37,738	0	0	0	0	Green				
0	Non-Schools - Dedicated Schools Grant	13,012	13,135	123	(5,247)	(5,187)	60	7,765	7,948	183	271	271	0	Green	0	0	Green	
0	Strategic Management	4,980	4,571	(409)	(808)	(636)	172	4,172	3,935	(237)	5,179	4,930	(249)	Amber	249	0	Green	1
19	School Effectiveness	1,521	1,511	(10)	(573)	(435)	138	948	1,076	128	1,126	1,126	0	Green	0	0		
73	Access to Education	3,166	2,930	(236)	(162)	(148)	14	3,004	2,782	(222)	3,591	3,656	65	Amber	0	65	Amber	2
0	Special Education Provision	3,929	4,130	201	(2,644)	(2,450)	194	1,285	1,680	395	1,257	1,349	92	Green	0	92	Green	3
0	Specific Grant Support	9,987	9,893	(94)	(7,852)	(7,605)	247	2,135	2,288	153	25	(8)	(33)	Green	33	0	Green	4
0	Youth & Community	7,318	7,395	77	(4,325)	(4,261)	64	2,993	3,134	141	2,770	2,840	70	Amber	0	70	Green	5
0	Student Support / Pensions	4,425	4,386	(39)	(1,624)	(1,426)	198	2,801	2,960	159	1,632	1,589	(43)	Green	43	0	Green	6
0	Delegated Services	8,869	8,946	77	(7,523)	(7,850)	(327)	1,346	1,096	(250)	(23)	(383)	(360)	Green	360	0		7
1,803	Commissioning & Social Work	6,840	7,788	948	(570)	(579)	(9)	6,270	7,209	939	7,492	9,200	1,708	Red	0	1,708	Red	8
1,769	Children Looked After	9,613	11,464	1,851	(275)	(250)	25	9,338	11,214	1,876	10,833	13,420	2,587	Red	(662)	1,925	Red	9
0	Family Support Services	5	0	(5)	(4)	(4)	0	1	(4)	(5)	0	0	0	Green	0	0		
0	Youth Justice	766	766	0	(324)	(347)	(23)	442	419	(23)	597	597	0	Green	0	0		
301	Other Children & Families Services	2,210	2,104	(106)	0	(24)	(24)	2,210	2,080	(130)	2,636	3,004	368	Amber	0	368	Amber	10
43	Support Services & Management Costs	551	599	48	(68)	(68)	0	483	531	48	571	614	43	Amber	(43)	0	Amber	11
0	Asylum Seekers	0	0	0	0	(41)	(41)	0	(41)	(41)	0	0	0	Green	0	0		
0	Children & Families Grant	1,763	1,645	(118)	(1,512)	(1,487)	25	251	158	(93)	0	(20)	(20)	Green	20	0		12
4,008	<b>Total for Service</b>	<b>236,709</b>	<b>239,017</b>	<b>2,308</b>	<b>(153,527)</b>	<b>(152,814)</b>	<b>713</b>	<b>83,182</b>	<b>86,203</b>	<b>3,021</b>	<b>37,957</b>	<b>42,185</b>	<b>4,228</b>		<b>0</b>	<b>4,228</b>		

Reason for Variance(s), Actions Proposed and Intended Impact on Performance

NOTES Reasons for Variance(s) and Proposed Actions

Reasons for Variance

- 1 Overspend on central support charges & Building Schools for the Future & not being able to meet the Vacancy Factor offset by Capitalisation of part of the Building Schools for the Future funding
- 2 Overspend on transport costs for Looked After Children - needs led & unmet vacancy factors
- 3 Unachievable vacancy factors and income targets in Education Psychology
- 4 Underspend/redistribution of Grants
- 5 Under recovery of income on Outdoor Education venues
- 6 Underspend on Pensions & additional income generation
- 7 Increase in Income Targets on traded services
- 8 Overspend on Legal costs, staffing, agency, VPN costs & Section 17 & 23 spend - needs led
- 9 Overspend on Out of Authority Fostering and Residential placements - needs led
- 10 Supporting People reduced contribution confirmed but offset by an increase in adoption activity
- 11 Increased accommodation costs & not being able to meet the vacancy factor
- 12 Underspend/redistribution of Grants

Proposed Actions to Address Variance

- 1 Forecast underspend to be used to cover overspend elsewhere
- 2 Spend to be continuously reviewed to try to reduce overspend
- 3 Spend to be continuously reviewed to try to reduce overspend
- 4 Forecast underspend to be used to cover overspend elsewhere
- 5 Spend to be continuously reviewed to try to reduce overspend
- 6 Forecast underspend to be used to cover overspend elsewhere
- 7 Additional Income to be used to offset overspends elsewhere
- 8 Spend to be continuously reviewed to try to reduce overspend
- 9 Forecast overspend to be partially covered by underspend elsewhere & plans are in place to continuously review all placements and increase foster care recruitment
- 10 Spend to be continuously reviewed to try to reduce overspend
- 11 Spend to be continuously reviewed to try to reduce overspend
- 12 Forecast underspend to be used to cover overspend elsewhere

Performance

There is no adverse impact on Performance Indicators as a result of the forecast underspend on these grants.  
 There is no adverse impact on Performance Indicators as a result of the forecast underspend on these grants.  
 There is no adverse impact on Performance Indicators as a result of the forecast underspend on these grants.  
 There is no adverse impact on Performance Indicators as a result of the forecast underspend in this area.  
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 There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.  
 There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.  
 The related Performance Indicator is NI 62 - Stability of Placements of looked after children. The Directorate will continue to support the aim to meet this performance indicator.  
 There is no adverse impact on Performance Indicators as a result of the forecast underspend in this area.  
 There is no adverse impact on Performance Indicators as a result of the forecast underspend in this area.  
 There is no adverse impact on Performance Indicators as a result of the forecast overspend in this area.



**ROTHERHAM MBC  
REVENUE BUDGET MONITORING**

<b>CHILDREN AND YOUNG PEOPLE'S SERVICES</b>										
<b>EXPENDITURE/INCOME TO DATE (As at 31 Jan 2010)</b>			<b>NET PROJECTED OUT-TURN</b>							
<b>Last Reported Projected Variance £000</b>	<b>Service Division</b>		<b>Annual Budget £000</b>	<b>Projected Out-turn £000</b>	<b>Current projected year end Variance Over (+)/ Under (-) spend £000</b>	<b>Current Financial RAG Status</b>	<b>Financial Impact of Management Action £000</b>	<b>Revised Projected Year end Variance Over(+)/Under(-) spend £000</b>	<b>Revised Financial RAG Status</b>	<b>* Note</b>
0	Individual Schools Budget - Dedicated Schools Grant	0	0	0	0	Green				
0	Non-Schools - Dedicated Schools Grant		271	271	0	Green	0	0	Green	
0	Strategic Management	0	5,179	4,930	(249)	Amber	249	0	Green	1
19	School Effectiveness	0	1,126	1,126	0	Green	0	0		
73	Access to Education	0	3,591	3,656	65	Amber	0	65	Amber	2
0	Special Education Provision	0	1,257	1,349	92	Green	0	92	Green	3
0	Specific Grant Support	0	25	(8)	(33)	Green	33	0	Green	4
0	Youth & Community	0	2,770	2,840	70	Amber	0	70	Green	5
0	Student Support / Pensions	0	1,632	1,589	(43)	Green	43	0	Green	6
0	Delegated Services	0	(23)	(383)	(360)	Green	360	0		7
1,803	Commissioning & Social Work	0	7,492	9,200	1,708	Red	0	1,708	Red	8
1,769	Children Looked After	0	10,833	13,420	2,587	Red	(662)	1,925	Red	9
0	Family Support Services	0	0	0	0	Green	0	0		
0	Youth Justice	0	597	597	0	Green	0	0		
301	Other Children & Families Services	0	2,636	3,004	368	Amber	0	368	Amber	10
43	Support Services & Management Costs	0	571	614	43	Amber	(43)	0	Amber	11
0	Asylum Seekers	0	0	0	0	Green	0	0		
0	Children & Families Grant	0	0	(20)	(20)	Green	20	0		12
<b>4,008</b>	<b>Total for Service</b>	<b>0</b>	<b>37,957</b>	<b>42,185</b>	<b>4,228</b>		<b>0</b>	<b>4,228</b>		

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting</b>	<b>Children and Young People’s Services Cabinet Member and Advisers</b>
<b>2.</b>	<b>Date</b>	Wednesday 10 <sup>th</sup> March 2010
<b>3.</b>	<b>Title</b>	<b>Capital Budget Monitoring Report as at 15th January 2010</b>
<b>4.</b>	<b>Directorate:</b>	Children and Young People’s Services

**5. Summary**

The revised 2009/10 Children and Young People’s Services’ Capital Programme is £20,594m. The programme is forecast to be fully spent by 31<sup>st</sup> March 2010. This capital report shows the capital programmes actual expenditure to 15<sup>th</sup> January 2010 and projected expenditure to 31<sup>st</sup> March 2010.

**6. Recommendations**

**Cabinet Member is asked to note:**

- **The Capital Programme for 2009/10 is £20,594m. Current expenditure to 15<sup>th</sup> January 2010 is £14,915m.**
- **The Capital Programme is expected to spend to budget by 31 March 2010.**

## 7. Proposals and Details

7.1 Below is the summarised budget, actual costs and projections.

<b>Scheme Blocks</b>	<b>Revised Capital Programme 2009/10</b>	<b>Actual Expenditure 01/04/09 - 15/01/10</b>	<b>Projected Expenditure to 31/03/2010</b>
	<b>£ 000</b>	<b>£ 000</b>	<b>£ 000</b>
<b>Primary Schools</b>	6,872	5,493	6,872
<b>Secondary Schools</b>	1,766	742	1,766
<b>Special Schools</b>	31	18	31
<b>City Learning Centres</b>	947	217	947
<b>Capitalised Major Repairs - All Schools</b>	2,500	2,374	2,500
<b>Surestart Children Centres</b>	1,388	955	1,388
<b>Strategic Maintenance Investment Programme</b>	923	348	923
<b>Other C&amp;YPS Projects</b>	6,167	4,768	6,167
<b>TOTALS</b>	<b>20,594</b>	<b>14,915</b>	<b>20,594</b>

### 7.2 Primary Schools

Under the Governments Primary Capital Programme Funding, Cabinet approved a number of key projects including:

Canklow Woods New School which opened June 2009. The new building has accommodation for a foundation unit, infant and junior classes, hall, kitchen, ICT and library facilities as well as children centre and community area benefiting the community of Canklow. The total cost of the scheme is £5m.

Herringthorpe Junior and Infant School also opened to pupils in July 2009. The total cost of this scheme is £7.630m. The project has provided the two schools with a shared central courtyard, reception, two halls for sport and dining, new kitchen, library and resource centre and flexible space for community use. The infant school has eight classrooms made up of a foundation unit, one nursery and two reception bases and five classrooms for years 1 and 2. The junior school has eight classrooms.

Aston Fence primary School has been extended to increase the numbers on roll from September 2009. The project is in the final stage of completion with only minor external works to the play area to complete. The final cost to the scheme will be £2.318m.

Member approval has been agreed to build a New Junior and Infant School at Swinton Queen. The building will comprise of one foundation, two reception, two infant and six junior classrooms as well as the main foyer and reception, hall and community room. Delays in the project timetable have arisen due to an objection by Sport England to the initial plans as not enough playing area had been determined within the school or surrounding area. A consultant has been employed to appeal against the objection (cost £6K) the verdict of which is imminent and looks to be favourable. A report was submitted to Cabinet Member for CYPS on 6<sup>th</sup> January 2010 showing profiled spend of £813k in 2009/10 and £4.621m in 2010/11.

Rawmarsh Monkwood Primary School is to receive a new single storey infant school building comprising of two foundation and two infant classrooms, main entrance foyer and reception. A tender report for this new build was submitted to CYPS Cabinet Member on 4<sup>th</sup> November 2009. The profiled cost of the project is £570k in 2009/10 and £1.840m in 2010/11.

## 7.2 **City Learning Centre**

Rawmarsh City Learning Centre has began work on an extension to the current Centre. Work commenced October 09 and is due to complete June, 2010. The anticipated expenditure profile for the build is £835,375.

Winterhill City Learning Centre has also approved plans for an extension to the Centre at a cost of £1.2m. The work is set to commence March 2010 and complete mid 2010/11.

## 7.4 **SureStart Centres**

Members approved on 29<sup>th</sup> October 2008 the implementation of the Phase 3 Surestart Capital Scheme. This phase of the Surestart project includes New Children Centres based at Anston, Thurcroft and Listerdale. The Anston Centre was completed March 2009 as part of extended capital work to replace the junior building. Listerdale was completed October 2009 and Thurcroft January 2010.

## 7.5 **Other CYPS Projects**

Other CYPS projects include expenditure for the schools Devolved Formula Capital which is projected to spend £4.1m during 2009/10. Additional funding for Wales Specialist schools has also been secured from the DCFS totalling £25K in 2009/10.

Kimberworth Co-location site is a project to refurbish the former Comprehensive school to create a campus for a range of children's focused health, education and social care services. The project is a joint initiative with the Primary Care Trust who is contributing £2.043m towards the total scheme cost of £2.610m. Aiming Higher for Disabled Children's grant is contributing £210k while CYPs capital programme will contribute £357K. The refurbishment is due to commence January 2010 and should be completed October 2010.

**8. Finance**

The financial issues are discussed in section 7 above.

**9. Risks and Uncertainties**

The 2009/10 programme, as in previous financial years, is supported by various sources of funding. The use of unsupported borrowing is kept to a minimum to avoid debt charges.

The monitoring and reprofiling of capital schemes is important to ensure there are no implications for the Councils Medium Term Financial Strategy, particularly the timing of borrowing and investments.

**10. Policy and Performance Agenda Implications**

The Capital Programme supports the Corporate Plan priorities and is central to the long term strategies of the Borough. Key areas it particularly supports are Rotherham Learning, Rotherham Proud, Rotherham Safe and sustainable development.

**11. Background Papers and Consultation**

- The Council's Medium Term Financial Strategy (MTFS) 2009 /2012.

This report has been discussed with the Strategic Director of Children and Young People's Service and the Strategic Director of Finance.

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<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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1	<b>Meeting:</b>	<b>Children and Young People’s Services Cabinet Member and Advisers</b>
2	<b>Date:</b>	<b>Wednesday, 10<sup>th</sup> March 2010</b>
3	<b>Title:</b>	<b>GCSE Examination Results, 2009</b>
4	<b>Directorate:</b>	<b>Children and Young People’s Services</b>

**5 Summary:**

The purpose of this report is to inform the Cabinet Member for Children and Young People’s Services of the GCSE examination results for 2009 and how they compare to previous years, to the national average and to the results of our statistical neighbours.

**6 Recommendations:**

**That:**

- **The report be received.**
- **The Cabinet Member for Children and Young People’s Services note the improved levels of performance across all indicators at the end of Key Stage 4.**
- **All schools are encouraged to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.**
- **The Cabinet Member for Children and Young People’s Services endorses the drive to:**
  - **reduce the gap between Rotherham’s performance and the national average performance especially in relation to 5A\*-C including English and Maths;**
  - **continue to improve boys’ attainment,**
  - **continue to improve the attainment of black, minority ethnic (BME) pupils and**
  - **continue to improve the attainment of Looked After Children (LAC)**
- **The report be forwarded to Cabinet for consideration**

## 7. Key Aspects of Performance

### A. Summary Overview

- i. Performance at GCSE 5+A\*-C across the Local Authority (LA) rose for the seventh consecutive year and by the highest margin in that period. The LA average rose 8.6% against a national average increase of 4.7%
- ii. On the now critical 5+A\*-C including English and Mathematics indicator, the LA average was also our most significant increase to date of 6.2% against a national average increase of 2.2%.
- iii. Performance at 5+A\*-G including English and Mathematics rose 1.5% against a national average increase of 0.9%. Rotherham exceeds national averages at 5+A\*-G (by 1.3%) and 5+A\*-G including English & Mathematics (by 3.5%).
- iv. The LA average at both 5+A\*-C thresholds exceeds Fischer Family Trust (FFT) "D" revised measures for progress from KS2-4, i.e. progress equal to that of the top 25% of students nationally. 13 out of 16 schools matched or exceeded FFT 'D' at 5+A\*-C and 11 out of 16 schools matched or exceeded it at 5+A\*-C including English and Mathematics.
- v. The Key Stage 2-4 expected progress measures improved significantly in both English (6%) and Mathematics (3%) closing the gap to national averages.
- vi. There was important improvement in key core subject departments in the Borough's most vulnerable schools, notably in English, which is helping to improve the overall performance of boys

### B. Priority areas for action 2009/10

- i. The collaborative programme focussed on 5+A\*-C including English and Mathematics performance led by a Consultant Headteacher working with senior leaders across the 16 schools has been sustained for a third year. In 2009 it promoted significant improvement in targeted schools, well above national averages.
- ii. The culture of high expectations now pervasive across the secondary phase is exemplified in the aspirational targets set by schools for 2010 and 2011, which are consistently above the upper FFT 'D' and RAISE online estimates.
- iii. Improvement in the LA's most vulnerable schools – those with the highest proportion of children receiving Free School Meals (FSM) – remains a priority and has seen significant improvement over the last 3 years.
- iv. Of the 7 schools in the National Challenge (NC) programme, 6 improved and 5 are now above 40% on the 5+A\*-C including English and mathematics threshold. 1 school, however, fell below 30% and is now subject to increased support and additional financial investment by the Department of Children Schools and Families (DCSF).

### C. Strategic focus of School Effectiveness Service

- i. Targeted support for underachievement is coordinated across the School Effectiveness Service (SES), Consultant Headteachers and the nominated three lead consultancy schools. In 2008/9 we further increased our consultancy resources by commissioning additional support from lead schools in English (Wath CS) and Maths (Wales HS).
- ii. The School Improvement Partner (SIP) programme has sharpened school self-evaluation, increased school leadership capacity and toughened the focus on Standards and Achievement. Rotherham's practice is judged to be Outstanding by the National Strategies. The same strengths now inform our approach to the National Challenge which is equally highly regarded with all three National Challenge Advisers graded 'outstanding' by the external assessors

- iii. Programmes promoting the development of senior leadership capacity in the secondary phase are an area of excellence receiving regional and national recognition
- iv. Core subject consultancy demonstrated significant impact in underperforming departments in 2009 especially in English and Science. Maths is the key target area for 2010 which would help drive up overall performance at the threshold
- v. Partnership between schools and SES is unprecedentedly close, responsive and productive. It has made the local introduction of the NC relatively straightforward and informs the ambitious vision for Transforming Rotherham Learning (TRL)

#### D. Overall GCSE Results

**Table D1: Overall 5+ A\* - C GCSE Results 2003 - 2008**

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
<b>5+ A*-C</b>					
2005	49.5	57.1	-7.6	50.9	-1.4
2006	52.2	59.2	-7.0	53.8	-1.6
2007	54.6	62.0	-7.4	57.9	-3.3
2008	58.3	65.3	-7.0	62.8	-4.5
2009	66.9	70.0	-3.1	69.2	-2.3

- The percentage of pupils attending special schools in the 2009 cohort was 1.7%.
- The percentage of pupils achieving 5+GCSEs at the higher grade A\*-C has increased from 58.3% in 2008 to 66.9% in 2009, against a national average of 65.3% in 2008 to 70.0% in 2009. Rotherham has reduced the gap to national averages by 3.9% and to the statistical neighbours' average by 2.2%.
- This is an improvement of 8.6% for Rotherham schools (2008 to 2009), against a national improvement of 4.7%.

**Table D2: Performance at 5+ A\* - C (including English and Mathematics)**

GCSE results	Rotherham (R) %	National (N) %	% Diff between R and N	Statistical Neighbours (SN) %	% Diff between R and SN
<b>5+A*-C (including English and maths)</b>					
2006	37.5	45.8	-8.3	38.8	-1.3
2007	39.0	46.7	-7.7	40.3	-1.3
2008	40.9	47.6	-6.7	42.8	-1.9
2009	47.1	49.8	-2.7	46.7	+0.4

- In 2009 47.1% of Rotherham pupils achieved 5+A\*-C (including English and Maths), against a national average of 49.8% and a statistical neighbour average of 46.7%. Rotherham has reduced the gap to national averages by 4.0% and is 0.4% above the statistical neighbours' average.
- In 2009:
  - 58.3% of pupils gained A\*-C in English (62.0% nationally). The LA average rose by 6.2% against a national average increase of 1%.
  - 53.4% gained A\*-C in Mathematics (57.0% nationally). The LA average rose by 4.4% against a national average increase of 2%.



- 47.2% gained A\*-C in English and Mathematics combined (50.0% nationally). The LA average rose by 6.1% against a national average increase of 2%.

**Table D3: Performance at 5+ A\* - G (including English and Mathematics)**

<b>GCSE results</b>	<b>Rotherham (R) %</b>	<b>National (N) %</b>	<b>% Diff between R and N</b>	<b>Statistical Neighbours (SN) %</b>	<b>% Diff between R and SN</b>
<b>5+A*-G (including English and maths)</b>					
2005	86.5	88.0	-1.5	86.9	-0.4
2006	86.0	87.8	-1.8	87.4	-1.4
2007	87.5	87.9	-0.4	88.8	-1.3
2008	90.3	87.4	+2.9	89.9	+0.4
2009	91.8	88.3	+3.5	90.8	+1.0

- 91.8% of Rotherham pupils gained 5+A\*-G (including English and Mathematics), an increase of 1.3% from 2008.
- This is against a national average of 88.3% which increased by 0.9% from 2008 and the statistical neighbour average of 90.8% which increased by 0.9% from 2008.
- Rotherham exceeds both national averages and the average of statistical neighbours.

**Table D4: Performance – Any passes**

<b>GCSE results</b>	<b>Rotherham (R) %</b>	<b>National (N) %</b>	<b>% Diff between R and N</b>	<b>Statistical Neighbours (SN) %</b>	<b>% Diff between R and SN</b>
<b>Any passes</b>					
2005	96.3	97.4	-0.9	96.2	+0.1
2006	96.6	97.8	-1.2	96.8	-0.8
2007	97.0	98.9	-1.9	97.6	-0.6
2008	98.0	98.6	-0.6	98.2	-0.2
2009	98.5	98.9	-0.4	98.5	0.0

- Only 1.5% of pupils in Rotherham left school in 2009 with no GCSE equivalent passes. 1.7% of pupils in the cohort attended special schools.

**Table D5: Average Point Score (capped – i.e. results of the best 8 subjects taken)**

<b>GCSE results</b>	<b>Rotherham (R) %</b>	<b>National (N) %</b>	<b>% Diff between R and N</b>	<b>Statistical Neighbours (SN) %</b>	<b>% Diff between R and SN</b>
<b>APS (capped)</b>					
2005	270.6	291.8	-21.2	273.9	-3.3
2006	274.4	296.0	-21.6	279.3	-4.9
2007	281.5	303.1	-21.6	290.2	-8.7
2008	292.9	308.6	-15.7	300.5	-7.6
2009	309.8	318.2	-8.4	313.3	-3.5

- The capped average points score is calculated from the best 8 GCSEs or equivalent.
- The average (capped) point score for pupils in Rotherham is 309.8, an increase of 16.9 in 2009 compared to a national average increase of 9.6.

- Rotherham has strongly improved its position in relation to National and Statistical Neighbour comparators.

### E. Performance Profile of Individual Secondary Schools

	Cohort	5+A*-C inc Eng & Ma	5+A*-C	5+A*-G	At least one qualification	APS
<b>LA Average</b>	<b>3679</b>	<b>47.1%</b>	<b>66.9%</b>	<b>93.6%</b>	<b>98.5%</b>	<b>415.6</b>
<b>England Average</b>		<b>49.8%</b>	<b>70.0%</b>	<b>92.3%</b>	<b>98.9%</b>	<b>413.5</b>
Aston	317	53%	76%	97%	100%	406.5
Brinsworth	254	47%	64%	94%	99%	377.1
Clifton	276	29%	50%	88%	98%	345.9
Dinnington	244	55%	62%	91%	100%	409.8
Maltby	212	45%	62%	99%	100%	385.8
Oakwood	211	50%	73%	93%	98%	420.0
Rawmarsh	213	42%	66%	97%	100%	417.2
Saint Pius Catholic High	127	43%	63%	97%	100%	410
St Bernard's Catholic High	129	62%	89%	97%	98%	462.5
Swinton	177	42%	61%	93%	98%	401.9
Thrybergh	115	24%	48%	85%	100%	330.2
Wales High	249	53%	75%	98%	99%	474.1
Wath	285	56%	71%	98%	100%	478
Wickersley	306	62%	83%	94%	98%	506.3
Wingfield	185	45%	65%	98%	100%	429.3
Winterhill	317	44%	70%	97%	99%	429.7

### F. Vulnerable Groups

#### (i) Gender

**Table F1: Analysis of Performance by Gender - 5+A\*-C Grades**

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
<b>2005</b>	43.0	52.2	56.1	62.0	13.1	9.8
<b>2006</b>	44.3	54.6	60.3	64.0	16.0	9.4
<b>2007</b>	48.8	57.7	60.5	66.4	11.7	8.7
<b>2008</b>	54.1	60.9	62.6	69.9	8.5	7.3
<b>2009</b>	63.2	65.8	70.8	74.4	7.6	8.6

- The gap between the performance of girls and boys at 5+A\*-C is 7.6%; this has decreased in 2009 by 0.9%. Boys' performance improved by 9.1%. Girls' performance improved by 8.2% between 2008/2009.
- The gap in national performance between girls and boys is 8.6%, with an increase of 1.3% from 2008.

**Table F2: Analysis of Performance by Gender - 5+A\*-C grades (including English and Mathematics)**

5+A*-C	Boys		Girls		Difference	
	LA	Nat	LA	Nat	LA	Nat
<b>2005</b>	30.7	40.7	42.3	49.1	11.6	8.4
<b>2006</b>	31.1	41.6	44.2	50.2	13.1	8.6
<b>2007</b>	32.7	42.4	45.5	51.2	12.8	8.8
<b>2008</b>	37.2	43.2	44.8	52.3	7.6	9.1
<b>2009</b>	44.0	45.7	50.3	54.1	6.3	8.4

- The gap between the performance of girls and boys at 5+A\*-C (including English and Maths) is 6.3% and reduced by 1.3%. Boys' performance improved by 6.8%. Girls' performance improved by 5.5% between 2008/2009.
- The gap in national performance between girls and boys is 8.4%, i.e. the national gap is 2.1% above the LA's.

### Looked After Children

**Table F3: Percentage of Looked After Children (LAC) achieving 5+ GCSEs (or equivalent) at grade A\*-G (2005- 2009)**

	2005	2006	2007	2008	2009
Rotherham %	29	50	26	47	45
Rotherham LAC Cohort No.	30	30	23	36	25

**Table F4: Percentage of Looked After Children achieving 1+ GCSEs (or equivalent) at grade A\*-G 2005-2009**

	2005	2006	2007	2008	2009
Rotherham %	65	70	61	78	72
Rotherham LAC Cohort No.	30	30	23	36	25

- Care should be taken in comparing small numbers of pupils year on year but the outcomes reflect committed and successful work by students, the Get Real Team and other colleagues.

### Performance by Ethnicity (mainstream schools)

**Table F5: Performance by Ethnicity 2005 – 2009**

		Number in Group	3+ A* to A	5+ A* to C inc Eng & Maths	5+ A* to C	5+ A* to G
2005	BME	210	11.9%	31.9%	48.1%	90.5%
	WBRI	3355	13.3%	37.2%	50.1%	89.0%
	ALL	3565	13.2%	36.9%	50.0%	89.1%
2006	BME	250	15.5%	36.1%	51.2%	88.1%
	WBRI	3480	14.8%	38.3%	52.9%	89.7%
	ALL	3730	14.9%	38.1%	52.8%	89.6%
2007	BME	273	16.8%	39.9%	55.3%	93.0%
	WBRI	3427	14.5%	39.8%	55.4%	90.4%
	ALL	3700	14.7%	39.8%	55.4%	90.6%
2008	BME	262	14.5%	34.7%	56.9%	93.5%
	WBRI	3489	17.0%	42.0%	58.7%	92.8%
	ALL	3751	16.8%	41.5%	58.6%	92.9%
2009	BME	295	20.7%	42.4%	63.1%	94.2%
	WBRI	3282	22.2%	48.3%	68.2%	94.8%
	ALL	3616	22.0%	47.7%	67.7%	94.8%

(BME) Black and Minority Ethnic background

(WBRI) White British background

Data Source – NCER website

- The percentage of BME pupils has increased slightly from 2008 (7.0%) to 2009 (8.1%).
- While the performance of BME pupils continues to improve, the rate of improvement did not match the overall incremental rise on two indicators and needs to be monitored carefully.
- The BME cohort does not yet reflect the significant numbers of EU migrant children now entering the secondary school system

### Free School Meals

**Table F6: Performance by Free School Meals (FSM) Eligibility**

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths	3 Levels English	3 Levels Maths
2006	16.4	26.0	90.1	23.6	23.9	-	-
2007	15.3	28.5	89.1	23.4	24.7	-	-
2008	14.9	28.4	92.9	24.7	21.6	35.0	26.0
2009	20.8	39.2	93.3	30.1	27.7	42.0	30.0

FSM cohort average – 15%

- The performance of pupils on FSM shows a rise on all indicators

**Table F7: Gap between the performance of pupils eligible for FSM and pupils not eligible for FSM**

	5+A*-C in E&M	5+A*-C	1A*-G	A*-C English	A*-C Maths	3 Levels English	3 Levels Maths
2006	24.6	30.5	6.4	29.8	26.3	-	-
2007	27.8	30.5	8.3	32.2	27.8	-	-
2008	30.7	35.3	5.1	32.5	32.4	27.0	29.0
2009	30.7	32.2	4.9	33.1	30.3	25.0	27.0

- The performance of pupils eligible for FSM has increased for all indicators in 2009 but the gap to mainstream pupil performance remains too wide.

### G. Contextual Value Added (CVA)

**Table G1: Overall CVA – Number of schools designated in each category**

	2007	2008	2009*
Number of Schools 1000+	8	9	6
Number of Schools less than 1000	8	7	10
Number of Schools Significant -	4	4	0
Number of Schools Significant +	1	1	2

Minus sign (-) means significantly below national average

Plus sign (+) means significantly above national average

- The outcome measure used in the KS2-KS4 2009 overall CVA model has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA is now capped at the best 8 GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance.
- 14 schools are in line with the national average, 2 schools are significantly above the national average and no schools are significantly below the national average in 2009.

**Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages**

A (i) Trend of Key Stage 4 Outcomes against the National Average.

A (ii) Rotherham GCSE results compared with Statistical Neighbour and National Averages 2009.

**11. Finance:**

Resources, within the Council, to drive the school improvement agenda, are a combination of core budget, DCSF grant through the Standards Fund and income.

Schools also receive additional funding, through Standards Fund, to address the National Strategies agenda re raising standards.

**12 Risks and Uncertainties:**

The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. Schools, working with the LA, are setting challenging targets and are striving to drive up the standards of attainment for all pupils.

The coherent implementation of a range of nationally funded projects will be instrumental in achieving this improvement. Failure to achieve the targets will limit the economic prospects of the young people and could put this additional funding at risk.

**13 Policy and Performance Agenda Implications:**

Any plans arising from an analysis of this report should be consistent with the Community Strategy, the Corporate Plan and the Children and Young People's Single Plan. The improvement actions should address the Corporate Priorities for:

- |                |  |
|----------------|--|
| Regeneration   | - improving the image of Rotherham;<br>- providing sustainable neighbourhoods of quality, choice and aspiration. |
| Equalities     | - promoting equality;<br>- promoting good community relations.   |
| Sustainability | - improving quality of life;<br>- increasing employment opportunities for local people.                          |

**14. Background Papers and Consultation:**

GCSE Examination Results 2005 - Report to Cabinet 2006.

GCSE Examination Results 2006 - Report to Cabinet 2007.

GCSE Examination Results 2007 - Report to Cabinet 2008.

GCSE Examination Results 2008 - Report to Cabinet 2009.

**Contact Name:**

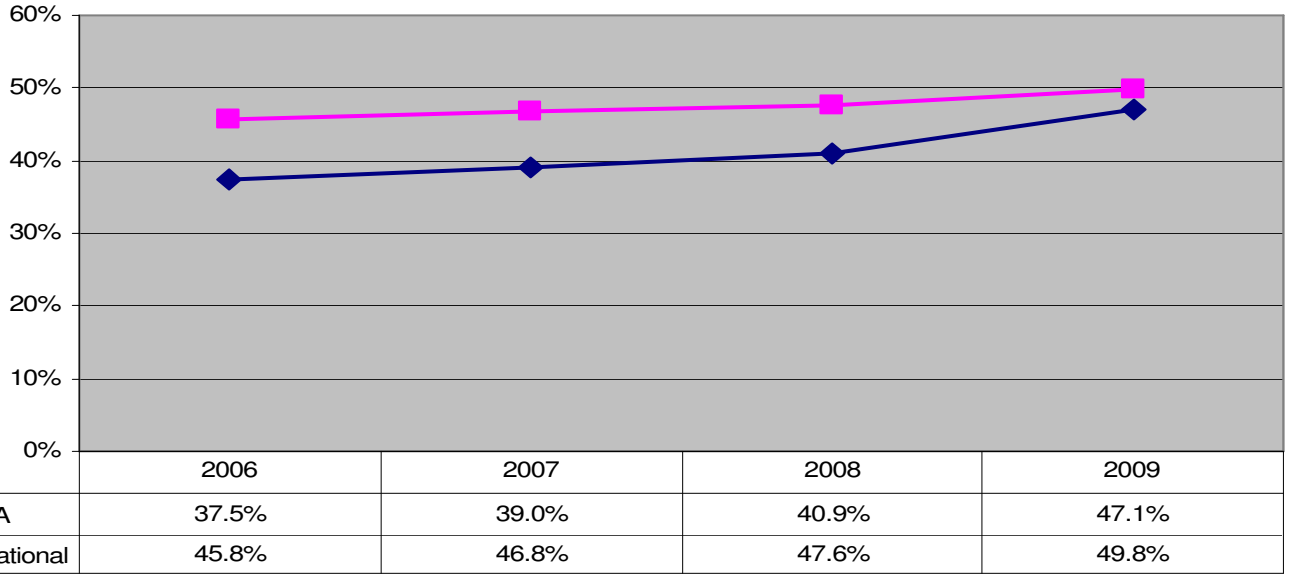
David Light Head of School Effectiveness

T: 01709 336822 E: david.light@rotherham.gov.uk

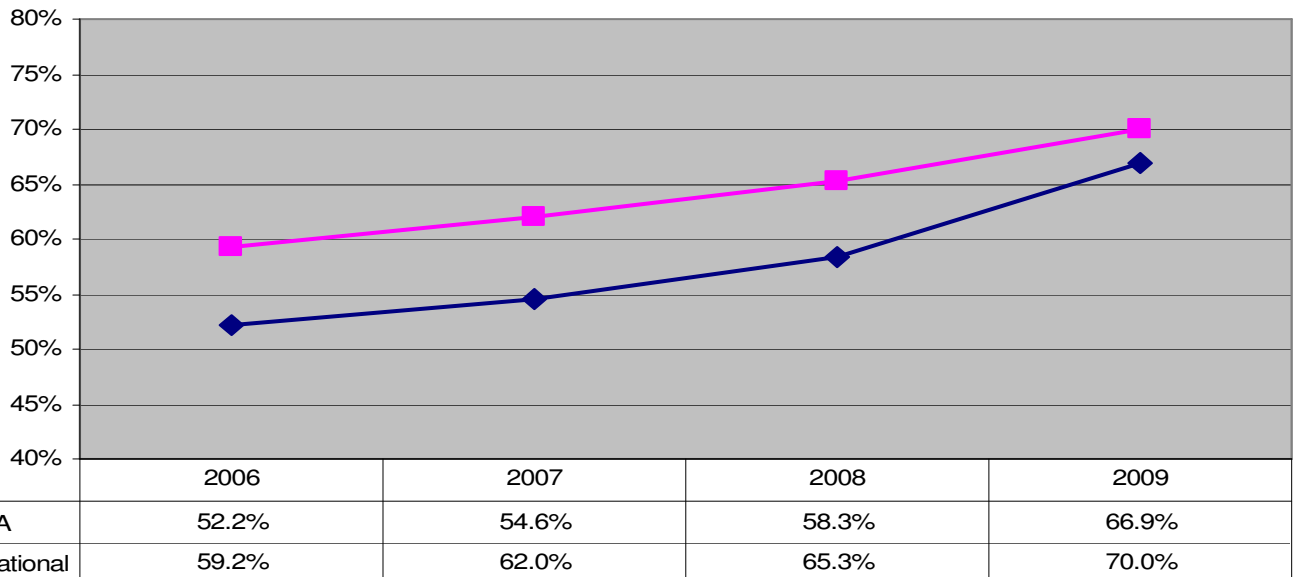
Appendix A: Rotherham's results compared with National and Statistical Neighbour (SN) averages

A (i) Key Stage 4 Outcomes against the National Average

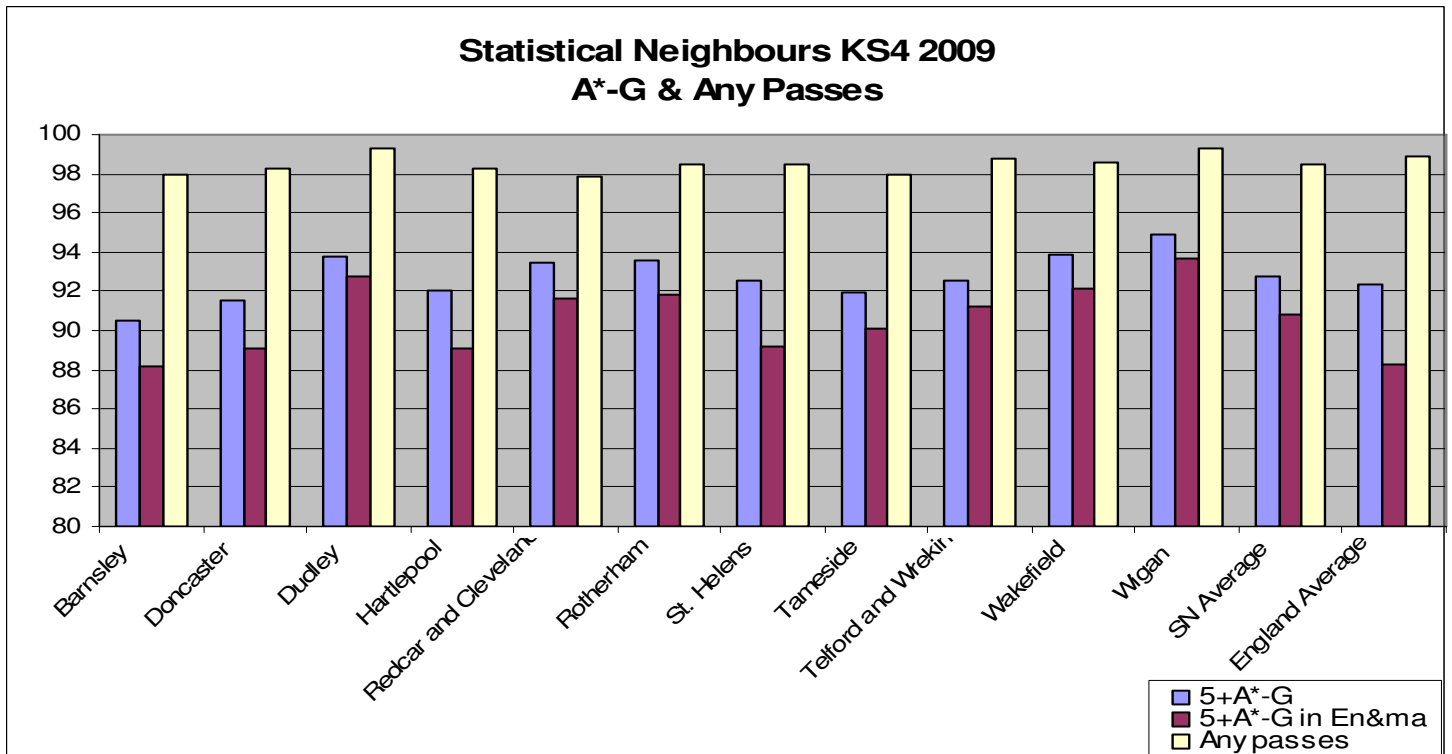
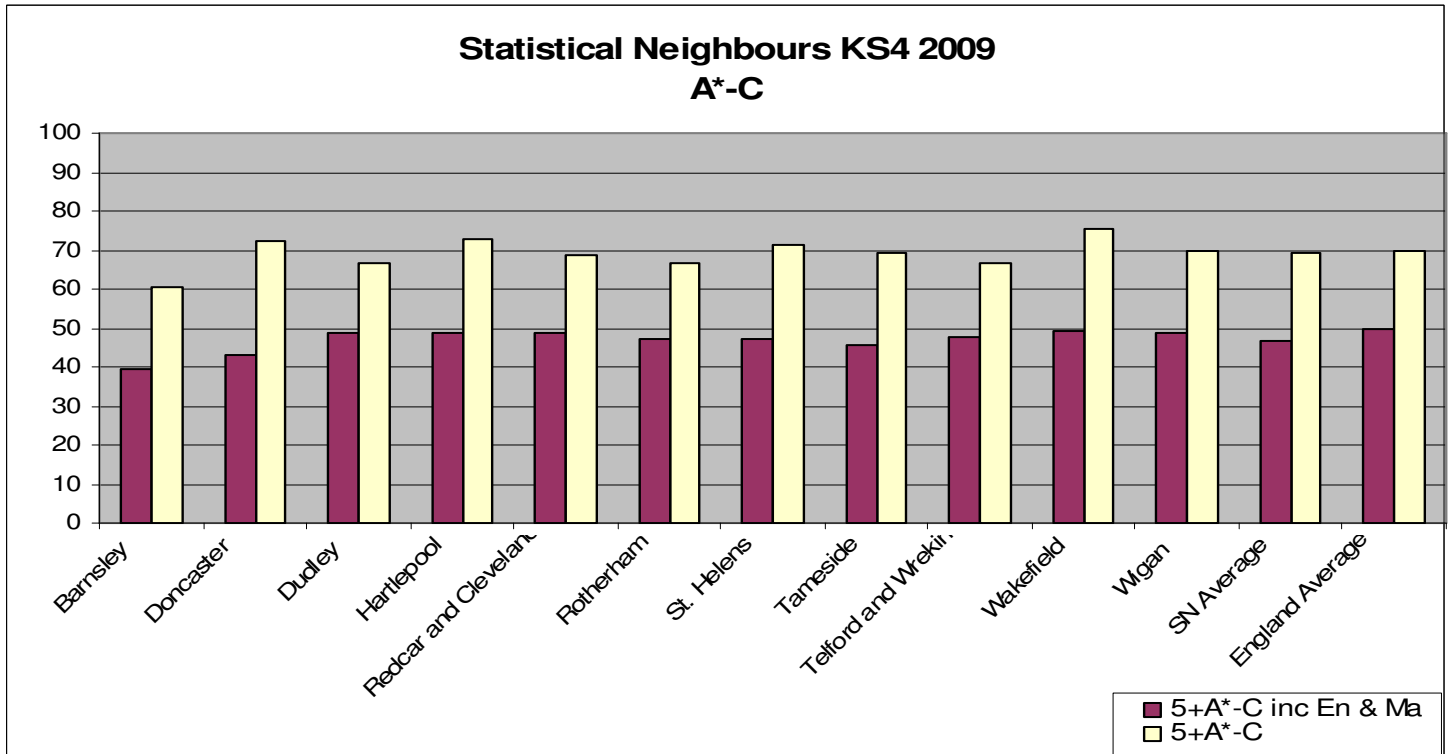
**5+A\*-C Including English and Maths (GCSE or Equivalent)  
LA / National Comparison**



**5+A\*-C (GCSE or Equivalent)  
LA / National Comparison**



A (ii) Rotherham GCSE results compared with Statistical Neighbour and National Averages 2009



<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	<b>Children and Young People’s Services Cabinet Member and Advisers</b>
<b>2.</b>	<b>Date:</b>	<b>Wednesday 10<sup>th</sup> March 2010</b>
<b>3.</b>	<b>Title:</b>	<b>Allocation of 16-19 funding to schools and colleges 2010/11</b>
<b>4.</b>	<b>Directorate:</b>	<b>Children and Young People Services</b>

**5. Summary**

The Apprenticeships, Skills, Children and Learning Act 2009 received Royal Assent on 12 November 2009. The principle provisions of the Act transferred responsibilities for commissioning and funding 16-19 education and training from the Learning and Skills Council (LSC) to local authorities (LA) on 1 April 2010.

On 1 April 2010, the LSC will be abolished and all functions previously carried out by the LSC, with respect to 16-19 education and training, transfer either to LAs or the Young People’s Learning Agency (YPLA). The Local Authority is currently shadowing the LSC.

**6. Recommendations**

**That the report be received.**

**7. Proposals and Details**

The LSC has been working on the commissioning cycle for delivery of 16-18 education and training provision in the 2010/11 academic year and the LA has been shadowing this process, in preparation for taking on responsibility for the full commissioning cycle for 2011/12 academic year. The overall national 16-18 budget has increased, with over £200m extra funding announced in the Pre-Budget Report, but the impact on individual schools and colleges will vary both up or down, principally in the light of this year’s recruitment, and changes in the cohort. The principles underlining the allocations are included in Annex A.

The LSC (shadow YPLA) has given schools and colleges their indicative sustainable baseline allocations (which include any consolidated growth) for 16-18 provision. A copy of the standard letter to providers is included in Annex B.

The LSC Regional Offices have given the LA notice of these allocations, these are included in Annex C and D. The colleges and schools in Rotherham have had an increase in their funding which reflects the increased numbers of learners in provision.



Discussions will continue, during February, with individual providers, the Sub Regional Planning Group and the Regional Planning Group before allocations are finalised in March. These final allocations will include additional learning support, any new growth, Entry to Employment and a number of other elements.

The detail of the amount of growth for 2010/11 is not yet available.

## **8. Finance**

The funding allocations will be fully funded.

## **9. Risks and Uncertainties**

The planning of 16-19 learning and the application of national funding formulae across schools with sixth forms, the sixth form college, a wide variety of work based learning providers and two General Further Education Colleges is complex. It requires staff with the knowledge and experience necessary to successfully undertake post-16 commissioning.

RMBC already has experience of commission from learning providers. This expertise will be supplemented by the transfer, from 1 April 2010, of LSC staff who have experience of operating the post-16 commissioning cycle, and who have built up good working relationships with Rotherham's post-16 providers. In this way the RMBC and the LSC intend to ensure that: the transfer of responsibilities is as seamless as possible; the confidence of schools, colleges and other providers is maintained during the period of transition and; that the post-16 learning system is not de-stabilised to the detriment of learners as the transfer takes place.

## **10. Policy and Performance Agenda Implications**

Developments are consistent with:

- The Community Strategy (Local Strategic Partnership)
- The Corporate Plan (RMBC)
- The 14-19 Learning Plan (14-19 Strategy and Resources Board).
- The Economic Master Plan (RMBC) which takes into account the City regions developments and the economic relationship between Rotherham and Sheffield.
- Rotherham Productivity Plan (Work and Skills Board)

## **11. Background Papers and Consultation**

The Apprenticeships, Children, Skills and Learning Act 2009

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## Allocation Principles

### **a) Calculation of Learner Numbers**

The allocations process depends on the accuracy of the learner number baseline. For 2010/11 the LSC is committed to taking account of cohort change at LA and institutional level to ensure that learner volumes are planned with as much accuracy as possible. This will be achieved by the following 4 step methodology:

#### **Step 1:**

Calculate consolidated baseline. This baseline is the actual recruitment of the provider in learner numbers as at autumn 2009. This has been established from the initial autumn data returns (2009/10 F01 and autumn 2009 school census for FE and School Sixth Form [SSF] providers respectively).

For FE providers this has been up-rated to a full year estimate (by applying the 2008/09 F01 to F04 ratio). The use of the F01-F04 ratio was reviewed depending on the number of learners recruited in autumn 2009, as where more learners are recruited early in the year they will be included in the F01 and affect the ratio. This means that some ratios have reduced compared to previous years.

#### **Step 2:**

Create a Sustainable Baseline in learner numbers by adjusting SSF/ FE allocations for changes in cohort size.

This has been achieved by calculating the difference in size between the current year 11 and the previous year 11 for SSFs. For FE providers this is the aggregate difference between the current year 11 and previous year 11 for all learners in all LAs from which the provider recruits. Where an FE provider recruits learners from more than one LA the change rate has been derived from a combination of the cohort changes from the relevant LAs.

This approach focuses on 16-year olds only as, having reviewed the actual data from schools and colleges returned in autumn 2009, the approach proposed originally (to apply the cohort change to 16, 17 and 18-year olds) was no longer appropriate due to:

- the high amount of volatility for individual schools and colleges
- the consequent risk of increasing instability in this transitional year.

#### **Step 3:**

Adjust the sustainable baseline for structural infrastructure changes. The following have been considered as infrastructure changes that could lead to an adjustment of the learner numbers identified in Step 2. Infrastructure changes are only valid in the first two years of operation.

- Approved capital builds (only LSC, LA or DCSF funded) that is completed or is to be completed and open within 2010/11.
- Closing or opening schools/institutions that will have an impact in 2010/11
- Formally approved mergers that will have an impact in 2010/11
- Opening of Academies.
- Significant (200+) increases in learner numbers through competitions that will have an impact in 2010/11.

All infrastructure changes have been subject to a national moderation process and an affordability check.

For 2010/11 a number of SSF places will move to academies. This means that in some cases whole SSFs will simply change status but in other cases the Academy will cause displacement from other SSFs or colleges. This has been taken into consideration and the number of places allocated to the Academy reduced from other allocations. The displacement of learners from other infrastructure changes has also been taken into account.

### **Step 4:**

Negotiated Growth. On completion of Steps 1 to 3 the national allocations team will calculate the remaining growth available (if any) as negotiated growth and allocate to regions. The proportion of growth volumes to be allocated to each region has been derived using published DCSF data on those not in education, employment or training (NEET) for the three months November 2008 to January 2009. This will start to address the gap to full participation and will be established by residency. The regional LSC will then allocate the growth 'by negotiation' to individual schools, colleges and providers based on that organisation is best placed to:

- Meet the needs of the NEET Group
- To fill gaps in provision required to meet the September Guarantee
- To meet any other needs identified in the 14-19 plan, and the regional commissioning statement

### **b) Use of the Standard Learner Numbers (SLN) to Learner Ratio (Programme Size)**

The SLN/Learner ratio is a critical ratio to the allocations process; it represents the size of learners' programmes. There are several factors in its use including it being a key variable in controlling affordability, management of the size of learners' programmes, the availability of data, significant variations between providers and the degree to which increases are in line with policy.

Should the latest (2008/09) ratio be used this would build in all unplanned increases in programme size. Therefore, the lower of 2009/10 allocated ratio and the 2008/09 actual ratio has been used. This method takes account of adjustments made for 2009/10 (for Diplomas, IB etc) and reductions in the curriculum size. In addition allowance has been made for increases for the following policy reasons.

- The shift from part to full time participation which impacts on the SLN/ Learner ratio and, therefore, has been taken into consideration where the magnitude of this shift was significant. A new ratio was calculated on a national basis using the latest relevant data showing proportions of full time/part time learners.
- The introduction of roll on - roll off provision in 2009/10 where it is a substantial change to the historical recruitment pattern agreed in advance with the LSC. Provision introduced in 2008/09 was considered in conjunction with the F01 to F04 ratio which may already have addressed this.
- Any approved infrastructure changes such as those listed above plus the introduction of International Baccalaureate (IB) which usually happens at a whole organisation level and, where it does, an adjustment has been made.
- An adjustment to take account of the integration of Entry to Employment (E2E) into the 16-18 learner responsive models for 2010/11 only.

- Catastrophic data failure

The introduction of Diplomas increases the programme size and, therefore, affects the ratio. The ratio used for 2009/10 will be increased in spring 2010 for actual Diploma delivery during 2009/10. We will ensure that these increases are then carried forward into 2010/11 SLN to learner ratios. Diploma numbers are hard to predict and therefore we propose to allocate additional funds for 2010/11 Diplomas against starts in the autumn not in the initial ratio.

Any increases to SLN to learner ratios have been subject to affordability.

### **c) Significant Variations between providers**

In 2009/10 it was agreed that the top 10% of SLN/Learner ratios for each provider type should be considered for a reduced SLN/ Learner ratio. This principle has been adapted into a formulaic approach for 2010/11 to ensure consistency. Therefore we have:

- Identified the top 10% of providers by provider type - General FE Colleges, Tertiary Colleges, Sixth Form Colleges, Specialist Colleges, Independent Private Providers, Local Authorities and School Sixth Forms
- Reduced their SLN/ Learner ratio by 50% towards the benchmark for the top 10% of providers.

### **d) Provider Factors**

Provider Factors have been calculated based on final F04/Summer Census data.

### **e) Success Rates**

Final 08/09 data will not be available until February 2010 and so, to avoid turbulence in provider factors at a late stage in the process, we have used success rates based on 2007/08 data for the 2010/11 allocations. Using the 2007/08 success rates has enabled us to confirm success rates prior to issuing sustainable baseline allocations in January.

### **f) Transitional Protection**

Transitional protection has been applied by moving all schools, colleges and providers towards the national rate, but limiting the potential change in the rate of funding to a maximum of +/-2.1%. For colleges, this has been applied in terms of the funding rate per SLN and for schools it applied to the funding per learner.

In both cases, different arrangements apply to outliers. We have continued our policy of bringing outliers onto the national rate by 2012/13 by lowering the definition of an outlier to £3,600 per SLN and reducing the rate per SLN by 33% of the difference between their rate and £3,200. This principle has brought some FE institutions into scope for the first time.

### **g) Additional Learning Support (ALS)**

Additional Learning Support will again be allocated by formula (100% for SSFs and 60% for FE providers) and for FE providers (including private and third sector providers) 40% by local discretion.

Sustainable baseline allocations for FE providers include only the Additional Learning Support allocated by formula. Any further discretionary elements will be shown in final allocations.

A separate allocation will be made for 19-24 ALS over £5,500 to reflect the LA's duty to secure provision for 19-24 year olds with Learning Difficulties and Disabilities (LDD).

**h) Level of Allocation/Contracts**

Allocations for learner responsive provision (including Foundation Learning) will be at provider level with a single LA acting as a lead commissioner for all provision provided by providers based in its area. Providers operating across multiple LA boundaries will have their allocation calculated at a Sub Regional Grouping level or at a regional level depending on how the region is organised.

**i) Foundation Learning**

Foundation Learning will not be a separate budget in 2010/11, as E2E has been, it will be contracted/allocated as 16-18 Learner Responsive provision and highlighted in the 16-18 Planning Volumes sheet. Learners will be funded for the SLN value of the qualifications they take and will receive ALS and entitlement funding subject to the normal rules.

**j) Providers Contribution to the 14-19 qualifications strategy and meeting the young people's entitlement**

Providers will be required to document their contribution to the young people's entitlement and the number of learners that will be participating in each of the four national routes (as per the 14-19 Qualifications strategy). This will however be shown in the 16-18 Planning Volumes sheet rather than in a summary statement of activity as in previous years. A summary statement of activity will not be required for 2010/11.

In line with the strategy, qualifications that are not approved on Section 96 will no longer be funded in 2010/11.

**k) Learners aged 19-24 with a Learning Difficulty and Disability (LDD)**

Funding for Learners who have a S139a Learning Difficulty Assessment (LDA) and are aged 19-24 inclusive will be allocated as a discrete line within the allocation. This funding will be ring fenced for this purpose. For the purposes of 2010/11 the funding allocated will be for all learners receiving over £5,500 of support, whilst data is captured on the extent of learners with S139a LDAs. This approach will be supported by clear funding guidance to treat all learners requiring over £5,500 of support as though they have a S139a whilst the legislation embeds.

**STANDARD LETTER TO 16-18 LEARNER RESPONSIVE PROVIDERS. FROM YPLD RD By 29 January 2010**

**SUSTAINABLE CONSOLIDATED BASELINE FOR 2010/11 ALLOCATIONS**

Further to Peter Lauener's letter dated 18 December 2009 and our Statement of Priorities published on 12 January 2010, please find attached your sustainable consolidated baseline statement for the 2010/11 allocations. This letter explains how this has been reached, and the steps that we will follow to complete your allocation by the end of March.

In summary your sustainable consolidated baseline has been determined as follows:

- consolidating all the learners you reported to us in the autumn and, for colleges, up rated to a full year's cohort.
- adjusting this figure based on the size of the year 11 cohort moving into year 12 this September
- taking into account any exceptional circumstances raised as business cases and infrastructure changes that affect your learner numbers, including displacement and reductions in the cohort through demographic changes
- calculating the standard learner numbers (SLN) you are being allocated by multiplying the learner numbers by the SLN/learner ratio being used for your institution in 2010/11
- multiplying this by your funding rate per SLN
- multiplying this by your provider factor, which includes your success factor from 2007/08
- applying transitional protection to limit year on year changes in funding rates to arrive at an initial cash allocation.

As detailed in Peter's letter and Statement of Priorities, we are maintaining the national funding rate per SLN at 2009/10 rates. The final allocation position will be reached through further steps described below:

- any negotiated growth that may be available especially to reduce the number of young people not in education or training (NET) and to work towards full participation for those up to age 17 by 2013 and age 18 by 2015, and to meet the entitlement to one of the four national routes by 2013. The distribution of any growth, over and above that distributed in the baseline through infrastructure changes and consolidation, will be discussed with your Regional Planning Group (RPG) before being finalised by the end of February.

- the additional funding for learners undertaking a 14-19 Diploma. The additional funding for 2009/10 will be distributed by March 2010 and then added to your 2010/11 allocation. The extra funding for 2010/11 will be added to your 2010/11 allocation in spring 2011 when actual numbers are confirmed.
- any further allocation for the discretionary element of additional learning support (ALS), (schools are being notified of their full ALS allocation within this letter).
- any discretionary Learner Support Funding
- any allocation for learners who are aged 19-24 and have Learning Difficulties and/or Disabilities and need additional learning support (ALS) over £5,500. This allocation will be agreed with the Skills Funding Agency and added to your final allocation statement if applicable.
- any allocation as a result of integrating E2E into Foundation Learning

Where appropriate, you will also receive allocations for 16-18 Apprenticeships, which will be made separately by the Skills Funding Agency (SFA).

If any of these factors are relevant then your local commissioning team will be in touch during February to discuss them with you.

The application of these further steps will increase allocations for many institutions. However there may be factors in the process of finalising data and calculations, such as where there is an error in the data relating to the provider factor, that may in exceptional circumstances result in the final allocation being lower than this initial baseline. If this applies to your allocation, then we will discuss any potential reduction with you before it is made. The final allocation will be confirmed by the end of March.

You also know that we will be introducing a process of in-year adjustments for 2010/11 to deal with significant differences between planned and actual recruitment in the autumn. The process for implementing this change will be developed with an advisory group from across the breadth of the sector and further details on how this will work will be shared with you as soon as they are available.

The attached annex includes the information you require to interpret your statement and understand the process from now to the end of March. However should you require further information, the full process and details of the Demand-led funding methodology can be found at the following link:

<http://www.lsc.gov.uk/providers/funding-policy/demand-led-funding/>

As outlined above, this statement outlines your sustainable consolidated, baseline. From now until the end of February we will be working through the outstanding issues noted above with you and your Local Authority and the RPG. During this process we will keep you up to date with any issues that affect your allocation. Should you have any queries on your statement it would

be extremely helpful if you could raise these with **[DN: Name]** as soon as possible and, in all cases, by 12 February as we will then start to finalise the allocation and may not be able to make further changes.

I will write again by the end of March with your final allocation.

AK Brown

### **Additional Paragraphs for specific circumstances**

#### **Reductions in SLN/LN Ratio (where it is now different)**

In November I [DN: or name] wrote to you to explain that your SLN/Learner ratio was to be reduced. I can now confirm the actual ratio and this is included on your attached statement. This is different from that given in November because the final process uses the lower of the 2008/09 actual ratio and the 2009/10 allocated ratio. The adjustment was applied to the 2009/10 allocated ratio so where the 2008/09 ratio is lower than this it is the 2008/09 ratio that is used in the final calculation.

#### **Existing Outliers**

Last year I explained that because your funding per SLN was higher than £3,800 it would be reduced incrementally to the national funding rate by 2012/13. This process continues into 2010/11 and your new funding rate per SLN is confirmed in the attached statement.

#### **New Outliers**

As detailed in our Funding Guidance we aim to bring all schools, colleges and providers onto the national funding rate per SLN by 2012/13. As your current funding rate is above £3,600 we will be reducing it steadily until you reach the national rate. Your actual rate for 2010/11 is detailed in the attached statement. This has been arrived at by removing 33% of the difference between your 2009/10 rate and £3,200, which was our assumed national rate in 2012/13. This will continue until 2012/13 or until you reach the national rate.

#### **SSF with a 16-18 LR Funding Allocation**

Because you have a mainstream school sixth form allocation and a 16-18 Learner Responsive allocation I include two statements; one for each allocation. These are not combined because they are funded at different funding rates and schools tell us it is useful to keep these separate.



FE (Excludes E2E)

FE (Excludes E2E)			Sustainable baseline Allocation 2010/11				Allocation 2009/10				Variance				
			FE Learners stage 3_sustainable baseline	FE Funding (excluding ALS)	FE ALS Formula Funding	FE Total Funding (including formula ALS)	Learners	Funding (excluding ALS)	ALS Formula Funding	FE Total Funding (including formula ALS)	variance learners 2010/11 and 2009/10	variance funding excluding ALS 2009/10 and 2010/11	variance funding including formula ALS 2009/10 and 2010/12	% variance learners	% variance funding excl. ALS
107017	DEARNE VALLEY COLLEGE	Rotherham	1,575	6,651,994	252,000	6,903,994	1,528	6,341,224	250,789	6,592,013	47	310,770	311,981	3.1%	4.9%
108383	THOMAS ROTHERHAM COLLEGE	Rotherham	1,511	6,869,406	107,039	6,976,445	1,455	6,638,013	111,910	6,749,923	56	231,393	226,522	3.8%	3.5%
108493	ROTHERHAM COLLEGE OF ARTS AND TECHN	Rotherham	2,681	10,883,913	424,965	11,308,878	2,387	9,788,047	395,275	10,183,322	294	1,095,866	1,125,556	12.3%	11.2%

## SCHOOLS

## School Allocation 2010/11

## School Allocation 2009/10

## Variance

				Learners	10/11 transitionally protected funding including ALS	Teachers Pension	Total Funding		Learners	9/10 transitionally protected funding including ALS	Teachers Pension	Total Funding	Variance Learners	Variance 2010 and 2009/10 transitionally protected funding including ALS	Variance Teachers Pension	Variance Total Funding	% learner variance from 2009/10	% funding variance from 2009/10
113582	3724017	WATH COMPREHENSIVE SCHOOL : A LANG	Rotherham	385	1,703,015	48,125	1,751,140		346	1,524,365	43,250	1,567,615	39	178,650	4,875	183,525	11.3%	11.7%
113583	3724018	WICKERSLEY SCHOOL AND SPORTS COLL	Rotherham	382	1,720,275	47,750	1,768,025		372	1,711,176	46,500	1,757,676	10	9,099	1,250	10,349	2.7%	0.6%
113555	3724021	ASTON COMPREHENSIVE SCHOOL	Rotherham	241	1,028,607	30,125	1,058,732		201	876,286	25,125	901,411	40	152,321	5,000	157,321	19.9%	17.5%
113560	3724022	DINNINGTON COMPREHENSIVE SPECIALIS	Rotherham	219	1,005,068	27,375	1,032,443		214	977,197	26,750	1,003,947	5	27,871	625	28,496	2.3%	2.8%
113575	3724023	SWINTON COMMUNITY SCHOOL	Rotherham	205	984,362	25,625	1,009,987		191	898,273	23,875	922,148	14	86,088	1,750	87,838	7.3%	9.5%
113557	3724024	BRINSWORTH COMPREHENSIVE SCHOOL	Rotherham	222	1,049,838	27,750	1,077,588		221	1,029,598	27,625	1,057,223	1	20,240	125	20,365	0.5%	1.9%
113581	3724025	WALES HIGH SCHOOL	Rotherham	338	1,526,950	42,250	1,569,200		348	1,605,848	43,500	1,649,348	-10	-78,899	-1,250	-80,149	-2.9%	-4.9%

**BUILDING SCHOOLS FOR THE FUTURE  
PROJECT BOARD  
Tuesday, 23<sup>rd</sup> February, 2010 (at Bailey House)**

**Present:-**

Councillor Shaun Wright	Cabinet Member for Children and Young People's Services (in the Chair)
Andrew Bedford	Strategic Director of Finance
Joyce Thacker	Strategic Director of Children and Young People's Services
Philip Marshall	BSF Strategic Educational Adviser
Robert Holsey	BSF Project Manager
Jonathan Baggaley	Principal Officer (Financial)
Brian Barrett	Design Consultancy Manager
Kevin Crotty	Partnerships for Schools

**Apologies for Absence:-**

Graham Sinclair	Programme Director, Building Schools for the Future
Ian Smith	Director of Asset Management

**1. Minutes of the Previous Meeting**

Agreed:- that the minutes of the twelfth meeting of the Building Schools for the Future Project Board, held on Tuesday, 8<sup>th</sup> December, 2009, be approved as a correct record.

**2. Matters Arising from the Previous Minutes**

(1) The meeting of the Building Schools for the Future Project Board, which should have taken place on Tuesday, 5<sup>th</sup> January, 2010, had been cancelled because of heavy snow.

(2) Reference was made to the success of the Sorrell event, which had taken place at Wingfield Comprehensive School on Tuesday, 19<sup>th</sup> January, 2010.

**3. Outline Business Case (Transforming Rotherham Learning)**

The Project Board discussed the progress of the Outline Business Case for Strategy for Change Part 2 (Transforming Rotherham Learning), with particular reference to:-

- The Projects
- Value for Money
- Affordability and Resources
- Readiness to Deliver
- Market Interest from Prospective Bidders

It was noted that this process was unlikely to be affected by the publicity restrictions imposed during the pre-general election period, unless further guidance was issued by the Government.

Agreed:- That the decision on the Outline Business Case for Strategy for Change Part 2 be awaited.

#### **4. Gateway Review**

The Project Board considered the contents of the Local Partnerships Gateway Review 1 – Business Justification document, including recommendations. The Gateway Review peer review process of this Council's Building Schools for the Future project had taken place from 12<sup>th</sup> to 14<sup>th</sup> January, 2010. The Project Board welcomed the positive progress being made.

#### **5. Building Schools for the Future Bidder's Day – Wednesday, 17<sup>th</sup> March, 2010**

The Project Board noted the arrangements for the BSF Bidder's Day, taking place at the Carlton Park Hotel. The workshop themes would be: (i) ICT; (ii) education; and (iii) student voice.

#### **6. Negotiating Framework**

The Project Board noted the indicative timetable for bidder meetings during the Invitation to Participate in Dialogue (IPD) Stage 1, from June to October, 2010. Details were also included of the workstreams to be used to engage with bidders. The importance of adhering to the timetable was emphasised.

The process was dependent upon the outcome of the Outline Business Case (Minute No. 3 above refers).

#### **7. Principal Risks and Mitigation**

The Project Board noted the contents of the principal risks and mitigation document, which included:-

- Completion of all of the areas in the OBC to the satisfaction of PfS Reviewers;
- Overall Timetable;
- Education Transformation;
- ICT: to maintain the buy in of schools;
- Communication of Transforming Rotherham Learning / BSF process to different communities.

#### **8. Date and Time of Next Meeting**

Agreed:- That the next meeting of the BSF Project Board take place at the Bailey Suite, Rotherham on Tuesday, 23<sup>rd</sup> March, 2010, commencing at 3.30 p.m.