

SCHOOLS FORUM

THURSDAY, 20TH JANUARY, 2022

At 2.00 pm

by

VIRTUAL MEETING - ONLINE ACCESS, ON [RBWM YOUTUBE](#)

SUPPLEMENTARY AGENDA

PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
5.	<u>DEDICATED SCHOOLS GRANT BUDGET ALLOCATION 2022/23</u> To receive the above report.	3 - 22

This page is intentionally left blank

Report Title:	Dedicated Schools Grant Budget Allocation 2022/23
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Stuart Carroll - Deputy Chairman of Cabinet, Adult Social Care, Children’s Services, Health and Mental Health
Meeting and Date:	Schools Forum 20 January 2022
Responsible Officer(s):	Kevin McDaniel - Executive Director of Children’s Services James Norris - Head of Finance Achieving for Children (RBWM)
Wards affected:	All



REPORT SUMMARY

The purpose of this report is to provide the Schools Forum with an update on the indicative settlement 2022/23 for the Dedicated Schools Grant (DSG); Schools Block, High Needs Block, Central School Services Block and Early Years Block; and an update on the submission of the draft Authority Pro-forma Tool (APT) for Schools Block funding 2022/23 to the Education Skill Funding Agency (ESFA).

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report and provides comments on the:

- i. Dedicated Schools Grant indicative settlement
- ii. submission of the APT

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Options

Table 1: Options arising from this report

Option	Comments
Accept the recommendations in this report. This is the recommended option.	This will ensure compliance with DSG funding regulations.
Do nothing. This is not recommended.	Failure to comply with DSG funding regulations.

- 2.1 School Funding is received through the Dedicated Schools Grant (DSG), and is split into four blocks, each with its own formula to calculate the funding to be distributed to each local authority.

- Schools Block – funds mainstream primary and secondary schools through the school formula, and growth funding for new growing schools/bulge classes
- High Needs Block – funds places in special schools, resource units and alternative provision, and top up funding for pupils with EHCPs in all settings including non-maintained, independent, and further education colleges
- Central Schools Services Block – funds services provided by the local authority centrally for all schools, such as the admissions service
- Early Years Block – funds nursery schools, nursery classes in mainstream schools, and early year’s settings in the private, voluntary and independent (PVI) sector through the free entitlement for 2, 3 & 4 year olds

2.2 The DSG must be deployed in accordance with the conditions of grant and the latest School and Early Years Finance (England) Regulations. Detailed guidance is contained within various operational guidance documents issued by the Education Funding & Skills Agency (EFSA).

DEDICATED SCHOOLS GRANT FUNDING 2022/23 – December 2021

2.3 Table 2 sets out the DSG December settlement for 2022/23 for each block compared with the provisional allocations received in summer 2021. The Early Years block funding is due to be updated in July 2022 to reflect the January Census.

Table 2: Gross DSG Block Grant 2022/23

DSG Block Funding	Provisional Gross DSG (Summer 2021)	DSG Settlement (December 2021)	Movement (Decrease)/ Increase
	£'000s	£'000s	£'000s
Schools Block	100,864	100,643	(221)
Schools Block National Non Domestic Rates	1,051	1,051	0
High Needs Block	26,220	26,322	102
High Needs Block – Supplementary Grant	0	911	911
Central School Services Block	1,040	1,035	(5)
Subtotal	129,175	129,962	787

Early Years Block	TBC	10,042	N/A
Schools Growth Fund	TBC	603	N/A
Gross Grant Funding		140,607	N/A
Less:			
Academy Recoupment	TBC	(65,363)	N/A
Direct Funding High Needs	TBC	(3,059)	N/A
Schools Block National Non Domestic Rates	(1,051)	(1,051)	0
Total Deductions		(69,472)	N/A
Net Grant Funding		71,135	N/A
Indicative Funding not reflected in Schools Block			
Schools Block – Supplementary Grant	0	2,987	2,987

2.4 The main movements shown in table 2 are as follows:

- Schools Block decrease of (£221,000) (0.2%) represents a reduction in pupil numbers. The £100,643,000 is to be delegated in full to RBWM schools via the local Funding formula and recent consultation.
- Schools Block – Supplementary Grant new indicative allocation of £2,987,000 is to provide support for the costs of the Health and Social Care Levy and wider pressures. The ESFA will publish school level allocations of the schools supplementary grant for the 2022/23 in spring 2022. This funding will be allocated through the schools supplementary grant 2022/23.

The schools supplementary grant will fund the following providers:

- maintained nursery schools
- primary and secondary maintained schools
- primary and secondary academies and free schools
- all through maintained schools
- all through academies
- 16 to 19 maintained schools

- 16 to 19 academies

The schools supplementary grant only applies to public sector employers. Therefore, Further Education colleges, sixth form colleges, independent learning providers, as well as private and voluntary sector early years providers will not be eligible to receive this funding.

This additional funding will be provided in each year of the current spending review period. The ESFA's intention is that payment of this additional funding in the form of a separate grant will be for 2022/23 only. The funding will be incorporated into core budget allocations for 2023/24 where possible.

- High Needs Block increase of £102,000 0.4% reflects changes in a number of factors, most notably population data and historic spend.
- High Needs Block – Supplementary Grant new allocation of £911,000 includes funding in respect of new burdens on the High Needs Block including the new Health and Social Care Levy estimated by the ESFA as 1% pressure on authorities' High Needs budgets. The additional funding also takes into account that colleges and other post-school providers offering extra hours of study for 16 to 19 year old students, may require extra high needs top-up funding to support such students with high needs.

The overall High Needs Block funding will be increasing by 11% from 2021/22 to 2022/23. For financial planning the ESFA has advised authorities should anticipate further year on year increases of 5% for 2023/23 followed by 3% beyond that.

- Central School Services decrease of (£5,000) (0.4%) represents a reduction in pupil numbers.
- Early Years Block provisional allocation for 2022/23 is only provided as part of the December settlement and not included in the summer notification; the allocation included in table 2 reflects the ESFA funding increase for 2022/23 of 3.4%. Achieving for Children is currently undertaking consultation with settings in respect of the application of this increase. Consultation closes end of January 2022, however, it is anticipated that in accordance with regulations, 95% of the increase will be built into the Early Years funding formula with the remaining 5% retained for Central Early Years services.
- Schools Growth Fund allocation for 2022/23 is only provided as part of the December settlement and not included in the summer notification.
- Academy Recoupment for 2022/23 is only provided as part of the December settlement and not included in the summer notification; the deduction included in table 2 reflects the ESFA calculation of academy schools budget allocation 2022/23 representing a 1% increase compared to the latest 2021/22 deduction.
- Direct Funding High Needs for 2022/23 is only provided as part of the December settlement and not included in the summer notification; the deduction included in table 2 reflects the ESFA calculation of direct

payments due to High Needs institutes for 2022/23 representing an 11% increase compared to the latest 2021/22 deduction.

3. BASE BUDGET SETTING 2022/23

- 3.1 The RBWM Annual budget process for 2022/23 was completed in autumn 2021, based on the provisional grant settlement. In April 2022 the base budget will be reset to reflect the latest indicative settlement.
- 3.2 The Schools block grant increases will be allocated in full to schools via the 2022/23 formula budget shares. There are no budget movements between funding blocks planned for 2022/23.
- 3.3 In December 2021 local authorities received the Schools Formula funding template which included the October 2021 pupil census and other updated pupil led data. Based on the latest pupil data and the locally agreed formula factor unit rates local authorities calculate the new school budget shares and indicative level of 'headroom' funding available.
- 3.4 Once all commitments such as minimum funding per pupil and minimum funding guarantee are met the impact for our RBWM schools is a marginal negative headroom estimated at 0.02% of the Schools Block budget. Following the receipt of updated pupil data there have been increases in allocations relating to:
 - Increased number of pupils receiving Free School meals
 - Increased number of Looked After Child pupils
 - Increased movement in pupils from the primary to the secondary sector.
- 3.5 As per the consultation with schools and the Schools Forum headroom changes will be made through the lump sum factor.

4. AUTHORITY PRO-FORMA TOOL

- 4.1 The Local Authority (LA) is required to submit the draft Authority Pro-forma Tool (APT) to the Education Skills Funding Agency (ESFA) by the 22 January 2022. This submission demonstrates the proposed application of the schools block funding for the 2022/23 financial year.
- 4.2 The APT is a standard model issued by the ESFA that is completed by Local Authorities outlining the proposed local funding formula for the Schools Block. It ensures there is consistency between the basis of allocation for both maintained (distributed by the LA) and academy schools (distributed by the ESFA).
- 4.3 The latest published APT contains the updated pupil population data set taken from the October 2021 school census. This formula will be subject to ratification by the Council on the 22 February 2022.

5. KEY IMPLICATIONS

The key implications of this report are set out in Table 3.

Table 3: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Schools Forum notes the report and provides comments on the Dedicated Schools Grant indicative settlement and submission of the APT	Dedicated Schools Grant not 100% allocated in accordance with regulations and balance required to be returned to DfE	Dedicated Schools Grant 100% allocated in accordance with regulations and no balance required to be returned to DfE	N/A	N/A	22 February 2022

6. FINANCIAL DETAILS / VALUE FOR MONEY

6.1 The financial implications are set out in sections 2 to 5.

7. LEGAL IMPLICATIONS

7.1 The Dedicated Schools Grant Conditions of grant 2022 to 2023 have been prepared by the Education and Skills Funding Agency (ESFA) to assist local authorities in the operation of the DSG which is payable to local authorities under section 14 of the Education Act 2002. The ring-fenced specific grant must be used in support of the schools budget as defined in the School and Early Years Finance (England) Regulations 2022. It can be used for no other purpose.

7.2 At the end of the 2022/23 financial year the Chief Finance Officer (CFO) of the local authority is required to append an additional note to the statement of accounts confirming the deployment of the DSG in support of the schools budget as required by the Accounts and Audit (England) Regulations 2015. The CFO is also required to confirm the final deployment of the DSG in support of the schools budget.

8. RISK MANAGEMENT

8.1 The risks and their control are set out in table 4.

Table 4: Impact of risk and mitigation

Risk	Level of uncontrolled risk	Controls	Level of controlled risk
Dedicated Schools Grant not 100% allocated in accordance with regulations	HIGH	A consultation process with schools has shaped the Schools Funding Formula model to fully allocate the Dedicated Schools Grant including proposals for use of headroom	LOW

9. POTENTIAL IMPACTS

- 9.1 Equalities. Equality Impact Assessments are published on the council's website. It has been assessed that there are no Equality Impact risks arising from this report.
- 9.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.
- 9.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

10. CONSULTATION

- 10.1 Financial reporting including the Dedicated Schools Grant is regularly provided to RBWM Commissioners and the Achieving for Children Board.

11. APPENDICES

- 11.1 This report is supported by the following appendix:
- Appendix A – Equality Impact Assessment

12. BACKGROUND DOCUMENTS

- 12.1 This report is supported by the following background documents:
- Dedicated schools grant: conditions of grant 2022 to 2023 (updated December 2021) <https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2022-to-2023>
 - Schools revenue funding 2021 to 2022 Operational guide (updated February 2021) <https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2021-to-2022>

13. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officers (or deputies)</i>			
Adele Taylor	Executive Director of Resources/S151 Officer	11-01-22	12-01-22
Emma Duncan	Deputy Director of Law and Strategy / Monitoring Officer		
<i>Deputies:</i>			
Andrew Vallance	Head of Finance (Deputy S151 Officer)		
Elaine Browne	Head of Law (Deputy Monitoring Officer)		
Karen Shepherd	Head of Governance (Deputy Monitoring Officer)	11-01-22	12-01-22
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Duncan Sharkey	Chief Executive	11-01-22	12-01-22
Andrew Durrant	Executive Director of Place	11-01-22	12-01-22
Kevin McDaniel	Executive Director of Children's Services	11-01-22	12-01-22
Hilary Hall	Executive Director of Adults, Health and Housing		
<i>Heads of Service (where relevant)</i>			
Nikki Craig	Head of HR, Corporate Projects and IT	11-01-22	13-01-22
Louisa Dean	Head of Communications		

Confirmation relevant Cabinet Member(s) consulted	Councillor Stuart Carroll	Cabinet Member for Adult Social Care, Children's Services, Health and Mental Health	Yes
---	---------------------------	---	-----

REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	Yes- DfE guidance received 12th January being incorporated into the report, resulting in delay in report being published.

Report Author: James Norris, Head of Finance AFC (RBM), 07824478100

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Dedicated Schools Grant Budget Allocation 2022/23

Essential information

Items to be assessed: (please mark 'x')

Strategy		Plan		Project		Service procedure	X
----------	--	------	--	---------	--	-------------------	---

Responsible officer	James Norris	Service area	Finance	Directorate	Achieving for Children
---------------------	--------------	--------------	---------	-------------	------------------------

Stage 1: EqIA Screening (mandatory)	Date created: 10/01/2022	Stage 2 : Full assessment (if applicable)	Date created :N/A
--	--------------------------	--	-------------------

Approved by Head of Service / Overseeing group/body / Project Sponsor:

"I am satisfied that an equality impact has been undertaken adequately."

Signed by (print): Kevin McDaniel

Dated: 10/01/2022

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Guidance notes

What is an EqlA and why do we need to do it?

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advancing equality of opportunity between those with 'protected characteristics' and those without them.
- Fostering good relations between those with 'protected characteristics' and those without them.

EqlAs are a systematic way of taking equal opportunities into consideration when making a decision, and should be conducted when there is a new or reviewed strategy, policy, plan, project, service or procedure in order to determine whether there will likely be a detrimental and/or disproportionate impact on particular groups, including those within the workforce and customer/public groups. All completed EqlA Screenings are required to be publicly available on the council's website once they have been signed off by the relevant Head of Service or Strategic/Policy/Operational Group or Project Sponsor.

What are the "protected characteristics" under the law?

The following are protected characteristics under the Equality Act 2010: age; disability (including physical, learning and mental health conditions); gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

What's the process for conducting an EqlA?

The process for conducting an EqlA is set out at the end of this document. In brief, a Screening Assessment should be conducted for every new or reviewed strategy, policy, plan, project, service or procedure and the outcome of the Screening Assessment will indicate whether a Full Assessment should be undertaken.

Openness and transparency

RBWM has a 'Specific Duty' to publish information about people affected by our policies and practices. Your completed assessment should be sent to the Strategy & Performance Team for publication to the RBWM website once it has been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. If your proposals are being made to Cabinet or any other Committee, please append a copy of your completed Screening or Full Assessment to your report.

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Stage 1 : Screening (Mandatory)

1.1 What is the overall aim of your proposed strategy/policy/project etc and what are its key objectives?

The purpose of this report is to provide the Schools Forum with an update on the indicative settlement 2022/23 for the Dedicated Schools Grant (DSG); Schools Block, High Needs Block, Central School Services Block and Early Years Block; and an update on the submission of the draft Authority Pro-forma Tool (APT) for Schools Block funding 2022/23 to the Education Skill Funding Agency (ESFA).

1.2 What evidence is available to suggest that your proposal could have an impact on people (including staff and customers) with protected characteristics? Consider each of the protected characteristics in turn and identify whether your proposal is Relevant or Not Relevant to that characteristic. If Relevant, please assess the level of impact as either High / Medium / Low and whether the impact is Positive (i.e. contributes to promoting equality or improving relations within an equality group) or Negative (i.e. could disadvantage them). Please document your evidence for each assessment you make, including a justification of why you may have identified the proposal as “Not Relevant”.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Protected characteristics	Relevance	Level	Positive/negative	Evidence
Age	Yes	Low	Positive	This report does impact on pupils within this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision making processes
Disability	Yes	Low	Negative	This report does impact on pupils within this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision making processes
Gender re-assignment	No			There is nothing in the report which is considered to impact on this protected characteristic.
Marriage/civil partnership	No			There is nothing in the report which is considered to impact on this protected characteristic.
Pregnancy and maternity	No			There is nothing in the report which is considered to impact on this protected characteristic.
Race	No			There is nothing in the report which is considered to impact on this protected characteristic.
Religion and belief	No			There is nothing in the report which is considered to impact on this protected characteristic.
Sex	No			There is nothing in the report which is considered to impact on this protected characteristic.
Sexual orientation	No			There is nothing in the report which is considered to impact on this protected characteristic.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqIA : Dedicated Schools Grant Budget Allocation 2022/23

Outcome, action and public reporting

Screening Assessment Outcome	Yes / No / Not at this stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No	Continued monitoring and reporting of the Dedicated Schools Grant budgets including development of Deficit Management Plan.	James Norris	Termly reporting to Schools Forum.
Does the strategy, policy, plan etc require amendment to have a positive impact?	No	None		

If you answered **yes** to either / both of the questions above a Full Assessment is advisable and so please proceed to Stage 2. If you answered “No” or “Not at this Stage” to either / both of the questions above please consider any next steps that may be taken (e.g. monitor future impacts as part of implementation, re-screen the project at its next delivery milestone etc).

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Stage 2 : Full assessment

2.1 : Scope and define

2.1.1 Who are the main beneficiaries of the proposed strategy / policy / plan / project / service / procedure? List the groups who the work is targeting/aimed at.

--

2.1.2 Who has been involved in the creation of the proposed strategy / policy / plan / project / service / procedure? List those groups who the work is targeting/aimed at.

--

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

2.2 : Information gathering/evidence

2.2.1 What secondary data have you used in this assessment? *Common sources of secondary data include: censuses, organisational records.*

2.2.2 What primary data have you used to inform this assessment? *Common sources of primary data include: consultation through interviews, focus groups, questionnaires.*

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Eliminate discrimination, harassment, victimisation

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Advance equality of opportunity

19

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

Foster good relations

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

20

2.4 Has your delivery plan been updated to incorporate the activities identified in this assessment to mitigate any identified negative impacts? If so please summarise any updates.

These could be service, equality, project or other delivery plans. If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

EqlA : Dedicated Schools Grant Budget Allocation 2022/23

This page is intentionally left blank