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NOTICE OF MEETING

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SCHOOLS FORUM

will meet on

TUESDAY, 20TH NOVEMBER, 2018

At 2.00 pm

in the

ASCOT AND BRAY - TOWN HALL,

TO: MEMBERS OF THE SCHOOLS FORUM

HEADTEACHER REPRESENTATIVES: ISABEL COOKE, RICHARD PILGRIM, HELEN MCHALE, ALISON PENNY, JOOLZ SCARLETT, MIKE WALLACE, CHRIS TOMES, AMANDA HOUGH AND MARTIN TINSLEY.

GOVERNOR REPRESENTATIVES: HUGH BOULTER AND JO HASWELL

NON-SCHOOL REPRESENTATIVES: ANNE ENTWISTLE

Karen Shepherd – Service Lead, Governance - Issued: 6 November 2018

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AGENDA

PART I

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6.	<u>CONSULTATION ON CHANGES TO EARLY YEARS DEPRIVATION FUNDING 2019/20</u> To receive the above report.	89 - 96
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MEMBERS' GUIDE TO DECLARING INTERESTS IN MEETINGS

Disclosure at Meetings

If a Member has not disclosed an interest in their Register of Interests, they **must make** the declaration of interest at the beginning of the meeting, or as soon as they are aware that they have a DPI or Prejudicial Interest. If a Member has already disclosed the interest in their Register of Interests they are still required to disclose this in the meeting if it relates to the matter being discussed.

A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in the discussion or vote at a meeting.** The speaking time allocated for Members to make representations is at the discretion of the Chairman of the meeting. In order to avoid any accusations of taking part in the discussion or vote, after speaking, Members should move away from the panel table to a public area or, if they wish, leave the room. If the interest declared has not been entered on to a Members' Register of Interests, they must notify the Monitoring Officer in writing within the next 28 days following the meeting.

Disclosable Pecuniary Interests (DPIs) (relating to the Member or their partner) include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any licence to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where:
 - a) that body has a piece of business or land in the area of the relevant authority, and
 - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

Any Member who is unsure if their interest falls within any of the above legal definitions should seek advice from the Monitoring Officer in advance of the meeting.

A Member with a DPI should state in the meeting: ***'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'***

Or, if making representations on the item: 'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'

Prejudicial Interests

Any interest which a reasonable, fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs the Member's ability to judge the public interest in the item, i.e. a Member's decision making is influenced by their interest so that they are not able to impartially consider relevant issues.

A Member with a Prejudicial interest should state in the meeting: ***'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'***

Or, if making representations in the item: 'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'

Personal interests

Any other connection or association which a member of the public may reasonably think may influence a Member when making a decision on council matters.

Members with a Personal Interest should state at the meeting: ***'I wish to declare a Personal Interest in item x because xxx'. As this is a Personal Interest only, I will take part in the discussion and vote on the matter.***

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Public Document Pack Agenda Item 3

SCHOOLS FORUM

THURSDAY, 27 SEPTEMBER 2018

PRESENT: Amanda Dean, Hugh Boulter, Chris Tomes, Beata Felmer, Alison Penny, Amanda Hough and Frances Walsh.

Officers: Wendy Binmore, Alison Corssick, Kevin McDaniel, Tracey Anne Nevitt and James Norris

APPOINTMENT OF CHAIRMAN

RESOLVED UNANIMOUSLY: That Mike Wallace be appointed Chairman for this meeting. Martin Tinsley be appointed as Chairman and Chris Tomes be appointed as Vice-Chairman moving forward.

APOLOGIES

Apologies for absence were received from Isabel Cooke, Richard Pilgrim and Martin Tinsley.

DECLARATIONS OF INTEREST

None.

MINUTES

RESOLVED UNANIMOUSLY: That the minutes of the meeting held on 18 July 2018 be approved.

Actions from previous minutes:

The Chairman to draft a letter on behalf of the Schools Forum and send it to the DfE and local MPs:

The leader of the Local Authority wrote to the Minister for Education and Richard Pilgrim added to it. Kevin McDaniel confirmed he would obtain a copy of the letter and circulate it to the Forum.

A term by term report to be produced on cost avoidance; savings made by not providing special places at non-maintained schools:

This action was covered by an agenda item in full.

Schools Forum Membership:

Mike Wallace, Acting Chairman stated the Forum still had vacancies for secondary school governors. Kevin McDaniel, Director of Children's Services confirmed the vacancy was for a maintained secondary school governor.

- ❖ **Action** – James Norris, Head of Finance (AfC) to recirculate the updated membership list of the Schools Forum to members.

DSG BUDGET MONITORING AND FORECAST SEPTEMBER 2018-19

James Norris, Head of Finance (AfC), stated the report was a good news item as the overall forecast position came down, but with caveats as it was only September so the position could yet change. He asked the Forum to note the report and explained the current reported projected in-year deficit was £365,000 which consisted of:

- High Needs top up funding £436,000
- Special School top up and place funding increase of £352,000
- Early Years 2017/18 unallocated PVI and maintained provider funding (£258,000)
- Contingency provision greater challenge resulting in reduced allocations (£97,000)
- Inclusion Fund first term lower take up (£45,000)
- Sensory Consortium Service (£20,000)
- Other minor variances net (£3,000).

The Head of Finance (AfC) stated the High Needs top up funding had not changed and the Early Years PVI released £258k funding from 2017/18. Contingency claims had not been approved so adjustments had been made. He added table one set out the variances. Chris Tomes asked if it was likely to continue. The Head of Finance (AfC) confirmed he did not think they would continue to see further reduction in the deficit. He and tried to be transparent and release information as soon as possible. As soon as he recognised any movements, he tried to bring it to the Schools Forum as soon as possible. The Head of Finance (AfC) said he did not think they would see the deficit get any lower.

In terms of the underspend, the Head of Finance (AfC) stated that take up was a lot lower by parents. Overfunding was at £700k so the government had clawed some of that funding back. It was a one-off amount and a revised projection had been provided for 2018/19. He added that table three showed future projections that were not part of the forecast. There were £303k further projections in the High Needs block so, £600k was put into the risk register. However there were other underspends so it was possible he could say that the deficit for October 2018 could be increased.

The Head of Finance (AfC) explained the net overspend would be an additional pressure on the dedicated schools grant reserve which was at 31 March 2018 was a deficit of £1,212,000; the revised projected deficit as at 31 March 2019 had increased to £1,577,000. The projected reserve balance as at 31 March 2019 of £1,577,000 excluded the Risk and Opportunities Register net balance of £303,000 overspend, therefore the projected reserve balance as at 31 March 2019 could increase to £1,880,000. He added the Borough had low levels of overspend in comparison to other Local Authorities.

The Director of Children's Services stated the Council's position was clear. The DfE was clear on the worst case scenario that the risk sat with local authority so, the Council was under pressure to reduce the deficit and had to demonstrate the Borough was trying to reduce the deficit. The moment, the reporting was ok but, it could become under pressure; the DfE had been very clear that local authorities had to be responsible for DSG budgets.

The Acting-Chairman said there were positives so hopefully, the Borough could carry on in that direction. The Director of Children's Services stated almost every local

authority had written to the DfE to request more money for their High Needs blocks. Some had received money but, it was from future years budgets so, technically it was a loan.

RESOLVED UNANIMOUSLY: That the Schools Forum noted the contents of the report included the reported variance, schedule of Risks and Opportunities and the projected deficit balance carried forward as at 31 March 2019.

SEND WORKSTREAM UPDATE

Alison Crossick, Service Leader - Psychology, Wellbeing & School Support, stated she had taken the lead on the SEND Workstream at the end of July 2018. There were four areas of workstreams:

1. Inclusion Charter – hoping every schools would be given the Charter and ever SENCO had been sent it via email. It sat with the Council, Parent Partnerships and the NHS. It was a very basic thing that parents could point to and ask if their child was being included
2. SEND Strategy and data – being published in the Local Offer. It had been updated and made interactive.
3. Moving towards implementation of the Plan – where the Borough would continue with partnerships to continue to improve services for learning difficulties and disabilities. There was still a lot of work to be done. An Early Years Virtual Team was well established and well used by volunteers and independent organisations and nurses attached to schools. There was now an Early Years SENCO. The Psychology, Wellbeing & School Support said there was a joint agreed data set that had been agreed with health colleagues. The data for health still sat across Berkshire so she had to ask for data locally. An Accessibility of Information Content Officer was now in place and working with parents in partnership. Joolz Scarlett had been the lead in that group and an area they were looking at was an invest to save programme. A £416k one-off payment had been made to implement the programme and different proposals would be produced regarding sustainability.
4. BCF - £150k per annum for three years could cover three staff members. A SEND consultant had been in place since the end of the current term and was working on SENCO partnerships and training programmes on SEN. There was an area SENCO post currently vacant but, the Service Leader - Psychology, Wellbeing & School Support, was holding interviews for the post shortly for the successful candidate to start in January 2019.

The Service Leader - Psychology, Wellbeing & School Support explained that one area being looked at was the matrix and it would be the local authorities job to pull all the data together to produce a new matrix which would go out to consultation. It would become one document so that if a child stayed in mainstream education, the school would still get the funding as if the child had attended a special school.

There was an upward trend in tribunal hearings as there were companies working with parents to help them go through the tribunal process and a significant number of tribunals were relating to SEND. The Director of Children's Services said he had been receiving letters that looked like legal letters from parents saying if the Council did not deliver everything they wanted, they would take the Borough to tribunal.

The Director of Children's Services stated the Borough had identified a site for a special school to be built so it was a political opportunity to make a bid for funding. A local authority was able to put in bids for free schools if it covered local need. He added a bid would be submitted but, it would not be before 2023 before the Borough could act on it. The site had been identified in the Borough Local Plan in Windsor but, the school would not be just for children living in Windsor, but for children living across the Borough. Oxfordshire was doing the same and West Berks was submitting a bid for alternative provision so there was a chance the Borough would not be successful.

SCHOOL FUNDING 2019-20

James Norris, Head of Finance (AfC) explained the focus was on confirming the DSG budget for 2019/20 and looking at funding for the next financial year. It was looking like the NFF was heading for a soft implementation and so the Borough would be carrying on as it currently was for a couple of years. He added that in section four of the report the figures were provisional and subject to change. The Early Years block figures were due after January 2019 and he was asking the Forum to approve the level of funding for 2019/20; the appendix set out commitments for funding.

The Director of Children's Services said over the last three years, the Forum had discussed growth fund commitments. There was a suggestion that expansion would have a cost of £420k and the table in section 4.3 of the report showed the Schools Block funding for 2019/20. He added the Forum should expect to spend £427k on the Growth Fund. Tracey Anne Nevitt, Accountant (AfC) said she did not know the percentages of loss, and there could be a gain. The Director of Children's Services stated he would be surprised if the Borough lost money but, at that stage, there were gains and not losses; the contingency had not been used.

The Acting-Chairman asked what the plan would be if the Council made gains, could it be used for the deficit. The Accountant (AfC) stated new guidance was being released in December 2018 but, she had a feeling the government would like the Borough to continue using any underspend for the Growth Fund.

Falling Rolls Fund

The Director of Children's Services stated the money would come from the Schools Block. The Borough was seeing a fall in birth rates so it was seeing fairly flat numbers which meant there would be more variability in parent choices over schools. That would mean there would be an oversupply in areas such as Windsor in a few years' time. A paper was going to Cabinet which set out the forecast for the next four years. The Borough would need more spaces in Maidenhead for places in schools and the Borough would continue to expand schools and also continue with a 5% surplus model.

Consultation Options

The Head of Finance (AfC) stated £553K Growth Fund included with an increased focus on priorities of deprivation and inclusion. That would go out to consultation with the results brought back to the Forum in October 2018. The Accountant (AfC) said Braywood was increasing in size and adding classes but, that needed to be added to the funding. Business rates were allocated on a lag so the rates from last year had

only just been allocated to the Borough. But there had been an increase in business rates for 2018 so schools had been told what they were going to receive even though it was not possible to fund to NFF. The Director of Children's Services said one option was to get as close to NFF as possible or, the Borough could go with minimum volatility and minimum change; he asked the Forum for guidance. The Head of Finance (AfC) said the options were to keep rates the same for 2019/20 or, to pay more. The Director for Children's Services said some contingency had been released back so he felt there was no need to increase that.

RESOLVED UNANIMOUSLY: That the Forum:

- i. Noted and commented on the contents of the report**
- ii. Noted and commented on the options for the soft formula and sought views on funding arrangements**
- iii. Approved the annual Schools Growth Fund allocations for 2019/20**
- iv. Discussed and agreed the potential inter block movement**
- v. Discussed the consultation options contained within the report and level of migration towards the NFF model in the soft formula years**
- vi. Agreed de-delegation rates for 2019/20.**

FINANCING FOR SCHOOLS CONSULTATION

James Norris, Head of Finance (AfC), stated the report set out how schools should be operated in the future. Paragraph 3.7 explained schools could no longer receive loans from the local authority to reduce a deficit. The Director of Children's Services said if the local authority gave a loan to a maintained school and then that school converted to an academy, central government would not take on that loan, and the loan would be left with the local authority to cover. If a school was in deficit, the local authority needed to work with the school to reduce the deficit with a payment plan.

the Head of Finance (AfC) stated the consultation feedback was fairly minimal generally focusing on the financial pressures faced by schools particularly in relation to increased costs for staffing and those pupils with Education, Health and Care Plans. The Director of Children's Services added that there was very little that the local authority could do to help schools with their deficits. If a schools roll fell below 70%, the local authority could step into help. In the case of Bisham Primary School, the roll fell to below 70% so the final solution for Bisham was to move some years out to different schools, which helped; given the local authority did not see any schools falling below 70%, there was no need for that mechanism.

The Head of Finance (AfC) directed Members to Appendix A which set out some observations made by schools and the response following the observations. Members also noted the table of changes on page 29 of the agenda pack. The Director of Children's Services said the local authority did not want to get in the way of schools being innovative when it came to managing their budgets.

RESOLVED UNANIMOUSLY: That the Schools Forum noted the consultation feedback as set out in Appendix A and approved the updated Scheme for Financing Schools as set out in Appendix B.

The meeting, which began at 2.00 pm, finished at 3.15 pm

CHAIRMAN.....

DATE.....

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	20th November 2018	AGENDA ITEM:	2
Title:	Wellbeing Team and Behaviour Support Team Future Planning		
Responsible officer:	Kevin McDaniel, Director of Children's Services		
Contact officer:	Rebecca Askew (Senior Educational Psychologist)	Email:	Rebecca.askew@achievingforchildren.org.uk

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to provide the Schools Forum with:
- the forecasted costs and income for the Behaviour Support Team and Wellbeing Team 2018-19
 - a SWOT analysis to compare and contrast options for the future directions of the Behaviour Support Team and Wellbeing Team as follows:
 1. Retain both the Well-being Team and the Behaviour Support Team.
 2. Retain the Well-being Team and Nurture Programme.
 3. Retain the Well-being Team.
 4. Cease both the Well-being Team and the Behaviour Support Team.

2 RECOMMENDATIONS

Schools Forum is asked to note:

- 2.1 The Forum is asked to note the contents of this report and The Wellbeing Evaluation Report 2017-2018, The Behaviour Support Evaluation Report 2017-2018, Nurture Business Plan 2018-2019 all which have relevance pertaining to the contents herein.

Wellbeing Team and Behaviour Support Team Future Planning

September 2018

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Wellbeing Team and Behaviour Support Team Future Planning

With regard to the forecasted costs and income for 2018-2019 the following four options are proposed in relation to the future of the Well-being and the Behaviour Support Teams. A SWOT analysis has been used to compare and contrast each option.

1. Retain both the Well-being Team and the Behaviour Support Team.
2. Retain the Well-being Team and Nurture Programme.
3. Retain the Well-being Team.
4. Cease both the Well-being Team and the Behaviour Support Team.

What is a SWOT analysis?

A SWOT analysis (strengths, weaknesses, opportunities and threats analysis) is a framework for identifying and analysing the internal and external factors that can have an impact on the viability of a project, product, place or person.

The Wellbeing Team

The Wellbeing Team was set up in response to increasing concerns about the mental health and wellbeing of children & young people (C&YP) and was specifically identified by school audits as an area of need. It was intended as, at minimum, a three year programme to focus on children and young people's mental health and wellbeing. The purpose of the team was to support children and young people and their families at the earliest stages to understand and effectively manage (where appropriate) mental health concerns. This was to ensure schools and other professionals feel supported with the aim to reduce the need to escalate to specialist services both in CAMHS and Social Care.

Support from the team is open to all children and young people in RBWM schools (5-18 years). It was agreed that this team would offer both direct work such as consultation and initial assessment, time limited focused interventions, such as Cognitive Behavioural Therapy (CBT) informed strategies and group work/workshops with children and young people and indirect work such as training, Early Help meeting support and signposting. Three main areas of focus for the team were:

1. Social communication difficulties
2. Attention and hyperactivity and
3. Low mood and anxiety.

During the last academic year members of the team have also supported children and young people known to the PODS through the delivery of CBT for 0.4fte. With the continued financial contribution from the PODS and positive review of this targeted casework it is proposed that this offer will be enhanced to include consultation to Social Workers in the PODS and the provision of Play/Dyadic Developmental Psychotherapy (DDP).

Table 1: Evaluation Measures and Outcomes of the Wellbeing Team 2017-2018

Intervention	Measure	Respondent	Outcome
School Anti-Stigma Workshops	Summary Questionnaire	Child/Young person	Students will have benefitted from the workshop with an increase in knowledge and awareness of mental health. Students will make a change in their own lives and in school with regards to promoting positive mental health.
Emotional Wellbeing Champion Teacher Training	Summary Questionnaire	Staff Delegates	Increased understanding of role, confidence in role and motivation to support the champions.
Mental Health First Aid Youth Lite	Evaluation MHFA form	Students	Improved ratings in personal confidence, understanding and knowledge of how best to support young people with mental health difficulties. Course feedback.
Exam Anxiety Group	Summary Questionnaire	Child/young people	Increased understanding and knowledge of exam anxiety, as well as skills and techniques to help manage.
	Westside Test Anxiety Scale	Young person	Decrease in level of exam anxiety following the group
Staff Training (PPEPCare)	Evaluation PPEPCare form	Staff Delegates	Improved ratings in staff confidence, understanding and knowledge of how best to support young people with mental health difficulties.
Mental Health First Aid Youth Lite	Evaluation MHFA form	Teachers	Improved ratings in personal confidence, understanding and knowledge of how best to support young people with mental health difficulties. Course feedback.
CBT	Revised Children's Anxiety and Depression Scale (RCADS) and RCADS-P	Child/Young Person and Parent	Increased understanding of young person's difficulties and a reduction in symptoms.
	SDQ (4-17) Self Report, Parent and teacher measure	CYP, parent, teacher	Reduction in difficulties experienced and an increase in pro-social behaviour.

	Outcome Rating Scale	Child/Young Person	Improved ratings in life functioning as a result of therapeutic intervention.
	Session Rating Scale	Child/Young Person	Improved ratings on the individual's experience of the therapeutic relationship/alliance.
	CHI-ESQ	Child/Young Person	Individual can review their experience of therapy and help practitioner to appraise their own and their service's practice, to improve what they do.
Filial Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To improve social and emotional mental health and behavioural outcomes for children and young people.
Attachment Focused Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To help children and young people repair attachment trauma and strengthen attachment relationships.
Play and Creative Arts Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To help children to make sense of their feelings and find ways of coping with and managing them.
Person Centred Counselling	SDQ (4-17) Parent measure and self report (where appropriate)	Parent/carer and Child/young person	Reduction in difficulties experienced and an increase in pro-social behaviour.
	RCADS –C and RCADS-P	Child/young person and parent/carer	Increased understanding of young person's difficulties and a reduction in symptoms.
	Evaluation based on CHI-ESQ	Child/young person	Individual can review their experience of therapy and help practitioner to appraise their own and their service's practice, to improve what they do. Clients report a positive change since starting counselling.
Parent Anxiety Group	Revised Children's Anxiety and Depression Scale (RCADS) and RCADS-P	Child/Young Person and Parent	Increased understanding of young person's difficulties and a reduction in symptoms.
	Individual Course Evaluation	Parent	Individual can review their experience of the course and rate their level of knowledge, understanding and confidence in managing their child's anxiety.
ADHD Parent Factor	Pre & Post Rating Scales	Parent	Improved ratings in parent's confidence, understanding and knowledge of how best to support their children with a diagnosis of ADHD.
	Individual Course Evaluation	Parent	Individual can review their experience of the course.

Parents Seminar	Individual Seminar Evaluation	Parent	Individual can review their experience of the seminar and rate their level of knowledge, understanding and confidence in managing their child's mental health and emotional wellbeing.
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The Wellbeing Team produce an annual evaluation report (see Wellbeing Team Evaluation Report September 2017 – August 2018) which outlines the outputs, positive impact and feedback received in relation to individual, group and whole school interventions.

The actual cost to run the Wellbeing Team is £120,000 per annum. The contribution from the PODS equates to a further income of £15,000 per annum (see appendix 1 and 2 for budget details).

The Behaviour Support Team

The Behaviour Support Team offers a broad range of individual, group and systems based support to schools, children/young people and their families in the borough. The service is freely accessible with no additional charge to maintained primary schools. Requests for individual pupil support can be accessed through the Early Help Hub, group work and training requests can be emailed directly to the team. Academies, middle and secondary schools can purchase any one of five package options at any point during the academic year with flexibility to tailor packages to meet the particular needs of the school. Multiple packages can be purchased to cover additional requirements.

The following interventions are provided by the Behaviour Support Team:

School pupil support:

- Self-esteem
- Understanding strong emotions and consequences of actions
- Bullying
- Friendships and social skills
- Anxiety around school attendance

Group and whole class intervention:

- Emotional resilience
- Self-esteem
- Friendship and social skills
- SPOT AND STOP Anti bullying workshops
- Peer Mentoring workshops for children and young people

Nurture groups:

- Advice and support for all schools
- Setting up and facilitating nurture groups.

Transition work:

- In school transition for individuals, groups and whole class
- Support for individual pupils transitioning mid-year or not attending due to emotional and/or behavioural issues.

- Onwards and Upwards Summer Transition programme for vulnerable children about to enter secondary school.

How the Behaviour Support Team measure impact and evaluate service delivery

The impact of Behaviour Support involvement is measured using standardised measures as well as, target monitoring evaluation (TME), Early Help review forms and training feedback forms. Evaluation is usually obtained from school staff and parents/carers and where relevant/appropriate seeks to include the voice of the child. Please see the objectives and evaluation measures in the following table.

Table 2: Evaluation Measures and Outcomes of the Behaviour Support Team 2017-2018

Objectives	Intervention	Respondent	Aim of Measure	Measure Evaluation Tool	Desired Outcome
Objective 1: Improvement in the social-emotional wellbeing of children and young people supported (individual) by BST	Self Esteem	Child/Young person	Do children and young people participating report improved wellbeing (self esteem)?	TME Emotional Literacy Questionnaire CYP questionnaires (primary) CYP SDQs (secondary) CYP Beck Youth Inventory (BSCI)	Improvement in rating on target/s over the duration of the intervention. Improvements in ratings of subjective wellbeing Improved ratings post measure Reduction in social/emotional difficulties and an increase in pro-social behaviour Improvement in scores on the Becks Youth Inventory for Self Concept (8 years +)
		Teacher	Do class teachers of children	Teacher SDQs	Reduction in social/emotional difficulties and

Objective 2: Improvement in the social /emotional resilience of children and young people supported (group) by BST			participating report improved pro-social skills and relationship skills in school environment?	Boxall Profiles	an increase in pro-social behaviour Increase in scores for developmental strands and reduction in diagnostic profile scores
	Bullying Friendship and Social Skills	Child/Young person	Do children and young people participating in a friendship and social skills intervention report increased belonging?	TME Belonging Scale	Improvement in rating on target/s over the duration of the intervention Increase in child reported belonging
		Teacher	Do class teachers of children participating in the intervention report an improvement in social skills / pro social behaviour?	Teacher SDQs	Reduction in emotional and peer difficulties and an increase in pro-social behaviour
	Anxiety – school attendance	Child/Young Person	Does the child/young person experience a reduction in anxiety in relation to school attendance / being in class?	TME SDQ/ Spence Anxiety Scale	Improvement in rating on target/s over the duration of the intervention. Decrease in levels of anxiety as indicated by the Spence Anxiety Scale
		Teacher	Does the teacher report reduced anxiety in the child/young	Teacher pre and post SDQ	Reduction in emotional distress and anxiety and an increase in pro-

			person with regard to school attendance?	Attendance/punctuality data.	social scores Improvement in attendance/punctuality.
Friendship and Social Skills	Child/Young person		Do the children in the group report and improvement in self esteem and/or social skills?	Emotional Literacy Questionnaire Teacher Strategies Questionnaire	Increased ratings post measure Increased ratings of own confidence
	Teacher		Do class teachers of children participating in the intervention report an improvement in social skills/pro-social behaviour?	Teacher SDQ	Reduction in emotional distress and anxiety and an increase in pro-social scores.
Nurture Group	Child/Young Person		Do children and young people participating in a NG report improved wellbeing?	Child/YP Questionnaire SDQ	Positive ratings on post questionnaire Improvements in ratings of subjective wellbeing Reduction in social/emotional difficulties and an increase in pro-social behaviour
	Teacher		Do children and young people who have attended a Nurture Group show improvements in social/emotional	Boxall Profile SDQ	Increase in scores for developmental strands and reduction in diagnostic profile scores Reduction in social/emotional difficulties and

			skills and development?		an increase in pro-social behaviour
		Parent Carer	Do children and young people who have attended a Nurture Group show improvement in social-emotional skills and development?	Parent Questionnaire SDQ	Improved ratings in relation to emotional literacy Reduction in social/emotional difficulties and an increase in pro-social behaviour
Objective 3 Improvement in social and emotional wellbeing for individual and groups of CYP experiencing transitions	Individual Transition Work	Child/Young Person	Do children and young people demonstrate increased confidence regarding transition and reduced social/emotional difficulties/ improved attendance?	Transition Questionnaire Attendance data Pre and Post SUDS	Improved ratings on post measure Improvements in attendance. Increased scores post intervention
	Group Transition Work (Onwards and Upwards)	Child/Young Person	Do children and young people demonstrate increased confidence regarding transition and reduced social/emotional difficulties? Attendance improvements	Transition Questionnaire Pre and Post SUDS Attendance data	Improved ratings on post measure Increased scores post intervention Improvements in attendance.
		Parent/Carer	Do parent/carers report increased confidence and a reduction in social/emotional concerns in	Transition Questionnaire Pre and Post SDQ	Improved ratings on post measure

			relation to their child regarding transition?		
Objective 4 Improved staff knowledge and skills	Training Behaviour Management	TA/Teacher questionnaire	Do school staff participating report improved knowledge and skills in using strategies to manage behaviour in class?	Pre/post rating scale	Increased rating of own knowledge and skills Comments about knowledge and skills in free text responses
	ELSA monitoring	ELSA	Do school staff participating in monitoring rate the sessions highly?	Staff evaluation forms	Increased and high ratings regarding development in knowledge and skills
Objective 5 Improved pupil/student knowledge, confidence and/or skills	Peer Mentoring Workshops	Child/Young Person	Does the child/young person show increased confidence, knowledge and/or skills in relation to peer mentoring?	Peer Mentoring Questionnaire	Improvement in knowledge and skills ratings on the post questionnaire
	Anti-bullying Workshops – Spot and Stop	Child/Young Person	Do the workshops increase children and young people’s awareness of bullying and reduce incidents of bullying? Does the child/young person show increased confidence, knowledge and skills in relation to	Questionnaire	Improvement in knowledge and skills ratings on the post questionnaire

			understanding bullying?		
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The Behaviour Support Team produce an annual evaluation report (see Behaviour Support Team Evaluation Report 2017 – 2018) which outlines the outputs, positive impact and feedback received in relation to individual, group and whole school interventions.

The actual cost to run the Behaviour Support Team is £105,097 per annum (see appendix 1, 2 and 3 for budget details).

The Nurture Group Programme

Nurture groups are an effective, inclusive evidenced based nationally recognised intervention for children with social, emotional and behavioural difficulties (SEBD). This intervention addresses these difficulties in the context of attachment theory, and considers the challenging early experiences that may underlie these difficulties. They aim to provide a safe, encouraging environment to support social and emotional development at the same time as giving the child the opportunity to access the curriculum in a way that is developmentally appropriate to them. The intervention aims to equip children to cope with the social and cognitive demands of the mainstream classroom so they can re-join their peers full time.

Nurture groups are typically an in-school intervention, facilitated by at least two members of teaching staff. In a classic Nurture Group model the child/young person would attend the nurture group for the majority of their school week, gradually moving towards re-integration into the main classroom. The Behaviour Support Team currently provide a package of training and quality assurance support for schools to set up and run their own Nurture Groups.

The intended outcome of Nurture groups is to see an improvement in skills related to capacity for learning and a reduction in behaviours indicating underlying social or emotional difficulties. Successful movement towards these outcomes is measured using the Boxall Profile; an assessment tool completed by the young person’s class teacher. The cost of a pupil with social/emotional difficulties being provided with just one of the many additional educational resources during their school careers (from year 3 to year 12) will cost the education system at least twice as much as it would by addressing those difficulties through effective Nurture Group provision before the start of Year 3 and considerably higher than this if the child has to attend an alternative provision and/or attend a special school. Existing evidence estimates the additional costs to families and educational and social services of children with anti-social behaviour as ranging from £5,960 to £15,282 per year. This would suggest that investment in a Nurture Group provision is likely to pay for itself after just two years for each child whose problem behaviour is reduced to the normal range.

Please refer to the Business Plan for the Behaviour Support Nurture Programme.

SWOT Analysis of the four options

Table 3: Retain both the Well-being Team and the Behaviour Support Team

Strengths	Weaknesses
<ul style="list-style-type: none"> • Both highly regarded teams provide complementary but fundamentally different interventions to support the social, emotional and mental health of children/young people and their families. • Both teams complete comprehensive evaluation of all their interventions which receive overwhelmingly positive feedback and impact. • Both teams compliment the wider remit of the Inclusion Service and frequently work in collaboration with other teams in this service area to provide a comprehensive package of support. This is a strength as compared to other Local Authorities. • The remit and interventions provided by both teams supports two of the three priorities on the SEND Action Plan. This has translated into core elements of the Inclusion SIP. • Few Local Authorities have retained or developed behaviour support and wellbeing teams which reduces the pressure on other children’s services. 	<ul style="list-style-type: none"> • There is some limitation to the scope of interventions that can be provided in addition to the teams ‘core’ offer without making bids for additional funding due to the fte of both teams. • Bids for additional funding are unlikely to be successful for what is considered to be the ‘core’ business of AfC/RBWM so additional funding will need to be used for innovative project work (not increased capacity in core business). • May only be able to retain 0.2 fte as the income is inconsistent.
Opportunities	Threats
<ul style="list-style-type: none"> • There is scope within both teams to trade evidenced based and highly regarded and innovative interventions which are already in early planning stages thus maintaining an income stream. • Opportunities for high quality multi-agency work between existing teams to obtain the best outcomes for c/yp and their families. 	<ul style="list-style-type: none"> • Current and future financial pressures in relation to coverage of borough statutory duties. • The work of other borough services e.g. Youth Services also supports children with similar needs albeit their target age range does not always facilitate early intervention. This is particularly pertinent to the Behaviour Support Team.

Table 4: Retain the Well-being Team and Nurture Programme

Strengths	Weaknesses
<ul style="list-style-type: none"> • Highly valued and regarded team within the borough as evidenced by school surveys and evaluation measures. • Evidenced based practice and scope of work provided – individual, group and systems. • Collation of data from Early Help Hub referrals indicates that anxiety is the most frequently ticked risk factor for c/yp and their families. • The six nurture principles can be closely linked to both Quality First Teaching (QFT) which originates in the then DCSF’s guide to personalised learning published in 2008 and the research findings of the Sutton Trust in 2014 – evidence has proven that in schools identifying and working with the six nurture principles, outcomes for children have improved. • In relation to programmes delivered by Nurture UK there are no networking opportunities provided unlike the BST programme. • The BST can provide competitive pricing in comparison to the Nurture UK National Nurturing Schools Programme and the Inclusion Support Solutions Programme (see appendix 2 of the Nurture Business Plan). • Specific reference was made to Nurture groups as a valuable and highly regarded intervention in the SEND Inspection report. 	<ul style="list-style-type: none"> • Long wait times for Wellbeing 1-1/group therapeutic interventions through the Early Help Hub, particularly due to staffing capacity and volume of requests. • There are alternatives to the delivery of Nurture Groups such as Lego Therapy and Play Therapy with potential lower cost if delivered by one member of school staff for less than two terms. However, it should be noted that the impact of these interventions is not as broad.
Opportunities	Threats
<ul style="list-style-type: none"> • Ample scope for the further roll out and development of the Nurture Programme to include whole school nurture development, early years and individual nurture programmes and trading out of borough. • Numerous development opportunities possible within the area of Mental Health and Wellbeing e.g. whole school Wellbeing framework and consultation support for Social Workers. • Evidence base may not be well established for other therapies. Other therapeutic provision is 	<ul style="list-style-type: none"> • Current and future financial pressures in relation to coverage of borough statutory duties. • Regular training offered throughout the year by Nurture UK at regional locations. Known brand. Has a quality mark award available. • Schools may not have the funds to buy in the Nurture Programme packages. • The possibility of minimal interest from areas outside of borough due to limited finance and/or provision already being available

<p>not offered routinely in school therefore may be less appealing to parents/children. No networking offered by Nurture UK as main competitor.</p> <ul style="list-style-type: none"> • The work of the team has a direct relevance to national developments with regard to the Green Paper on Children and Young People’s Mental Health and the intention that the proposed mental health teams will liaise with current services to support the Mental Health and Wellbeing of c/yp through the school system. 	<p>within area at competitive prices.</p>
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Table 5: Retain the Well-being Team

Strengths	Weaknesses
<ul style="list-style-type: none"> • Highly valued and regarded team within the borough as evidenced by numerous school surveys and evaluation measures. • Evidenced based practice and scope of work provided – individual, group and systems. • Collation of data from Early Help Hub referrals indicates that anxiety is the most frequently ticked risk factor for c/yp and their families. • Other professionals within the borough do not hold equivalent therapeutic qualifications and cannot therefore provide the same interventions. 	<ul style="list-style-type: none"> • Long wait times for Wellbeing 1-1/group therapeutic interventions through the Early Help Hub, particularly due to staffing capacity and volume of requests.
Opportunities	Threats
<ul style="list-style-type: none"> • Numerous development opportunities possible within the area of Mental Health and Wellbeing e.g. whole school Wellbeing framework and consultation support for Social Workers. • The work of the team has a direct relevance to national developments with regard to the Green Paper on Children and Young People’s Mental Health and the intention that the mental health teams will liaise with current services to support the Mental Health and Wellbeing of c/yp through the school system. 	<ul style="list-style-type: none"> • Current and future financial pressures in relation to coverage of borough statutory duties.

<ul style="list-style-type: none"> • Opportunities for funding through the CCG for development of the Wellbeing Champions and Whole School Wellbeing Framework. 	
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Table 6: Cease both the Well-being Team and the Behaviour Support Team

Strengths	Weaknesses
<ul style="list-style-type: none"> • Financial savings although this may have an impact financially in the medium to long term due to escalation of difficulties in the absence of early identification and timely social, emotional and mental health provision within the borough. 	<ul style="list-style-type: none"> • Potential loss of the Nurture and transition support programmes as the BST have the capacity and appropriate accreditation to provide training and support. • Both teams may be considered cost effective in terms of their potential to result in a significant saving to the education system and an even greater return to society by preventing the cumulative additional costs to the family, public services and the voluntary sector associated with anti-social behaviour and mental health needs. • A more limited scope within borough services to meet the priorities on the SEND Action Plan which has translated into core elements of the Inclusion SIP. • Redundancy pay will be need to be considered as the majority of team members have worked for RBWM/AfC for over 2 years.
Opportunities	Threats
<ul style="list-style-type: none"> • Other Children’s Services could widen their scope and service delivery plans to provide some of the interventions that are currently offered by the two teams. 	<ul style="list-style-type: none"> • Increased level of need without early/ targeted social/emotional and mental health intervention at Tier 2. • Increased pressure on other services with long wait times such as CAMHS, No.22 (Counselling) and the Intensive Family Support Project. • Negative impact on children/young people’s educational progress and attainment. • Negative impact on school attendance figures due to children/young people’s social/emotional and mental health needs.

Appendix 1: Costs and income April - Sept 2018

Cost of the service		RBWM budget	Income	Net Cost	
WBT - 118,963.11		240	-133,081.00	14,357.89	
BST - 105,871.29		55,322.00	-61,430.50	10,881.20	
Costc(T)	Account(T)	Total Budget	Amount (Actuals)	Remaining Budget	Variance
Wellbeing Service	Salaries	85,290.00	38,423.57	109,978.47	
Wellbeing Service	Employer's GNI Contributions	6,240.00	3,332.77		
Wellbeing Service	Employer's Pension Fund Contributions	10,940.00	7,569.06		
Wellbeing Service	Staff Medical fees	730.00	0.00		
Wellbeing Service	Staff - Transport and travel expenses	7,000.00	1,945.60	4,669.44	
Wellbeing Service	Printing	2,000.00	0.00	900.00	
Wellbeing Service	Professional services and consultancy	0.00	555.00	1,110.00	
Wellbeing Service	ICT software, hardware and licences	1,000.00	0.00		
Wellbeing Service	Payments and Grants to other Organisations	0.00	210.00	420.00	
Wellbeing Service	Supplies and Services	7,040.00	942.60	1,885.20	
	PODS contribution estimate	0.00		-13,081.00	
Wellbeing Service	Donations	-120,000.00	0.00	-120,000.00	
Wellbeing Service		240.00	52,978.60	-14,117.89	14,357.89
Behaviour Support	Salaries	1,510.00	33,319.75	99,147.59	
Behaviour Support	Employer's GNI Contributions	140.00	2,660.59		
Behaviour Support	Employer's Pension Fund Contributions	180.00	5,331.15		
Behaviour Support	Staff Medical fees	130.00	0.00	130.00	
Behaviour Support	Staff - Transport and travel expenses	0.00	1,636.00	3,926.40	
Behaviour Support	Supplies and Services	53,492.00	1,333.65	2,667.30	
Behaviour Support	Donations	-130.00	0.00		
Behaviour Support	Nurture Training April to June	0.00	-4,635.00	-13,905.00	
	DSG			-41,000.00	
	Academies April to August			-3,113.00	
	Academies Sept to Mar			-3,412.50	
Behaviour Support		55,322.00	39,646.14	44,440.79	10,881.21
		55,802.00	145,603.34	16,205.01	

Appendix 2: Forecasted costs and income 2018-2019

Cost of the service	RBWM budget	Income	Net Cost		
WBT - 118,963.11	240	-134,000.00	15,276.89		
BST - 105,871.29	55,322.00	-62,376.00	11,826.71		
Costc(T)	Account(T)	Total Budget	Amount (Actuals)	Remaining Budget	Variance
Wellbeing Service	Salaries	85,290.00	38,423.57	109,978.47	
Wellbeing Service	Employer's GNI Contributions	6,240.00	3,332.77		
Wellbeing Service	Employer's Pension Fund Contributions	10,940.00	7,569.06		
Wellbeing Service	Staff Medical fees	730.00	0.00		
Wellbeing Service	Staff - Transport and travel expenses	7,000.00	1,945.60	4,669.44	
Wellbeing Service	Printing	2,000.00	0.00	900.00	
Wellbeing Service	Professional services and consultancy	0.00	555.00	1,110.00	
Wellbeing Service	ICT software, hardware and licences	1,000.00	0.00		
Wellbeing Service	Payments and Grants to other Organisations	0.00	210.00	420.00	
Wellbeing Service	Supplies and Services	7,040.00	942.60	1,885.20	
	PODS contribution estimate	0.00		-14,000.00	
Wellbeing Service	Donations	-120,000.00	0.00	-120,000.00	
Wellbeing Service		240.00	52,978.60	-15,036.89	15,276.89
Behaviour Support	Salaries	1,510.00	33,319.75	99,147.59	
Behaviour Support	Employer's GNI Contributions	140.00	2,660.59		
Behaviour Support	Employer's Pension Fund Contributions	180.00	5,331.15		
Behaviour Support	Staff Medical fees	130.00	0.00	130.00	
Behaviour Support	Staff - Transport and travel expenses	0.00	1,636.00	3,926.40	
Behaviour Support	Supplies and Services	53,492.00	1,333.65	2,667.30	
Behaviour Support	Donations	-130.00	0.00		
	DSG			-41,000.00	
	Academies April to August			-3,113.00	
	Academies Sept to Mar			-4,358.00	
Behaviour Support		55,322.00	39,646.14	43,495.29	11,826.71

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Appendix 3: Salary Pivot Behaviour Support Team

Behaviour Support	2018-2019
Staffing costs (3.21 fte)	99,148
Running costs	5,948.88
	105,097
Staffing costs (2.00 fte)	63,548
Running costs 6%	3,812.88
	67,361
DSG delegated budget	55,322 (Schools forum would need to approve this)
Carry f'wd 2018	10,000 (This would only be available for 2019-20, cannot rely on this funding)
Training income	10,000 (Based on 2018-2019)
Academy income	5,850 (Based on 2018-2019)
Nurture income	6,100 (Based on 15 maintained schools and 2 new)
	87,297



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Providing Children's Services for the Royal Borough of Windsor and Maidenhead

Royal Borough Windsor and Maidenhead

Children's Services

Wellbeing Team Evaluation Report

September 2017 – August 2018

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Section 1: Summary

Table 1: Summary of Wellbeing Service Provision September 2017 – August 2018

Outcome	Type of work	Totals
Outcome 1: Improvement in the mental health and emotional wellbeing of children and young people supported by the Wellbeing Service (individual).	Total individual referrals from the EHH	151
	Total Number of schools supported through individual interventions	39
	Total Number of Wellbeing Assessments <i>(Includes: assessments for interventions, stand alone assessments, plus assessments referred to waitlist)</i>	106
	Short term individual interventions (<5 weeks) <i>(Includes: non-engagement/drop-out & short-term pieces of work)</i>	8
	Long term individual interventions (5-20 weeks)	73
Outcome 2: Improvement in the mental health and wellbeing of children and young people supported by the Wellbeing Service (group).	Exam Anxiety	2 schools (8 students Cox Green) WBS
Outcome 3: Improved pupil/student knowledge and skills (Mental Health and Emotional Wellbeing)	Emotional Wellbeing Champion Workshops	16 schools
	Total number of C/YP	95 C/YP
	Total number of staff	22
	Mental Health First Aid Youth Lite	1 school 19 Students
Outcome 4: Improved staff knowledge and skills (Mental Health and Emotional Wellbeing)	Emotional Wellbeing Champion Teacher training	8 delegates (8 schools)
	PPEPCare Training	?? delegates (? schools) Centralised training (? delegates)
	Mental Health First Aid Youth Lite - Teachers	18 delegates (1 school)

	Consultation through request	2 delegates (1 school)
Outcome 5: Development of the whole school environment with regard to awareness of and support for Mental Health and Emotional Wellbeing.	School MH & EWB Framework Pilot Programme – Primary Schools School MH & EWB Framework Secondary Schools agreed to programme for 2018-2019	5 schools 2 schools
Outcome 6: Improved parent/carer knowledge and skills (Mental Health and Emotional Wellbeing)	ADHD Parent Factor 2 Programmes offered (Autumn term 2017, Spring term 2018). Parent Anxiety Workshop 3 programmes Parent Seminar Introduction to Mental Health and Emotional Wellbeing 3 seminars	22 delegates (14 schools) 104 Delegates (2 schools)
Total number of schools supported	<i>Including individual & group work, consultation, training, parent seminars & groups, framework support.</i>	50

Section 2: Background and Service Delivery

The Wellbeing Team was set up in response to increasing concerns about the mental health and wellbeing of children & young people (C&YP) and was specifically identified by school audits as an area of need. It is, at minimum, a three year programme to focus on children and young people’s mental health and wellbeing. The purpose of the team was to support children and young people and their families at the earliest stages to understand and effectively manage (where appropriate) mental health concerns. This was to ensure schools and other professionals feel supported with the aim to reduce the need to escalate to specialist services both in CAMHS and Social Care.

Support from the team was open to all children and young people in RBWM schools (5-18 years). It was agreed that this team would offer both direct work such as consultation and initial assessment, time limited focused interventions, such as CBT informed strategies and group work/workshops with children and young people and indirect work such as training, Early Help meeting support and signposting. Three main areas of focus for the team were:

1. Social communication difficulties
2. Attention and hyperactivity and
3. Low mood and anxiety.

During September 2017 – August 2018 a total of 121 individuals (Mean age 11.4, ranging from 7 to 17 years; 57 females and 63 males) were assessed or received an intervention by the Wellbeing Service through the Early Help Hub. This included referrals from 10 secondary schools, 22 primary schools, 6 first schools, 4 middle schools and 2 specialist schools (see Table 2 below).

Table 2: Breakdown of Early Help Hub Referrals by School 2017 – 2018

Secondary Schools	Primary Schools	First Schools	Middle Schools	Specialist Schools
Altwood	Wraysbury	Dedworth Green First	Dedworth Middle	The Link
Charters	Courthouse	Oakfield First	St Peter’s CE Middle	Haybrook
Cox Green	Furze Platt Junior	Eton Wick CE First	St Edward’s Royal Free	
Desborough College	Holy Trinity CE Sunningdale	Homer First	Trevelyan Middle	
Furze Platt Senior	Knowl Hill CE Primary	Hilltop First		
Newlands	Larchfield Primary	St Stephens First		
Windsor Boys	St Edmund Campion			

Windsor Girls	Waltham St Lawrence			
Churchmead	Bisham			
Holyport College	All Saints			
	White Waltham			
	South Ascot Village Primary			
	Oldfield			
	Cookham Rise			
	Holyport Primary			
	Queen Anne First			
	St Lukes			
	Trinity St Stephens			
	Wessex Way			
	Woodlands Park			
	Braywick			
	Holy Trinity CofE Cookham			

18 schools were supported as part of group work, consultation, staff training, parent seminars and Emotional Wellbeing Framework meetings.

Table 3: Summary of difficulties assessed by the Wellbeing Service 2017-2018

*It should be noted that some cases had more than one area of concern, following initial assessment and consultation a primary need was identified and appropriate intervention was suggested.

Primary Concerns on referral	Number of Pupils
Anxiety	59
Anger Management/Behavioural Difficulties	20
Low Mood & Depression	18
Self-Esteem/Confidence	4
School Refusal	6
Self-Harm	5

Substance misuse	0
Other	6
Total	118

Section 3: Interventions, Measures and Desired Outcomes

The impact of interventions delivered by the Wellbeing Service, and the quality of the workshops and training were evaluated using a mixture of evidence based and purposefully developed measures. Table 4 below outlines the interventions, measures and outcomes.

Table 4: Evaluation Measures and Outcomes of the Wellbeing Service 2017-2018

Intervention	Measure	Respondent	Outcome
School Anti-Stigma Workshops	Summary Questionnaire	Child/Young person	Students will have benefitted from the workshop with an increase in knowledge and awareness of mental health. Students will make a change in their own lives and in school with regards to promoting positive mental health.
Emotional Wellbeing Champion Teacher Training	Summary Questionnaire	Staff Delegates	Increased understanding of role, confidence in role and motivation to support the champions.
Mental Health First Aid Youth Lite	Evaluation MHFA form	Students	Improved ratings in personal confidence, understanding and knowledge of how best to support young people with mental health difficulties. Course feedback.
Exam Anxiety Group	Summary Questionnaire	Child/young people	Increased understanding and knowledge of exam anxiety, as well as skills and techniques to help manage.
	Westside Test Anxiety Scale	Young person	Decrease in level of exam anxiety following the group
Staff Training (PPEPCare)	Evaluation PPEPCare form	Staff Delegates	Improved ratings in staff confidence, understanding and knowledge of how best to support young people with mental health difficulties.
Mental Health First Aid Youth Lite	Evaluation MHFA form	Teachers	Improved ratings in personal confidence, understanding and knowledge of how best to support

			young people with mental health difficulties. Course feedback.
CBT	Revised Children's Anxiety and Depression Scale (RCADS) and RCADS-P	Child/Young Person and Parent	Increased understanding of young person's difficulties and a reduction in symptoms.
	SDQ (4-17) Self Report, Parent and teacher measure	CYP, parent, teacher	Reduction in difficulties experienced and an increase in pro-social behaviour.
	Outcome Rating Scale	Child/Young Person	Improved ratings in life functioning as a result of therapeutic intervention.
	Session Rating Scale	Child/Young Person	Improved ratings on the individual's experience of the therapeutic relationship/alliance.
	CHI-ESQ	Child/Young Person	Individual can review their experience of therapy and help practitioner to appraise their own and their service's practice, to improve what they do.
Filial Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To improve social and emotional mental health and behavioural outcomes for children and young people.
Attachment Focused Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To help children and young people repair attachment trauma and strengthen attachment relationships.
Play and Creative Arts Therapy	SDQ (4-17) Parent measure (where appropriate)	Parent	To help children to make sense of their feelings and find ways of coping with and managing them.
Person Centred Counselling	SDQ (4-17) Parent measure and self report (where appropriate)	Parent/carer and Child/young person	Reduction in difficulties experienced and an increase in pro-social behaviour.
	RCADS –C and RCADS-P	Child/young person and parent/carer	Increased understanding of young person's difficulties and a reduction in symptoms.
	Evaluation based on CHI-ESQ	Child/young person	Individual can review their experience of therapy and help practitioner to appraise their own and their service's practice, to improve what they do. Clients report a positive change since starting counselling.
Parent Anxiety Group	Revised Children's Anxiety and Depression Scale (RCADS) and RCADS-P	Child/Young Person and Parent	Increased understanding of young person's difficulties and a reduction in symptoms.
	Individual Course Evaluation	Parent	Individual can review their experience of the course and rate their level of knowledge, understanding and confidence in managing their child's anxiety.
ADHD Parent Factor	Pre & Post Rating Scales	Parent	Improved ratings in parents confidence, understanding and knowledge of how

			best to support their children with a diagnosis of ADHD.
	Individual Course Evaluation	Parent	Individual can review their experience of the course.
Parents Seminar	Individual Seminar Evaluation	Parent	Individual can review their experience of the seminar and rate their level of knowledge, understanding and confidence in managing their child's mental health and emotional wellbeing.

It should be noted that for all groups and individual work the data set is relatively small, and hence any findings from quantitative measures used should be interpreted with caution and considered in combination with qualitative feedback from children and young people, their parents and teachers. We will regularly review how we collect the outcome measures for the Wellbeing Service to best reflect the impact of interventions.

Section 4: Outcomes

OUTCOME 1: Improvement in the mental health and emotional wellbeing of children and young people supported by the Wellbeing Service (individual).

List of Interventions offered:

- Individual assessments and consultations
- Targeted therapeutic groups based on identified needs of group members
- CBT informed strategies for low mood and anxiety
- Person Centred Counselling
- Filial Therapy
- Attachment Focused Therapy
- Play and Creative Arts Therapy

4.1 Individual Interventions

Person Centred Counselling

Person Centred Counselling is a non-prescriptive way of counselling which aims to suspend all previous knowledge of the client, so that the counsellor can hear the client's story with no preconceptions or judgments. Clients are treated with congruence, empathy and unconditional positive regard. The counsellor aims to build a strong therapeutic relationship which allows clients to explore and express themselves in a safe, non-judgemental environment. This allows the client to increase awareness of themselves, which can lead to change (acceptance of oneself and/or resolutions to help manage and self-regulate their emotions).

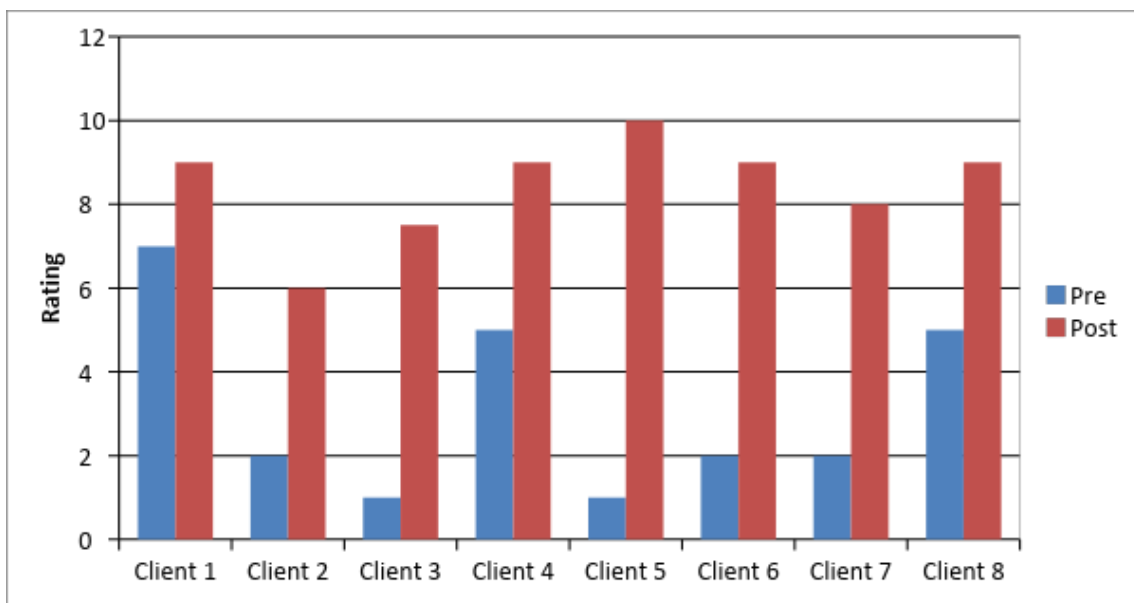
As part of the evaluation for the counselling part of our service, clients who had completed their sessions were asked to complete an evaluation form based on the chi-esq. Out of the 9 clients who had completed counselling, we received 8 responses.

From the questionnaire, please find below the key points:

- 100% of respondents agreed that they felt listened to, they were treated well and their view and worries were taken seriously.
- 87.5% of respondents agreed that the person they saw was easy to speak to and the help they received was good.
- 75% of respondents would recommend this service to a friend.

Clients were asked to rate how they felt prior to counselling and how they felt once the counselling had come to an end (scale of 0-10, 10 being the best they have ever felt). Please see graph 1 on the next page illustrating these results.

Graph 1: Child/young person's self reported change



Graph 1 shows that all 8 clients reported a positive shift after the counselling compared to before they started the intervention.

Clients were asked, what was good about the counselling they received. Here are some of the responses:

"I was listened to and could say anything"

"It made me talk more to my TAs instead of bottling feelings up"

"I felt like I could talk to this person"

"To help get my worries out"

Clients were also asked if there was anything they didn't like or anything that needed improving. 7 out of the 8 respondents said there was nothing that they did not like or felt needed improving. One of the clients said that they would have liked to have had a TA present in the sessions. This feedback has helped the wellbeing practitioner to reflect on and improve best practice and continually aim to improve the service provided to children and young people.

Dyadic Developmental Psychotherapy (DDP)

DDP is a therapy and parenting approach that uses what we know about attachment and trauma to help children and families with their relationships. Central within DDP is PACE, a way of thinking which deepens the emotional connections in our relationship with others. PACE as a concept refers to - Playfulness, Acceptance, Curiosity and Empathy. Playfulness brings enjoyment to the relationship. Acceptance creates psychological safety. Curiosity refers to the exploration of themes within the relationship expressing a desire to know the other person more deeply. Empathy is used to communicate curiosity and acceptance, as the therapist recognises and responds to the family's emotional experience.

Cognitive Behaviour Therapy (CBT) Informed Strategies

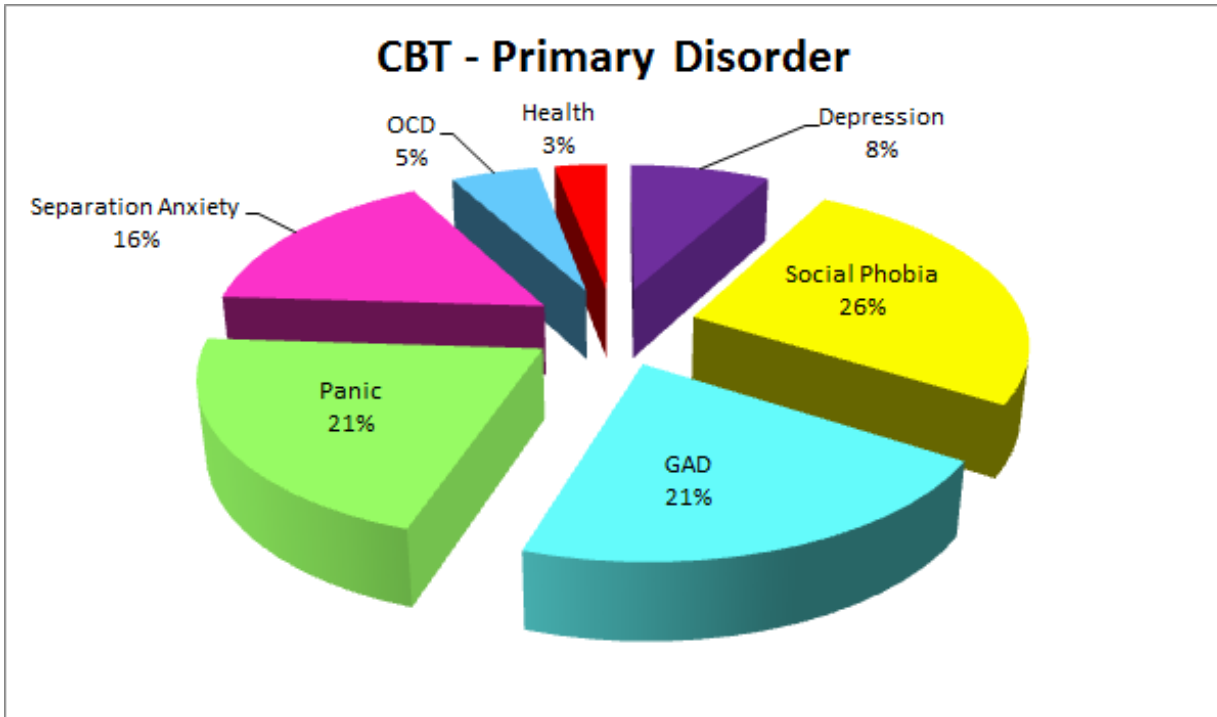
The Wellbeing Team offer brief, low-intensity, evidence based CBT informed strategies for children and young people to help with anxiety and low-mood. Cognitive Behaviour Therapy is based on the concept that emotional problems are caused and maintained by unhelpful patterns of thinking and behaviour. CBT aims to identify and reduce these patterns, build helpful thoughts, increase positive behaviours and develop problem-solving skills in children and young people. CBT deals with current problems that are impacting on a young person's life rather than focusing on issues from their past. Approaches based on CBT principles are known to be an effective treatment option for a number of psychological problems. NICE guidelines (National Institute for Health and Care Excellence) recommend that CBT is a first line approach to help treat anxiety and depression.

Due to ongoing development and training in CBT, the Wellbeing team are now able to offer one-to-one CBT support for OCD (Obsessive Compulsive Disorder) and Trauma Focused CBT for Post Traumatic Stress Disorder.

38 young people (71% female and 29% male) accessed CBT one-to-one interventions; with the average age of 12 years, ranging from 7-17 years.

The following pie-chart provides a breakdown by primary disorder of the CYP who received an individual CBT interventions in the period September 2017 – August 2018.

Graph 2: Individual CBT Interventions by Primary Disorder



Evaluation across individual interventions

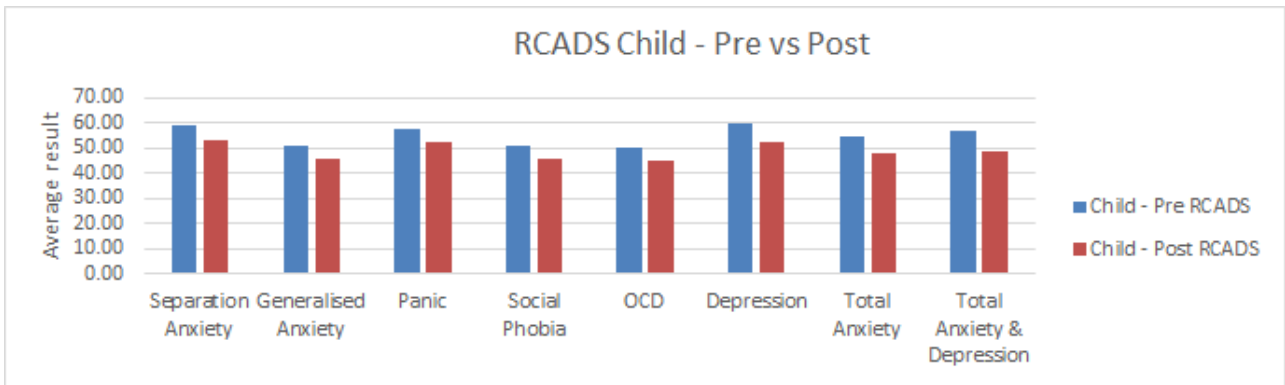
Each child/young person and/or parent/carer that took part in individual therapy was asked to complete the Revised Child Anxiety and Depression Scale (RCADS) and the Strengths and Difficulties Questionnaire (SDQ) both before therapy began and once therapy had been completed (if appropriate). Graph 3 and 4 show the average pre and post scores for the data received.

The questionnaires had different numbers of respondents due to difficulty receiving completed questionnaires and some questionnaires may have not been appropriate for the child/young person or parent/carer.

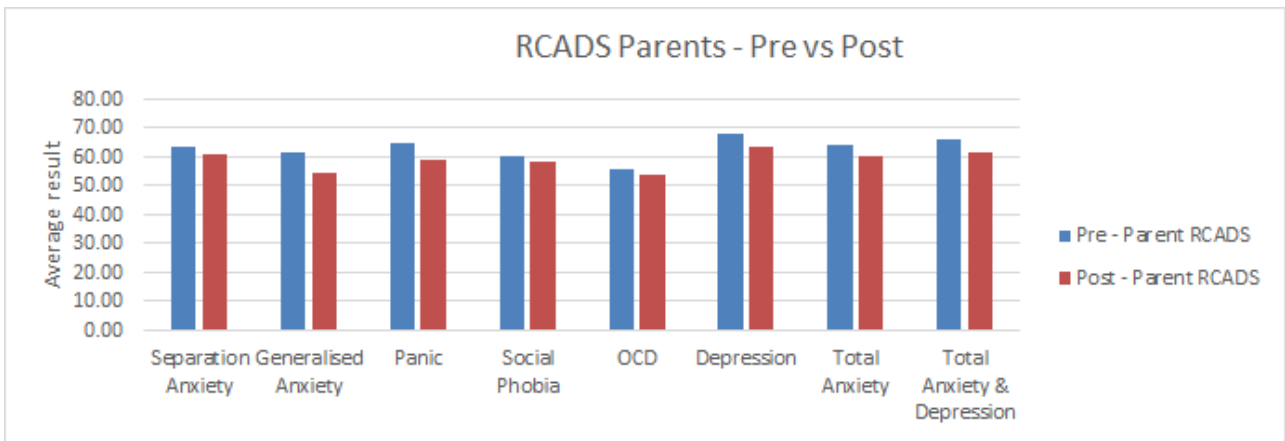
Results from the Revised Child Anxiety and Depression Scale (RCADS)

Graph 3 is based on data from 41 children/young people. The graph shows that there has been an average reduction in the symptoms of anxiety and depression.

Graph 3: Pre and post RCADS results – Child/Young Person



Graph 4: Pre and post RCADS results – Parents/Carers

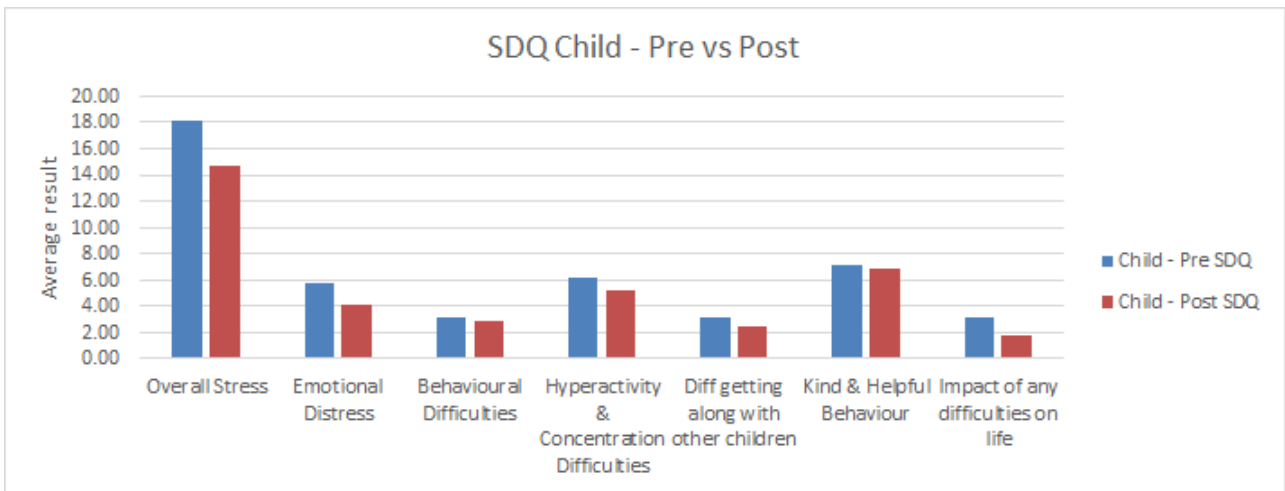


Graph 4 is based on data from 27 parents/carers. The graph shows that there has been an average reduction in symptoms for all of the symptoms measured by the RCADS.

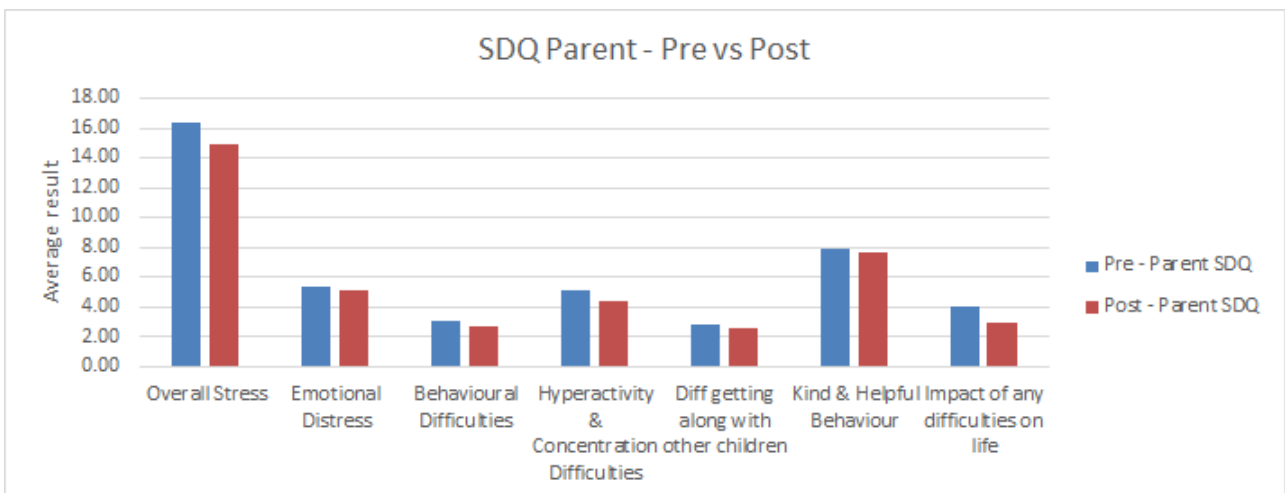
Results from the Strength and Difficulties Questionnaire (SDQ)

Graph 5 is based on 27 children/young people. The graph shows that the difficulties the SDQ measures have reduced and the area of kind and helpful behaviour has stayed roughly the same.

Graph 5: Pre and post SDQ results – Child/Young Person



Graph 6: Pre and post SDQ results – Parents/Carers



Graph 6 is based on 25 parents/carers. The graph shows that all measures of the SDQ have reduced in difficulty.

In summary, all areas measured by both the SDQ and RCADS indicate a decrease in symptoms of anxiety and depression. This suggests some positive shifts within the 12 weeks intervention period.

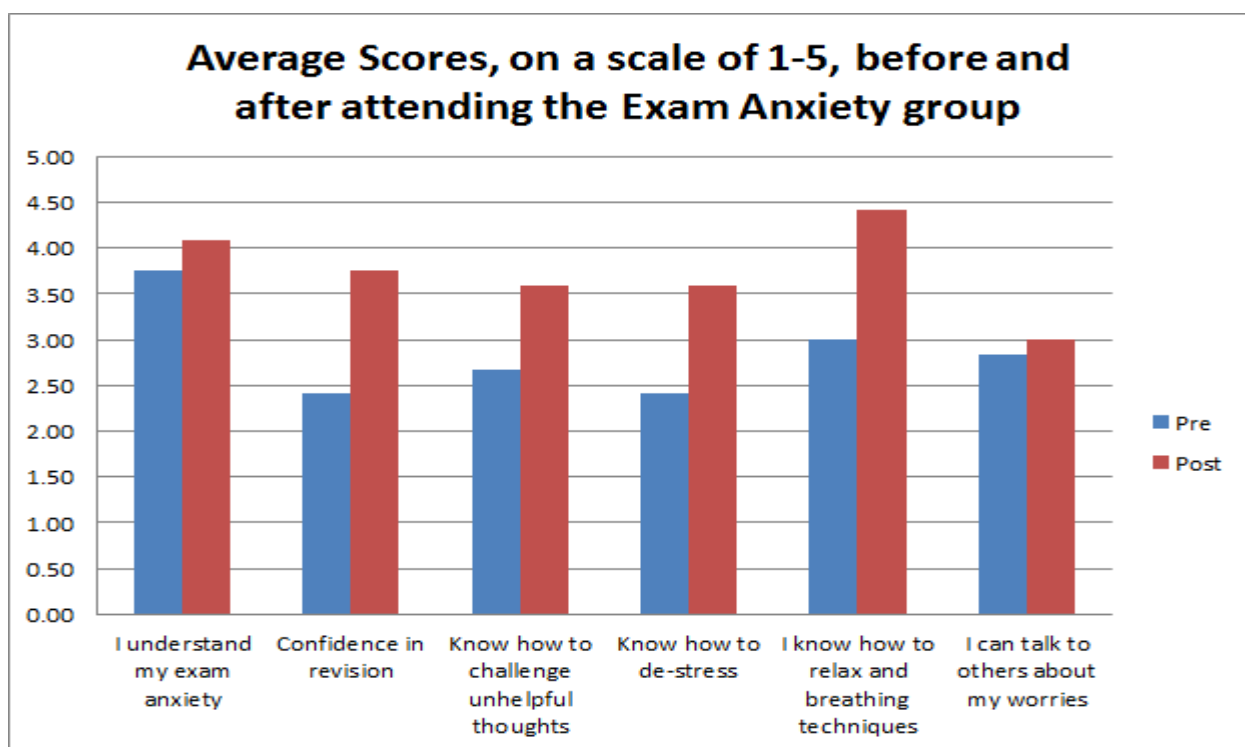
OUTCOME 2: Improvement in the mental health and wellbeing of children and young people supported by the Wellbeing Service (group).

Exam anxiety group

A four week programme was delivered to 12 students from two different secondary schools. One school opened this to all year 11 students and asked them to register their interest. The second school selected students from a variety of year groups, who were showing sign of exam anxiety. Both groups experienced drop-outs. The programme included key concepts around exam anxiety and how this can be maintained, as well as revision tips, exam tips, ways to de-stress and techniques to help manage exam anxiety.

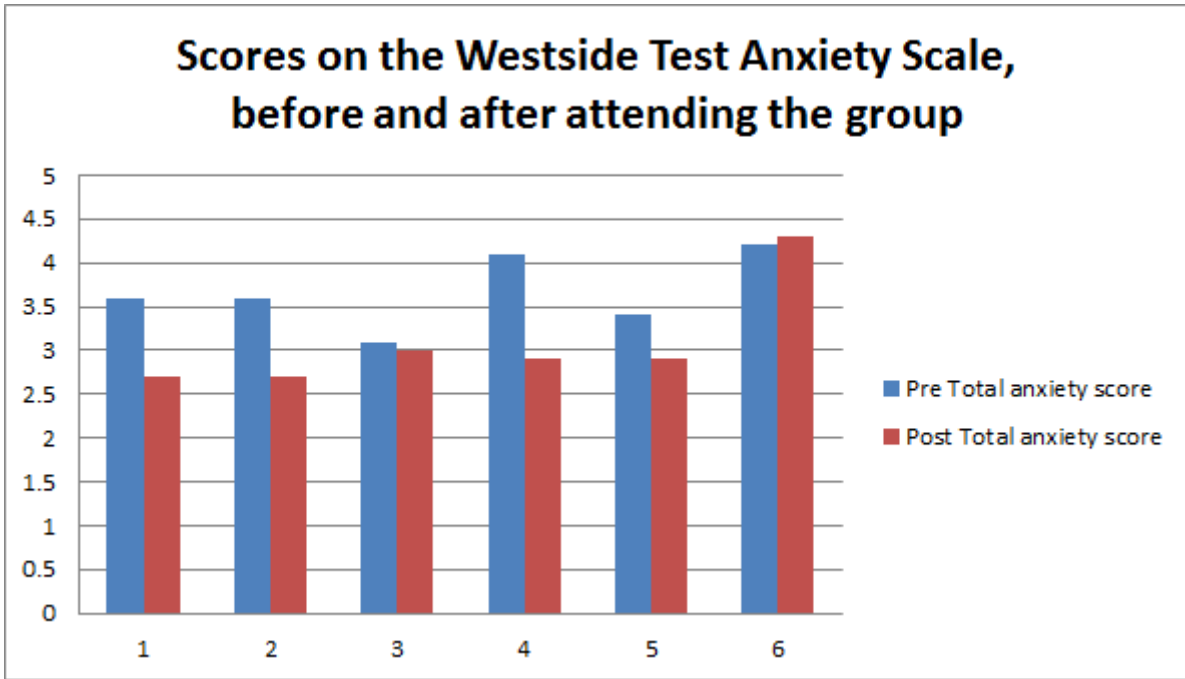
The students were asked to complete a pre and post questionnaire, which aimed to show if knowledge and skills had been embedded by the students and that they had taken away key concepts and techniques (please see graph below).

Graph 7: Pre and post results from the exam anxiety group



The results indicate that knowledge, understanding and confidence all increased following the group.

Graph 8: Westside Test Anxiety Pre and post results from the exam anxiety group



Students from one of the groups were asked to complete the Westside Test Anxiety Scale before and after the group. This was to gain an accurate measure of exam anxiety. Of the six students who completed this scale both before and after attending the group, only one noticed an exam anxiety increase. The other young five people experienced a drop.

The students also completed a summary questionnaire, rating the quality of the group, what they liked about the group, what they liked least about the group, and if they would use the techniques they had learnt. Table 7 summarises the results.

Table 7: Results from the summary questionnaire

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The group met my expectations		14.3%	28.6%	57.1%	
The content was helpful			14.3%	57.1%	28.6%
The format was enjoyable			14.3%	57.1%	42.9%
The handouts were helpful				57.1%	42.9%

The length of the group was appropriate			28.6%	57.1%	14.3%
The group was worth my time			14.3%	57.1%	28.6%
My personal understanding of anxiety has increased			14.3%	85.7%	
My personal confidence to manage my exam anxiety has increased		14.3%	28.6%	57.1%	
I would recommend this group to others			14.3%	57.1%	28.6%

Based on the feedback, the students found the breathing exercises and tips on how to relieve stress particularly helpful and enjoyed the atmosphere in the group. 57% said they were very likely to use some of the techniques learnt in the group, while 43% said they might use some of the techniques.

This feedback shows that the students gained techniques to manage anxiety, which they would be likely to use in the future.

OUTCOME 3: Improved pupil/student knowledge and skills (Mental Health and Emotional Wellbeing)

Emotional Wellbeing Champions Programme

The Emotional Wellbeing Champions programme was developed by the RBWM Psychology, Wellbeing and School Support Service to raise awareness and knowledge of positive mental health and to create an open, supportive culture around mental health in schools. This was achieved through a one day interactive workshop offered out to primary and secondary schools within the RBWM area. The aims of the day were to equip students with knowledge on mental health and emotional wellbeing, to encourage them to tackle stigma in their school, and to empower students to develop anti-stigma campaigns for their school with the support of a lead member of staff.

Each participating school selected six students who attended the day and as a result became Emotional Wellbeing Champions in their school. The primary school day included students from Year 4-6 and the middle/secondary school day was aimed at students from Year 7-9. A total of ten primary schools and four secondary schools participated in the programme (see Table 8).

Additionally, due to interest from First schools we delivered a pilot Emotional Wellbeing Champion programme during the summer term for year 3 pupils. This involved ten pupils from Dedworth Green and six pupils from Eton Porny.

Table 8: List of Participating First, Primary and Secondary Schools

First Schools	Primary Schools	Secondary Schools
Dedworth Green	All Saints CE Junior School	Cox Green
Eton Porny	Cookham Rise	Newland’s Girls School
	Holyport Primary	Windsor Girls School
	St Luke’s	Charters
	Knowl Hill CE Primary	
	White Waltham CE	
	Courthouse Junior	
	Bisham CE	
	Larchfield Primary	
	Wessex Primary	

The evaluation of the one day mental health awareness training showed a high level of satisfaction with the quality of delivery, as well as very good learning outcomes in the students.

Primary Schools Training Day

Table 9: Staff feedback

	Poor				Excellent	
	1	2	3	4	5	6
How did you find today?	0%	0%	0%	0%	8%	92%
How well do you think the students have benefitted from today?	0%	0%	0%	0%	23%	77%
How suitable was the course content?	0%	0%	0%	0%	8%	92%

Staff feedback included the following statements:

“The children were so interested and enthusiastic, and related some issues to themselves which could help others”

“It was all great, really raised awareness of what is meant by mental health”

“A good mix of information sharing and practical activities which were all great.”

Table 10: Primary student feedback

	Poor				Excellent	
	1	2	3	4	5	6
How did you find today?	0%	0%	2%	0%	13%	83%

Table 11: Primary Student Responses to “What did you learn about mental health today?”

Main Emerging Themes	Number of Pupils
Everyone has mental health	26
Mental health difficulties are normal	4
People can let out their emotions	3
Ways to help people	3
Mental health is important	2
People should tell someone if they are worried	2
It's ok To be compassionate	1
Parents don't always talk to their children about mental health	1
Anybody can help	1

Table 12: Primary Student Responses to “What changes will you make after today? (you can choose more than one option)”

Main Emerging Themes	Number of Pupils
Look out for my friends more	50
Be more understanding of other people's feelings	47
Talk more about my feelings	47
Share what I have learnt with my friends	46
Support my team with our school campaign	46
Encourage my teachers to make time to talk about mental health in class	41

Try and find out more about mental health	39
Do more things to look after myself	34

Table 13: Staff feedback

	Poor			Excellent		
	1	2	3	4	5	6
How did you find today?	0%	0%	0%	25%	50%	25%
How well do you think the students have benefitted from today?	0%	0%	25%	0%	25%	50%
How suitable was the course content?	0%	0%	0%	0%	20%	80%

Staff feedback included the following statements:

“Very good range of activities which enabled the students to be fully involved – loved the opportunities that were provided for them to be creative.”

“I thought the morning sessions were very good and interactive.”

Main Emerging Themes	Number of Pupils
Anyone can have a mental health issue	9
Mental health issues are common	4
Always talk to someone when you’re down/Not to bottle things up/Talk about problems before it gets worse	4
Help is available and you can get better	2
Mental health problems aren’t always visible	2
Mental health problems don’t make someone a bad person	1
Having a mental health problem is not people’s fault	1
There are more types of mental health problems than I was aware of	1
You need to look after yourself in order to help others	1

Table 14: Secondary student responses to “What did you learn about mental health today?”

Main Emerging Themes	Number of Pupils
Be more understanding of other people’s feelings	17
Share what I have learnt with my friends	14
Look out for my friends more	14
Try and find out more about mental	12
Do more things to look after myself	11
Encourage my teachers to make time to talk about mental health in class	11
Talk more about my feelings	7

Table 14: Secondary student responses to “What changes will you make after today? (you can choose more than one option)”

Campaign work

Following the training day, the Emotional Wellbeing Champions met on a regular basis with the lead member of staff from their school to finish their campaign work and plan further activities to raise awareness in their school. A follow up session was carried out 6-8 weeks after the training day in order to assess progress, identify problems and support the development of further campaigns. The campaigns varied between schools and included a range of activities:

- Delivery of assemblies sharing learning from the day
- Creation of display boards introducing the champions and their role
- Performance of drama plays relating to mental health
- Installation of a worry box where pupils can write down their worries and ask for help
- Creation of posters and visual displays with key mental health messages
- Delivery of PSHE lessons on mental health to younger year groups

Work is continuing in the schools and a number of further activities are planned for the new school year, including:

- Running of a mental health poster competitions
- Publication of articles on the topic of mental health in the school newsletter
- Delivery of follow-up assemblies and PSHE lessons
- Development of a mental health awareness day

Mental Health First Aid Youth Lite

The Wellbeing Team were invited by Public Health Services to co-deliver 2 (2.5 hours) Mental Health First Aid (MHFA) Youth Lite sessions in Desborough College. One session delivered to a group of teachers and the second session to a group of Year 13's in order to be trained as mentors for younger students. After receiving the initial training, teachers agreed that the same format should be delivered to the students.

Youth MHFA enables students and teachers to gain a wider understanding of some issues surrounding young people's mental health and to be able to interact more effectively with young people who are experiencing mental health issues. The course aims to raise awareness and mental health literacy, to reduce stigma around mental health, increase knowledge and confidence in dealing with mental health issues and promoting early intervention.

A guest speaker was invited to talk to the groups about her own personal experience of her mental health issues and self-harm, how the school and others responded and supported her as well as her journey through CAMHS. This offered the opportunity for the group to discuss and explore in more detail the challenges they may face and how better to support young people in the future.

Students shift in knowledge and personal confidence to support young people with Mental Health Issues

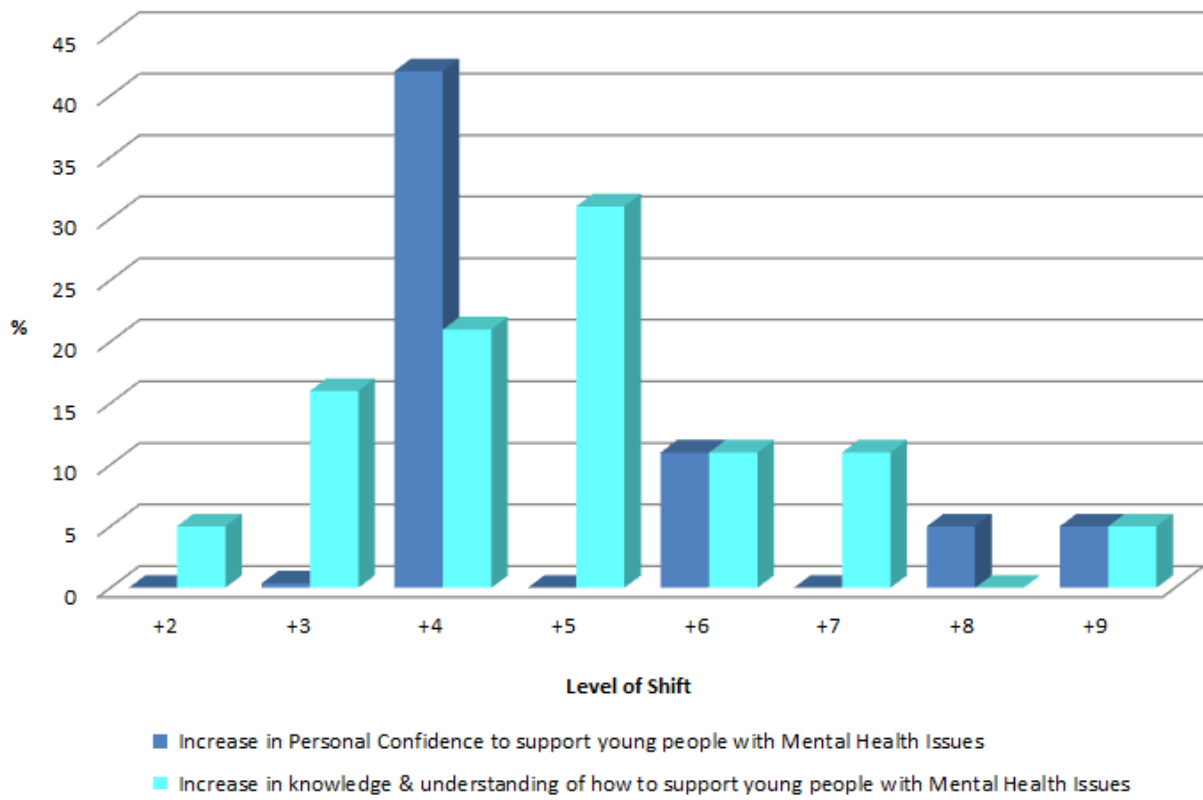


Table 15: Students Overall, Course Feedback

Mental Health First Aid Youth Lite	Very Poor	Poor	Neutral	Good	Very Good
The Instructors				21%	79%
Presentation Slides				58%	42%
Video Clips			5%	42%	53%
Information Manual				37%	63%
Learning Exercises			10%	48%	42%
Environment				47%	53%
Structure of the Session				42%	58%
Content of the session				21%	79%
Overall course rating				16%	84%

Further Comments:-

“Very good training, made me realise the importance of mental health.”

“Very detailed explanation about supporting young people which has taught me a lot.”

“Very good learnt a lot on how to help people.”

“Annual training session would be very beneficial.”

Teachers shift in knowledge and personal confidence to support young people with Mental Health Issues

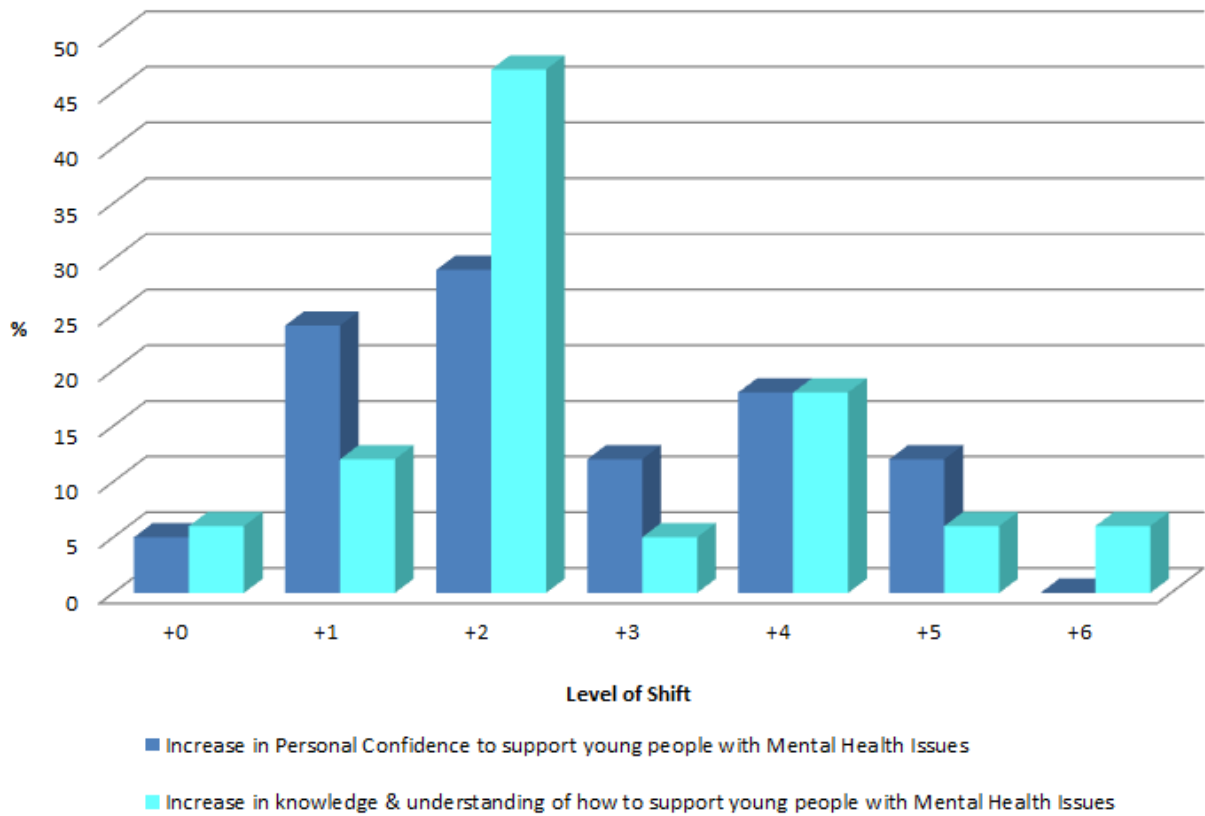


Table 16: Teachers Overall Course Feedback

Mental Health First Aid Youth Lite	Very Poor	Poor	Neutral	Good	Very Good
The Instructors				75%	25%
Presentation Slides				94%	6%
Video Clips			3%	71%	12%

Information Manual			5%	77%	18%
Learning Exercises			18%	59%	23%
Environment		3%	29%	65%	3%
Structure of the Session			6%	94%	
Content of the session			6%	59%	35%
Overall course rating			6%	65%	29%

Further Comments:-

“Great guest speaker.”

“The young girl who spoke about her experiences was amazing. The course was excellent, given the limited time available. The instructors were very knowledgeable.”

“Perfectly presented and very factual. Thank you so much!”

Outcome 4: Improved staff knowledge and skills (Mental Health and Emotional Wellbeing)

PPEPCare Training

Psychological Perspectives in Education & Primary Care (PPEPCare) training aims to help staff in primary care and education to:

1. Recognise and understand mental health difficulties in children and young people.
2. Support these children, young people and their families by providing psycho-education and drawing on relevant evidenced based techniques using a cognitive behavioural framework.

PPEPCare currently comprises of twelve training modules each consisting of a training

Mental Health First Aid Youth Lite

Please see Outcome 2 for further information and evaluation of Teacher Training in Desborough College.

Self-harm Consultation.

A consultation regarding managing self-harm in school was requested by a primary school that had little experience with self-harm. A member of the team met with the SENCO and an ELSA at the school to discuss how to manage self-harm incidents at school. This included discussion on how to develop an appropriate self-harm policy, as well as a thorough risk assessment, which not only considers the young person who has hurt themselves, but those who may have witnessed this. Incident forms and communication with parents and medical professionals was also discussed and incorporated into the policy. The completion of a Safety Plan with the young person, alternatives to self harm as well as additional modes of support were also discussed.

Outcome 5: Development of the whole school environment with regard to awareness of and support for Mental Health and Emotional Wellbeing.

The purpose and aims of the Whole School Emotional Wellbeing Framework:

It is widely recognised that a child or young person's emotional health and well being influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. School based programmes of social emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit health and wellbeing. The purpose and aims of the Framework were:

- To provide a single reference point from which to develop and enhance whole school practice in social/emotional wellbeing and mental health.
- To embed a whole setting approach to support the emotional health and wellbeing of children and young people.
- To enskill staff and pupils/students thereby reducing the need to refer to external agencies and facilitating a targeted approach for referral on.
- NICE guidance recommends that head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people

Ofsted: when judging behaviour and safety Ofsted looks for evidence of a positive ethos that fosters improvements in the school as well as the promotion of safe practices and a culture of safety.

Background:

A report completed by the CAMHS Transformation Group (April 2016) brought together the results of a schools survey covering three East Berkshire Clinical Commissioning Groups (CCGs) and three unitary authorities. Schools in RBWM highlighted the need to make fewer referrals and increase support 'in-house' by giving school staff the necessary advice and support. School staff highlighted that *'they do not necessarily need to discuss cases with a Clinical Psychologist rather they would prefer to speak to another professional who could offer them some reassurance and other ways of thinking'*.

The Wellbeing Framework sets out key actions that head teachers and principals can take to embed a whole school approach to promoting emotional health and wellbeing. These actions are informed by evidence and practitioner feedback about what works. They build on what many schools and colleges are doing across the country but, if applied consistently and comprehensively will help protect and promote student emotional health and wellbeing. It draws upon a number of publications and guidance including:

Promoting children and young people's emotional health and wellbeing: A Whole School and

College Approach (Public Health England, 2015)

What works in promoting social and emotional well-being and responding to mental health problems in schools? (ncb, 2015)

National Healthy Schools Emotional Health & Wellbeing Audit

Attachment Aware Schools and Settings Audit

The AcSEED Framework

The National Institute for Health and Care Excellence (NICE) advises that Primary and Secondary Schools should be supported to adopt a comprehensive; 'whole school' approach to promoting the social and emotional wellbeing of children and young people. DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health. The report of the Children and Young People's Mental Health and Wellbeing Taskforce (2015) identifies a national commitment to "encouraging schools to continue to develop whole school approaches to promoting mental health and wellbeing".

Six schools including: Dedworth First, Oldfield Primary, Courthouse Junior, Bisham Academy, White Waltham Academy and Knowl Hill Academy have been engaged in piloting the Wellbeing Framework since October 2016. The agreed offer for all six schools was at a minimum three 1.5 hour consultation sessions with a Wellbeing Practitioner, a link with a Wellbeing Practitioner who could offer advice between consultation sessions, support to complete the solution focused wellbeing measure and at least one module of PPEPCare training delivered to the whole school staff. The results will be reviewed with all six schools in October 2017 during which areas for development and a maintenance offer will be discussed.

Eight Principles to Promote a Whole School and College Approach to Emotional/Mental Health and Wellbeing.

Public Health England: Promoting children and young people’s emotional health and wellbeing. A whole school and college approach (March 2015)



Outcome 6: Improved parent/carer knowledge and skills (Mental Health and Emotional Wellbeing)

Managing my Child's Anxiety Group

Following the success of this group last year, this has been run three times this year.

The aim of the programme was to help parents build a range of CBT informed (Cognitive Behavioural Therapy) strategies to help them and their child manage their anxiety to increase their sense of wellbeing.

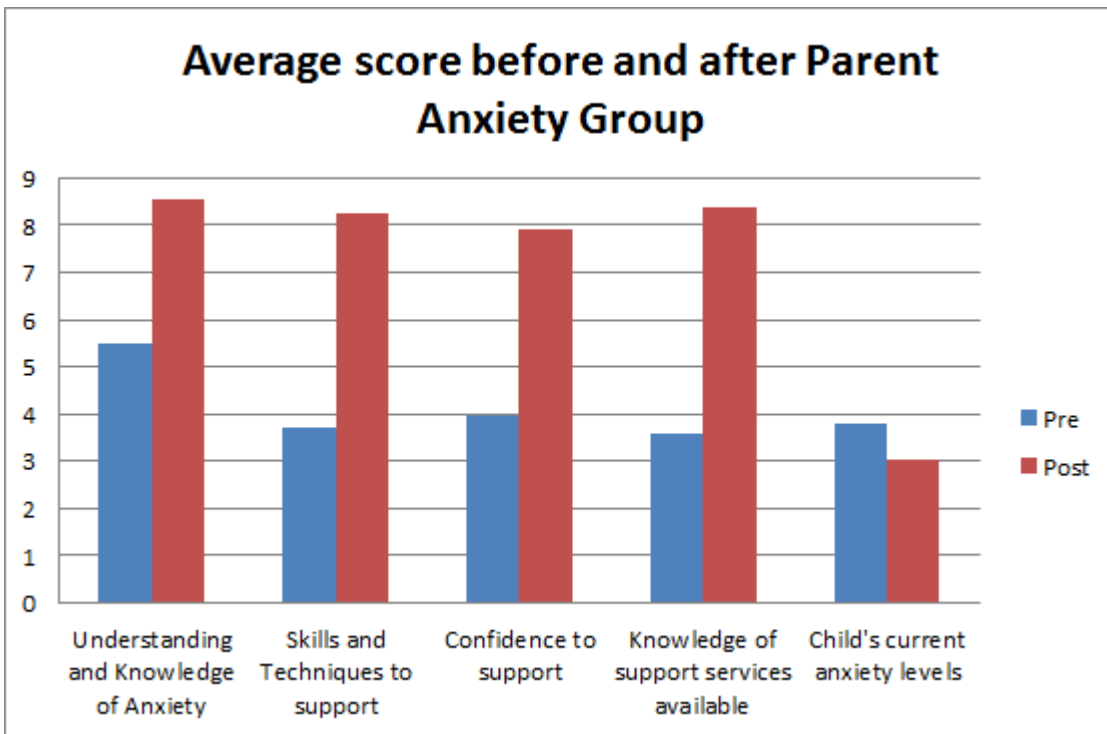
The objectives of the programme were to explore anxiety and provide advice and guidance, leaving parents feeling more confident to:

- Understand possible causes of anxiety in CYP
- Recognise signs and symptoms
- Identify the role a parent plays in the maintenance of anxiety
- Aid their child in developing strategies to build resilience and manage anxiety
- Identify steps to guide their child towards the right support
- Recognise the importance of their own self care and wellbeing

Three groups were run in Maidenhead, each running for 6 weeks. It was agreed for the group size to remain small in order to promote a more therapeutic group approach. 22 delegates attended four or more sessions. Parent RCADS were completed at the beginning of the course to provide a pre-course measure. Evaluation and feedback was sought at the end of the programme and the post RCADS were received six weeks after the completion of the course. Unfortunately, this meant limited RCADS were received at follow up.

Results: Pre/Post Questionnaire

A brief questionnaire was completed before the start of the course and on completion. This asked four questions relating to the objectives of the group, on a scale of one to ten. The final question asked them to consider the current level of their child's anxiety on a scale of one to five.



The graph indicates an increase in parent’s knowledge and confidence following the group. It also suggests that their child’s anxiety has decreased within the 6 week period of the course, possibly due to parents feeling more able to aid their child in the management of their anxiety.

Table 16: Parent Feedback

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>The course met my expectations</i>	0.0%	0.0%	0.0%	50.0%	50.0%
<i>The content was helpful</i>	0.0%	0.0%	0.0%	40.9%	59.1%
<i>The level of the course was appropriate</i>	0.0%	0.0%	4.5%	31.8%	63.6%
<i>The format was enjoyable</i>	0.0%	0.0%	0.0%	45.5%	54.5%

<i>The handouts were helpful</i>	0.0%	0.0%	0.0%	45.5%	54.5%
<i>The course length was appropriate</i>	0.0%	0.0%	9.1%	45.5%	45.5%
<i>The course was worth my time</i>	0.0%	0.0%	0.0%	27.3%	72.7%
<i>I would recommend this course to others</i>	0.0%	0.0%	0.0%	22.7%	77.3%

Feedback included the positives of having a small group; having time to ask questions, share their experience and hear others share their experience. Positive feedback surrounding the facilitators was also received, indicating that they were welcoming and approachable and that delegates felt supported. Feedback also indicated that delegates appreciated “hands-on” tools to help their child identify their anxiety, as well as aid them in managing it.

Following the first course, feedback was received regarding the length of sessions; delegates stated they wanted more time for discussion without feeling rushed. Following this feedback, two groups had six, two hour sessions.

Feedback was also received regarding the time of the day the group was run; two of the three groups were run in the day. Following this feedback, the third group was run in the evening to give the opportunity for working parents to attend.

Parent Seminar evenings

The Wellbeing Team were invited to deliver three evening seminars to parents both at Charters and Knowl Hill, White Waltham and Bisham. Two evening seminars were delivered as part of Charters School Parent Seminar programme, providing advice and guidance on different mental health issues. Knowl Hill arranged the evening seminars as part of their commitment to The Emotional Health and Wellbeing in schools framework. These were popular events, with 94 parents attending in total.

In both scenarios, the aims of the sessions were to leave parents feeling more confident to:

- Recognise signs and symptoms of anxiety and depression and how these link to behaviours such as self harm and eating disorders
- Approach your child to help them manage these issues
- identify steps to guide your child towards the right support
- Recognise the importance of your own self care and wellbeing

The evening was a mixture of information and guidance, discussion and case studies to help parents feel more confident in supporting their child's emotional health needs.

Evaluation

The table below provides a summary of the individual evaluations and feedback from parents.

Table 17: Summary of Seminar Evaluation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The seminar met my expectations			7.4%	54.3%	38.3%
The content was helpful			4.3%	44.7%	51.1%
The level of the seminar was appropriate			6.4%	44.7%	48.9%
The format was enjoyable			7.4%	43.6%	48.9%
The speakers had a good understanding of the topics			1.1%	25.5%	73.4%
The handouts were helpful		1.1%	1.1%	37.2%	60.6%

The seminar was worth my time		1.1%	3.2%	34.0%	61.7%
My personal knowledge and understanding of Mental Health has increased	1.1%	1.1%	10.6%	38.3%	48.9%
My personal confidence in how best to support my child in this area has increased		1.1%	13.8%	55.3%	29.8%
I would recommend this seminar to others		0.0%	7.4%	31.9%	60.6%

Further feedback included the following statements:

Which aspect of the session did you find most useful?

- *Practical advice and how to respond and deal with anxiety, depression and self-harm*
- *How to support my child*
- *Coping Strategies*
- *Anxiety and depression normal vs an issue.*
- *Understanding how to change the cycle.*
- *Understanding of available support and interventions.*
- *Understanding self-harm & that it is a coping mechanism*
- *General understanding of child related anxiety & normalisation*
- *Given me confidence to engage*

The Wellbeing Team have been asked to deliver further parent seminars in September 2018. Following feedback that the evening felt rushed, the content will be delivered over evening two sessions.

ADHD Parent Factor

The course was developed by the charity Barnardo's specifically for parents of children who have received a diagnosis of ADHD (i.e. as opposed to parents who think that their child may have ADHD). The course is for parents of children aged between 6-14 years who have had an ADHD diagnosis in the last 24 months.

The Wellbeing Team has a trained facilitator to co-deliver this training in partnership with other facilitators from Family Friends and Children's Centres.

Aims of the Programme

The overall aims of "The Parent Factor in ADHD" programme are as follows:

- To increase parents' knowledge of ADHD and its treatment
- To give parents insight into how it feels to be a child with ADHD
- To give parents advice on how to promote a more positive relationship with their child
- To educate parents on strategies for effective behaviour management

Programme structure

The programme consists of a series of six, two and half hour long sessions. For some sessions ADHD experts from CAMHS and Educational Psychology are invited to provide their specialist knowledge and experience of ADHD.

Referrals and Delivery

The Wellbeing Team have worked this year in collaboration with the charity Parenting Special Children and CAMHS in order to offer parents across the borough with a more comprehensive and varied timetable of programmes. A programme for 2018-2019 has been agreed and publicised across the borough and in all schools.

Currently, most ADHD assessments conducted by CAMHS are being directly referred to their 14 week programme which also includes one-to-one phone calls/ face to face contact throughout the course to support individual progress. Therefore, this has had a direct impact on the number of referrals to the Barnardos ADHD Parent Factor Programme and thus programmes have been rearranged due to a lack of delegates.

Parenting Special Children also offer a 5 week evening programme 'Time Out For ADHD' as well as several evening workshops on Anxiety and ADHD and Managing ADHD. The team continue to work in partnership with both CAMHS and Parenting Special Children and further programmes will continue to be scheduled for 2018/2019.

Section 5: Service Delivery Plans for 2018 – 2019

In academic year 2018-2019 the following service delivery plans are in place:

- Continuation of the ADHD Parent Factor Training.
- Further roll out of the PPEPCare Training modules (four practitioners will be trained)
- Further development and delivery of programmes to support the parents/carers of anxious children.
- Secure a maintenance offer for the Wellbeing Framework and consider how this could be offered to a larger number of schools across the Borough. The Framework is being offered to a further three schools (2 secondary and 1 primary) in 2018-2019.
- Further roll out of the Wellbeing Champions Programme.
- Further development of the sharing of practice across the Psychology, Wellbeing and Schools Support Teams.
- Further development and enhancement of supervision for the Wellbeing Team taking a co-constructed approach.

Section 6: Appendices

Appendix 1: Interventions offered through the Wellbeing Service 2017-2018



Document Name	Wellbeing Team Evaluation Report		
Document Author	Rebecca Askew		
Document owner	Rebecca Askew		
Accessibility	This document can be made available in other formats upon request.		
Destruction date			
Document approval dates	Version 1	Author	
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	Version 3	Lead Member	
	Version 3	Public	
Circulation restrictions			

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Business Plan

Behaviour Support Team

Nurture Programme

Document Version:	1
Date:	20.09.18
Completed by:	R Askew

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1. Executive summary

The Behaviour Support Team has been supporting Schools in RBWM to implement nurture groups and deliver other work guided by nurturing principles since 2014. The nurture programme has been further developed in line with evidence based practice and research during the last two years. Using nurturing principles in schools and settings allows early intervention and preventative work to take place with children and young people who might be at risk of developing social, emotional and mental health difficulties. The model adopted in RBWM aims to develop the knowledge and skills of staff who work directly with children and vulnerable people, empowering them to make a difference in the lives of those they support. The Behaviour Support Team currently supports 17 schools in RBWM to run Nurture Groups.

The Behaviour Support Team will continue to offer initial training and support to allow new schools to implement nurture groups (full offer) as well as ongoing support to schools with established nurture groups, through a maintained offer which includes hub meetings and a Nurture Group quality assurance check-in (see appendix 1). In RBWM, school staff who are involved in delivering nurture groups benefit from opportunities to develop and share good practice through networking and training events organised and delivered by the Behaviour Support Team, Educational Psychologists and invited speakers.

New developments this academic year will include the delivery of workshop sessions as part of the hub meetings, which are attended by nurture group practitioners once per term. In response to expressions of interest from schools, the team also plan to develop and provide a further package which focuses on the implementation of a whole setting nurturing approach with reference to research and good practice guidelines.

2. Business overview

The Nurture Programme aims to support RBWM Schools to implement Nurture Group provision, develop a whole setting nurture ethos and maintain high standards in implementation via initial training, ongoing professional development, practitioner network meetings, consultation and implementation support. The Behaviour Support Team is also committed to evaluating the impact of interventions delivered to children and young people through the nurturing programme work.

The Behaviour Support Team is committed to providing a cost effective nurture programme currently using a combination of funding from the dedicated schools grant and a traded offer. The team would like to be able to offer the support packages to settings in other Local Authorities which would be charged.

The Nurture Programme will:

- *Continue to provide training and networking support to Schools in RBWM, those new to nurture and those with established nurture groups.*
- *Support schools with whole school nurture through training and networking opportunities.*
- *Provide support to develop the use of nurturing principles in early years settings e.g. training/auditing package.*
- *To continue to compile evidence of effectiveness and impact data received from schools engaged in the nurture programme.*

3. Sales and marketing

3.1 Overview of the industry

Primary schools continue to show an interest in implementing nurture groups, particularly larger primary schools with a consistently identifiable group of vulnerable pupils from their catchment. Each year new secondary schools express an interest in running a nurture group; in addition, established settings express a need for a new member of staff to receive nurture training to enable them to co-deliver a nurture group in their school.

We continue to maintain positive links with the nationally recognised Nurture providers, Nurture UK, Bev Selway (Nurture UK Consultant) presented at the Nurture Group conference morning hosted at Manor Green last academic year alongside Nurture Group Practitioners working within RBWM schools.

Interest has also been established in extending the nurture offer to early years settings and nurture featured on the Early Years ELSA training programme last academic year. The Nurture Group programme complements the work of Emotional Literacy Support Assistants which is currently operational in 57 schools, including 4 out of borough and 1 independent school. There is also scope to develop an individual nurture offer to schools that do not have the capacity or significant pupil need to offer a Nurture Group.

3.2 Competitors

Competitor Name	Strengths	Weaknesses
Nurture UK	Regular training offered throughout the year at regional locations. Known brand. Has a quality mark award available.	No networking opportunities provided and high cost to schools through the National Nurturing Schools Programme or the Inclusion Support Solutions Programme (see appendix 2)
Alternatives to nurture intervention e.g. Play or art therapy or Lego therapy groups.	Potential lower cost if delivered by one member of school staff for less than two terms. If delivered externally there may be no cost to the school or there may be a charge, depending on the provider.	Evidence base may not be well established. Some provision is not offered in school therefore may be less appealing to parents/children. No networking offered. Long wait times for Wellbeing 1-1/group therapeutic interventions through the Early Help Hub, particularly due to staffing capacity and volume of requests.
Alternative Provisions	Schools are aware of this provision. Provision can be available for a number of weeks which may reduce demands on school.	Individual referral base only (not a group approach). Cost to the school.

3.3 Products and Services

- Initial nurture group training (2 days) for primary, middle, secondary and special schools and refresher nurture group training for new practitioners in established schools.
- Completion of self-evaluative framework and consultation (Nurture Check-in) with nurture practitioners in active nurture groups annually.
- Termly networking hubs for nurture group practitioners, providing workshops and sharing of good practice.
- Support to schools taking part in the Nurturing Schools Quality Mark Award e.g. through networking meetings.
- Annual Nurture Group Conference which includes a guest speaker and facilitated opportunities to share good practice.
- Training to Early Years Setting staff on using nurturing principles in their settings to support children's development (half day training session as part of the Early Years ELSA).
- Evaluation report completion by the Behaviour Support Team to strengthen localised evidence base.

3.4 Promotion and advertising

- Inclusion on the reconfigured Local Offer website.
- Training and Conference advertising via Schools Bulletin.
- Via link EPs, Wellbeing Practitioners and Behaviour Support Workers who have links with schools.
- Through Nurture Network Days.
- Behaviour Support may directly contact targeted schools or schools who have expressed an interest in Nurture.
- Through SENCo Liaison group meetings and Head Teacher meetings.

4. Staff

The Nurture programme requires a minimum of two Nurture UK accredited practitioners to deliver the various elements of the programme. This skill set is only currently held by members of the Behaviour Support Team. The staff costs for the year would be £6,071 taking an average of overall time it would take to deliver all elements of the programme during the year assuming that all 17 schools take up the maintained offer and up to five new schools are trained.

5. Business processes

Any event or training package can be marketed on the Local Offer, Schools Bulletin or through Traded Service brochure. Requests for information may come to Traded Services Co-ordinator or to the Behaviour Support Team. Ordering could be completed through traded services website but is currently completed directly via the Behaviour Support Team. Invoicing will be completed by business support in the first instance but can also be completed by the traded services co-ordinator in the future.

6. Finance

Planned income and expenditure

Behaviour Support Team Budget for 2018/19 (income)	£55,322 (DSG)
Predicted Nurture spend on staffing 2018/19 (expenditure)	£6,071
Predicted Total spend on other areas 2018/19 (resources for all elements, training venue) (expenditure)	£2,018

Staffing

- Preparation and delivery of direct training – new nurture groups/EY settings/ network training/nurture check-in / termly hub events.

- Travel to school and training venues.
- Arranging a training/networking event three times a year requires organisational time. In addition, in order to provide a highly valued training event, time is needed to identify topics and speakers and to prepare training material.

Other Expenditure

- 1 x per year Nurture Network Days. Costs include external speaker, venue unless offered by a school or provided at the Town Hall, refreshments
- Books/resources to provide to new schools/settings who receive training
- Refreshment costs for training new schools (venues provided free of charge by nurture schools who host)
- Resources/materials for training e.g. new books, printing and stationery costs
- Other equipment costs

7. Action plan and time line

Focus	Actions	When/Who
Support to New Schools	Revise application pack and advertise NG training and support through Schools bulletin and/or Local Offer. Keep EPs informed of programme timelines so that they can also publicise with their schools.	Sept - Oct 2018 onwards RA / BST
	Receive applications for training. Visit schools to complete NG agreements.	1 st Nov 2018 – Dec 2019 RA / BST
	Arrange initial training dates and venues and revise and deliver training. Offer sessions as 'refresher' to new staff in established schools.	Nov 2018 – Jan 2019 RA /BST
	Deliver whole school twilights.	Jan - Feb 2019
Networking/training days	Identify and book training venues for the next academic year. Send 'save the date' flyers to schools.	Aug - September 2019 RA / BST
	Identify topics and possible speakers. Identify any in-house topics and prepare presentation	Ongoing – RA / BST
	Publicise conference event via contact e-mail lists and on schools bulletin.	March – April 2019
	Keep list of conference attendees and liaise with venue re. numbers and payment.	April – May 2019
	Organise projector/presentations on laptops,	May – June 2019

	attendee list and evaluation forms. Half day Conference delivery	June 2019
Nurture Comms	Maintain up-to-date web information. Ensure publicity about events is included and link to traded web page when relevant.	Ongoing - RA / BST
Whole School Nurture	Prepare and facilitate termly hub/ networking meetings with NGN. Respond to requests for whole school nurture from new schools.	Ongoing- RA / BST
Individual Nurture	Develop materials/resources further.	N/A until after April 2019 RA / BST
Early Years Whole Setting Nurture	Complete delivery and evaluation of training to early years ELSA settings on nurturing principles and approaches. Develop any further materials/resources. Audit level of interest/need for future training for other ELSA / EY settings.	RA / BST
Implementation Support	NG agreements. Whole School twilights. Hub meetings Nurture check-in Support to organise and deliver termly nurture practitioner ongoing training.	RA / BST
Evaluation	Monitor data completion by schools. Send reminders to schools. Liaise with EPs as to whether schools would benefit from additional support Input data on spreadsheet and evaluate. Analyse data and produce yearly reports and summaries.	Ongoing – RA / BST / EP Summer Term - BST
Programme Management	Team Liaison – Focus in team once per term. EP updates – as required Monitor spending Monitor and order resources (in liaison with nurture team) when required. Monitor delivery and development work.	Ongoing – RA / BST / EP

8. APPENDICES

Appendix 1: Behaviour Support Team Programme

The partnership support programmes are charged at two levels with the following break down of costings:

Full Offer: Total £800

Partnership Agreement: £35 including a 1 hour meeting and travel

Two Day NG Practitioner Training: £450 including training (2 members of staff) and resources

Whole School Training: £65 including 2 hours training, resources and travel

Nurture Check-In: £100 including 3 hours observation, consultation, development notes and travel

Nurture Hub meetings: £150 including 3 workshop/network meetings and travel

Annual Data Evaluation completed by the Behaviour Support Team

- **Partnership Agreement** This is an essential element to our overall support to schools new to setting up a nurture group. A meeting is held with Head teachers and SLT to explain the structure of nurture groups and the benefits to the wider school. Support is given to SLT towards the long term development of the nurture groups while ensuring that the quality of the intervention is maintained and sustainable. **The agreement is established prior to the two day training in order to efficiently implement the nurture group model.**
- **Two day Nurture Group Practitioner training** covering the theory and practice of nurture groups for schools who are new to setting up nurture groups. For best practice a minimum of two staff members are required to attend. A nurture handbook and manual are provided.
- **Whole School Training.** These training sessions are designed to encourage a whole school approach. The informative training sessions will provide all staff within schools an understanding on the purpose of nurture groups and why they have one established and also how they can also embed nurture principles in the wider school environment.
- **Nurture Check-In.** This provides practitioners with additional supportive consultation on quality assurance and the practical running of their nurture group. Written and verbal feedback is given to the practitioners and also SLT.

- **Nurture Hub meetings.** These will provide an opportunity for nurture practitioners to network and share best practice and also participate in workshops that will cover various nurture topics with reference to evidence based practice and research.
- **Annual Collation of Evaluation Data.** Schools who return data will have this collated by the team and included in an annual report to show overall progress of cohorts.

Maintained Offer: Total £250

This offer is for schools that already have trained Nurture Practitioners.

Nurture Check-In: £100 including 3 hours observation, consultation, development notes and travel

Nurture Hub meetings: £150 including 3 workshop/network meetings and travel

Annual Data Evaluation completed by the Behaviour Support Team

- **Nurture Check-In.** This provides practitioners with additional supportive consultation on quality assurance and the practical running of their nurture group. Written and verbal feedback is given to the practitioners and also SLT.
- **Nurture Hub meetings.** These will provide an opportunity for nurture practitioners to network and share best practice and also participate in workshops that will cover various nurture topics with reference to evidence based practice and research.

NG Practitioner Training

This is for schools that need additional staff to be trained up as nurture practitioners

Two Day NG Practitioner Training: Total £450 including training for 2 members of staff and resources

Two Day NG Practitioner Training Total £225 training for 1 member of staff and resources

Annual Conference

A morning session incorporating a guest speaker, local updates/information and facilitated networking opportunities to share good practice.

Total £50 per person

Appendix 2: Costs of Nurture UK Programmes (for purposes of comparison)

Nurture UK - The National Nurturing Schools Programme

A two-year journey to a whole-school nurturing approach.

Brief overview of the course

This programme takes place over a two year period and requires the buy in of both senior management and teaching staff.

The initial two days provides two members of staff (including one from management), training and an induction to the programme and the opportunity to develop initial thoughts on how to plan the next steps to implement nurture, throughout their whole school.

This is followed by specific follow-up tasks over the next six months, with another full-day progress and application day one year after the induction programme. The school is then assessed against its performance targets within the Nurturing School Framework at the end of the two years

What are the costs?

For year one the fee is £900 plus VAT (includes one year Boxall Online, publications, manuals and two-day induction programme for two people). For year two the fee is £875 plus VAT (includes one year Boxall Online, one-day progress and application programme for two people, on-site assessment, report, certificate and presentation of the Award).

Nurture UK: Inclusion Support Solutions - Annual Subscription Options:

Options		Cost	
N1	The Essential Core Offer	£2,000	All schools have to commit to this option
N2	The Whole-School	£2,500	
N3	Development programme	£3,000	
	Child/Young Person		
N14	In the Classroom	£3,500	
	The Individual Child/Young Person		
N1-4 – Total package		£11,000	

Nurture UK: Additional options for purchasing when buying into N1

Options	Cost	Yes	No	N/A	Comments
Telephone support Annual cost	£300				Included with N1—N4 The inclusion support solutions package
ISS networking Termly	£150				Included in N2, N3, N4
SEND/CO/Inclusion Managers Forum Termly	£150				Included in N3 & N4 package
Head teacher forum Termly	£150				Included in N3 & N4 package
Nurturing Families & Parental Engagement Annual cost	£1,500				Whole-school approaches
Nurturing Schools Award Includes Application, Assessment & Award	£750				Application on agreement with the nurture consultant –
Nurture Group Quality Mark Award Includes Application, Assessment & Award	£400				Application on agreement with the nurture consultant

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	20th November 2018	AGENDA ITEM: 1
Title:	Budget Monitoring and Forecast 2018/19	
Responsible officer:	Kevin McDaniel, Director of Children's Services	
Contact officer:	James Norris, Head of Finance (RBWM) Achieving for Children	Email: James.norris@achievingforchildren.org.uk

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to provide the Schools Forum with:
- The projected financial position for 2018/19 with associated schedule of Risks & Opportunities
 - The projected reserve balance as at 31 March 2019
 - An understanding of the financial pressures which are currently being faced.

2 RECOMMENDATIONS

Schools Forum is asked to note:

- 2.1 The Forum is asked to note the contents of this report including the reported variance, schedule of Risks & Opportunities and the projected deficit balance carried forward as at 31 March 2019.

3 FINANCIAL SUMMARY

- 3.1 The current DSG Budget 2018/19 is £62,686,000 reflecting the following in-year budget adjustments totalling a net reduction of £502,000 as shown in table 1 consisting of:
- Early Years Block 3 & 4 year old reduced allocation £779,000
 - High Needs Block additional allocation £277,000
- 3.2 The current projected net in-year deficit is £391,000 a net adverse movement of £26,000 to the previously reported position. The material in-year variances consist of:
- High Needs top up funding £436,000
 - Special School top up and place funding increase of £352,000
 - Early Years 2017/18 unallocated PVI and maintained provider funding (£258,000)
 - Contingency provision greater challenge resulting in reduced allocations (£97,000)
 - Inclusion Fund first term lower take up (£45,000)
 - Sensory Consortium Service (£20,000)
 - Other minor variances net £23,000
- 3.3 Table 1 sets out the summarised financial position for 2018/19.

Table 1 Summarised Financial Position

Schools Budget	S251 budget	Less Academy Recoupment	Budget Adjustment 2018	Current Budget	Forecast Variance	Projected Exp/ Funding	Note
	£000	£000	£000	£000	£000	£000	
Expenditure							
Schools Block	83,684	(49,628)	0	34,056	0	34,056	
Central Block	1,142	0	0	1,142	(97)	1,045	1
Early Years Block	10,212	0	(779)	9,433	(258)	9,175	2
High Needs Block	17,778	0	277	18,055	746	18,801	3
TOTAL EXPENDITURE	112,816	(49,628)	(502)	62,686	391	63,077	
Funding							
Dedicated Schools Grant	(112,816)	49,628	502	(62,686)	0	(62,686)	
TOTAL FUNDING	(112,816)	49,628	502	(62,686)	0	(62,686)	
NET EXPENDITURE	0	0	0	0	391	391	4
Summary			£000				
Total in year (surplus) / deficit			391				
Balance brought forward (surplus) / deficit			1,212				
Net Projected (surplus) /deficit			1,603				

3.4 The reported material forecast variances are set out below in table 2.

Table 2 Material forecast variances

Note	Comments
1	Contingency provision greater challenge resulting in reduced allocations (£97,000)
2	Early Years 2017/18 unallocated PVI and maintained provider funding (£258,000) underspend following the Education and Skills Funding Agency Early Years 2017/18 Block recalculation.
3	High Needs top up funding £436,000; increase in place and top up funding for Manor Green Special School £352,000; Inclusion Fund first term lower take up (£45,000); Sensory Consortium Service (£20,000); other minor variances net £23,000
4	Projected net deficit on DSG General Reserves for 2018/19 £391,000 (excluding the Risks & Opportunities listed in table 3).

3.5 Table 3 sets out the summarised material Risks & Opportunities for the current financial year. These potential material changes to the forecast are not being reported as either there is a degree of uncertainty around them with plans to contain pressures.

Table 3 Summarised Risks & Opportunities

	Variance to Current Budget	Note
	£000	
Expenditure		
High Needs Block	303	1
Total Expenditure Risks & Opportunities	303	

3.6 The details of the material forecast risks & opportunities are set out below in table 4.

Table 4 Details of Risks & Opportunities

Note	Comments
1	High Needs Block savings plan of £900,000 potential underachievement of £600,000 reflected in risks based on cost reductions delivered in final quarter of 2017/18; partly offset by an opportunity of £297,000 relating to the in-year High Needs Block allocation of £277,000 received in June 2018 and other opportunities net £20,000.

4 PROJECTED RESERVE BALANCE

- 4.1 The net overspend will be an additional pressure on the dedicated schools grant reserve which as at 31 March 2018 was a deficit of £1,212,000; the revised projected deficit as at 31 March 2019 has increased by £391,000 to £1,603,000.
- 4.2 The projected reserve balance as at 31 March 2019 of £1,603,000 excludes the Risk & Opportunities Register net balance of £303,000 overspend, therefore the projected reserve balance as at 31 March 2019 could increase to £1,906,000.

5 FUTURE ACTION

- 5.1 The level of overspend in the High Needs services remains unaffordable for the Council.
- 5.2 A significant amount of work has been undertaken to evaluate the options to manage demand and control expenditure. The Special Educational Needs & Disability (SEND) Action Workstream are focusing on reducing the number of out of borough placements, raising standards, performance and improving value for money.
- 5.3 A range of services including the statutory Pupil Referral Unit, Fair Access fund and Wellbeing are funded from the High Needs Block along with a number of places in alternative provision. The local authority, in partnership with providers and schools, will assess the impact and priority of the services over the coming months, and bring forward a cost reduction programme for consultation with the Forum.
- 5.4 Existing cost control measures such as rejecting top up increment requests from Non Maintained Special Schools, and reviewing the impact of the highest cost provision will continue.
- 5.5 The 2018/19 budget relies on promoting independence and use of the local education offer, managing increasing demand for services through increased early intervention, working with partners to ensure that everyone involved in a child's education is confident in

supporting children with additional needs and increasing the amount of local provision as well as ensuring that provision is aligned to need. These themes continue in 2019/20 and 2020/21.

- 5.6 The financial trajectory will need to be carefully monitored in 2018/19 to ensure that the level of spending on education services is affordable. Schools Forum and schools will have a clear role in monitoring the position and in implementing the plans in partnership with AfC and the Council.

RBWM consultation on Changes to Deprivation Funding 2018/2019

DEADLINE FOR RESPONSES – 11th JANUARY 2019

Background papers

- ACORN is a classification that segments the UK population. By analysing demographic data, social factors, population and consumer behaviour
<https://acorn.caci.co.uk/>
- Early Years Entitlements: Local Authority funding of providers – operational guide 2018-2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682452/Early_years_entitlements-Operational_guide_2018_to_2019.pdf

Key Principles for Changing the Deprivation Banding

The Government is keen to ensure that the vast majority of early years funding is passed on to providers rather than retained centrally.

The key principles which underpin the change in funding proposals to the deprivation rates are to:

- Maximise funding to the front line providers.
- Allocate funding fairly both to LAs and to different types of provider.
- Distribute funding efficiently and effectively to ensure value for money.
- Ensure transparency so LAs and providers can understand how their funding rates are calculated.
- Target effectively additional funding at those children who need it.
- Allow adequate time to transition to the new funding arrangements.
- To align with local priorities to support deprivation and inclusion.

Current Position of Deprivation Funding

RBWM currently funds pupils using pupil's postcodes to measure their level of deprivation by using the ACORN index of deprivations (Table: 1). Our current formula currently allocates funding to those pupils who live in areas of highest deprivation which are bands 4 and 5. Depending on the percentage of pupils in bands 4 and 5 each setting is then categorised as having high, medium, low or no deprivation see table 2.

All local authorities have to set a base hourly rate which is the same for all types of provider.

Table 1: Acorn banding categories

Category 1	Wealthy Achievers
Category 2	Urban Prosperity
Category 3	Comfortably off
Category 4	Moderate Means
Category 5	Hard Pressed

Table 2: Current RBWM funding formula on Acorn banding

Base hourly rate	£4.30
Deprivation High >49% of children in Acorn 4 and 5	£0.27
Deprivation Medium 25%-49% of children in Acorn 4 and 5	£0.18
Deprivation Low 10%-24% of children in Acorn 4 and 5	£0.09

RBWM is proposing to introduce either of the following for all providers from 1st April 2019.

1. Model 1: Introduce category 3 to the deprivation formula and increase the rates by 18% to ensure more pupils receive the funding

Model one is to increase the deprivation rates by 18%. Deprivation includes the pupils in ACORN banding 3, 4 and 5 and funded by high, medium and low using according to the percentage of pupils that fall into each band in each setting.

	Current Rate	Increased rate by 18%
Deprivation High >49% of children in Acorn 3, 4 and 5	£0.27	£0.32
Deprivation Medium 25%-49% of children in Acorn 3, 4 and 5	£0.18	£0.21
Deprivation Low 10%-24% of children in Acorn 3, 4 and 5	£0.09	£0.11

This model doubles the no of eligible pupils that can attract funding from 26% to 54%.

2. Model 2: Introduce category 3 to the current deprivation formula and increase the base hourly rate to £4.34 to ensure more pupils receive the funding

Model two is to increase the Base Hourly Rate by 0.82% from £4.30 to £4.34 and to include pupils in ACORN bandings 3, 4 and 5 but maintain current deprivation rates for the high, medium and low according to the percentage of pupils that fall into each band in each setting.

	Current Rate	Increased Hourly Base Rate
Base Hourly Rate	£4.30	£4.34
Deprivation High >49% of children in Acorn 3, 4 and 5	£0.27	No Change
Deprivation Medium 25%-49% of children in Acorn 3, 4 and 5	£0.18	
Deprivation Low 10%-24% of children in Acorn 3, 4 and 5	£0.09	

When compared to model 1, the settings that attract the most additional funding are those that either have a large cohort of pupils or are the settings with no, low or medium levels of deprivation.

RBWM is committed to go out to consultation on the change to the way that it allocates funding for deprivation and would ask you to complete the short online survey to express your preference to which model you as a setting would prefer RBWM to implement on 1st April 2019:

Model 1: Introduce category 3 to the deprivation formula and increase the rates by 18% to ensure more pupils receive the funding.

Model 2: Introduce category 3 to the current deprivation formula and increase the base hourly rate to £4.34 to ensure more pupils receive the funding.

Consultation Question:

For 2019-20 do you support model 1 or 2?

Model	Yes / No
One	
Two	
Not Sure	

A central email address will be circulated for consultation responses to be sent to.

THANK YOU for your time in completing this consultation. Your feedback is most appreciated.

**Early Years Team, Achieving for Children
Royal Borough of Windsor & Maidenhead
Town Hall St Ives Road Maidenhead
SL6 1RF**

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ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	20th November 2018	AGENDA ITEM: 3
Title:	Consultation on Changes to Early Years Deprivation Funding 2019-2020	
Responsible officer:	Kevin McDaniel, Director of Children's Services	
Contact officer:	Clive Haines, School Leadership Development Manager (RBWM) Achieving for Children	Email: Clive.haines@achievingforchildren.org.uk

1 PURPOSE AND SUMMARY

- 1.1 The department provides local authorities with six relevant funding streams which together form the Early Years Block of the Dedicated Schools Grant (DSG).
- 1.2 For the past two years the Early Years Block has been underspent due to an underachievement of provider numbers, this has resulted in clawback by the Department for Education. Additionally, for the same period there has been a further underspend of £192,000 and £258,000 respectively, driven by the formula allocations via the supplements to providers. These underspends have been reported within the Early Years Block of the DSG. Therefore, this report is looking to increase formula allocations.
- 1.3 To ensure our early years providers receive the maximum available funding it is proposed a consultation is undertaken to change the formula allocation on the early years universal entitlement for three and four years (one of the six funding streams). Options being consulted on are:
 - introducing category 3 from the ACORN data and
 - increasing the deprivation rate by 18% or
 - increasing the Base Hourly Rate by 0.82%.
- 1.4 The result will be to allocate an additional £200,000 to settings and schools. This revised model and increased allocation would be implemented for 2019-20.

2 RECOMMENDATIONS

- 2.1 Schools Forum is asked to approve the consultation as set out in appendix A.

3 BACKGROUND

- 3.1 The current formula allocates funding through three factors, base rate, deprivation and staff qualifications. The amount allocated through each factor is shown in the table 1.

Table 1 Funding Factors

	Allocation	Model 1	Model 2
	£,'000	£,'000	£,'000
Base Rate	£7,306	£7,306	£7,366
Deprivation	£159	£358	£304
Staff	£371	£371	£371
Total	7,836	8,035	8,040

- 3.2 The Schools Forum agreed on the 27th September 2018 that more funding should be targeted towards local authority priorities of deprivation and inclusion. This approach has been reflected in the 2019-20 consultation models with mainstream and academy schools. For continuity this is the driving force behind this Early Years consultation document.
- 3.3 RBWM currently funds deprivation by using pupil's postcodes to measure their level of deprivation by using the ACORN index of deprivations (Table: 2). The current formula allocates funding to those pupils who live in areas of highest deprivation which are bands 4 and 5. Depending on the percentage of pupils in bands 4 and 5, each setting is then categorised as having high, medium, low or no deprivation see table 3.

Table 2: Deprivation Category

Category 1	Wealthy Achievers
Category 2	Urban Prosperity
Category 3	Comfortably off
Category 4	Moderate Means
Category 5	Hard Pressed

- 3.4 All local authorities have to set a base hourly rate which is the same for all types of providers.

Table 3: Current RBWM funding formula on Acorn banding

Base hourly rate	£.4.30
Deprivation High >49% of children in Acorn 4 and 5	£0.27
Deprivation Medium 25%-49% of children in Acorn 4 and 5	£0.18
Deprivation Low 10%-24% of children in Acorn 4 and 5	£0.09

4 RECOMMENDATION

- 4.1 To increase the deprivation budget by £200,000 from current £158,600 to £358,600.
- 4.2 Using the current methodology for allocating funding through ACORN bands 4&5 targets 67% of all settings & 26% of all pupils.

Model 1: Introduce category 3 to the deprivation formula and increase the rates by 18% to ensure more pupils receive the funding

	Current Rate	Increase Rate by 18%
Deprivation High >49% of children in Acorn 3, 4 and 5	£0.27	£0.32
Deprivation Medium 25%-49% of children in Acorn 3, 4 and 5	£0.18	£0.21
Deprivation Low 10%-24% of children in Acorn 3, 4 and 5	£0.09	£0.11

- 4.3 Model 1 is to increase the deprivation rates by 18%. Deprivation includes the pupils in ACORN banding 3, 4 and 5 and funded by high, medium and low according to the percentage of pupils that fall into each band in each setting.
- 4.4 This model increases the number of eligible pupils that can attract funding from 26% to 54%.
- 4.5 The number of settings attracting the higher levels of funding will increase to 95% as shown in table 4 below.

Table 4: Levels of funding

Banding	Current funding ACORN bands 4&5	Proposed change ACORN bands 3,4&5
High	6	28
Medium	24	38
Low	31	20
None	30	5
Total	91	91

- 4.6 This proposal results in 86 settings receiving deprivation funding with 28 in the high banding and therefore receiving the greatest level of funding.

Model 2: Introduce category 3 to the current deprivation formula and increase the base hourly rate to £4.34 to ensure more pupils receive the funding

- 4.7 Model 2 increases the Base Hourly Rate by 0.82% from £4.30 to £4.34 and to include pupils in ACORN bandings 3, 4 and 5 but maintain current deprivation rates for the high, medium and low according to the percentage of pupils that fall into each band in each setting.

	Current Rate	Increase Hourly Base Rate
Base Hourly Rate	£4.30	£4.34
Deprivation High >49% of children in Acorn 3, 4 and 5	£0.27	No Change
Deprivation Medium 25%-49% of children in Acorn 3, 4 and 5	£0.18	
Deprivation Low 10%-24% of children in Acorn 3, 4 and 5	£0.09	

- 4.8 When compared to model 1, the settings that attract the most additional funding with this model are those that either have a large cohort of pupils or are the settings with no, low or medium levels of deprivation.

5 CONSULTATION TIMETABLE

- 5.1 Consultation will be undertaken during the period 3rd December 2018 to 11th January 2019. Only one submission will be accepted per setting and school, responses will be collated and anonymised before being published at the Schools Forum in January 2018.
- 5.2 As part of the consultation period a document providing guidance, context and the process for submission will be distributed to all settings and schools.

ROYAL BOROUGH OF WINDSOR & MAIDENHEAD SCHOOLS FORUM

Date:	20th November 2018	AGENDA	4
		ITEM:	
Title:	School Funding 2019/20 Consultation Review		
Responsible officer:	Kevin McDaniel, Director of Children's Services		
Contact officer:	James Norris, Head of Finance (RBWM) Achieving for Children	Email	James.norris@achievingforchildren.org.uk

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to provide the Schools Forum with:
- a summary and brief analysis of the results of the consultation
 - details from the consultation to enable a decision on which budget model should be approved
 - details of the proposed Growth Fund allocation

2 RECOMMENDATIONS

- 1.1 That the Forum note and comment on the:
- contents of this report
 - recommendation to adopt model 2 and the proposal that any headroom is distributed equally between Low Prior attainment and AWPU
 - proposed Growth fund and it's criteria; approving the annual Growth Fund allocation

3 BACKGROUND

- 3.1 At the Schools Forum 27th September 2018 it was agreed that a consultation would be undertaken on the principles relating to a number of formula factors impacting on the Schools Budget allocation, funding formula for 2019/20 and migration towards the National Funding Formula (NFF).
- 3.2 It was agreed that consultation with schools would strive for minimum volatility for the financial year 2019/20. Model 1 focused on targeting funding towards local priorities of deprivation whilst model 2 prioritised continued migration towards NFF rates.
- 3.3 A summary of the proposed formula changes are reflected in the models 1 and 2 listed below:

Model 1 Targeting Deprivation:

- FSM unit rate to full NFF rate
- FSM6 unit rate increased by 21%
- Other factors to remain at 2018/19 unit rates

Model 2 Movement towards NFF:

- FSM unit rate to full NFF rate
- Increase in AWPU rates. Each AWPU rate increased by 0.3%
- EAL unit rates increase to NFF level
- Lump sum increase of 0.7% (rate above NFF level)
- Other factors to remain at 2018/19 unit rates

- 3.4 The consultation period was open between the 19th October to 2nd November 2018. A total of 18 responses were received representing 31% of schools. The primary sector accounted for 12 schools (27% of primary) and middle and secondary 6 (43% of middle and secondary). In total 7,075 (34%) of pupils were represented by their schools.

4 RESPONSES TO THE SCHOOLS CONSULTATION

- 4.1 For each question included in the consultation a summary and brief analysis of the results with schools feedback is set out in appendix A.
- 4.2 The original consultation document is attached as appendix B.

5 ANALYSIS OF CONSULTATION RESULTS

- 5.1 The results of the consultation are shown in detail in appendix A. Consultation was on an individual school basis therefore weighted pupil numbers are for information only.
- 5.2 There was strong support for the principle of reducing volatility in funding by not migrating fully to NFF unit rates in 2019-20, a view shared by 78% of schools (63% weighted pupils).
- 5.3 The findings from the consultation shows clear support for the principle of targeting funding to the local priorities of Deprivation and Inclusion. This targeted approach was supported by 72% of schools (74% weighted pupils).
- 5.4 Responses clearly demonstrated a continued support for the current level of funding through the primary low prior attainment being maintained in order to minimise volatility with 83% of schools (78% weighted pupils).
- 5.5 Model 2 was the preferred model of choice by 61% of schools, all of which were in the primary sector, representing 38% of pupils. One primary and all six secondary schools preference was for model 1 (62% weighted pupils).

- 5.6 The majority of schools 89% (72% weighted pupils) agree that the minimum per pupil factors be retained at the 2018-19 level in order to protect volatility and distribute the funding direct to the main formula factors.
- 5.7 There were a number of comments provided by schools summarised as below:
- Targeting funding to the local priorities of Deprivation and Inclusion will support those schools that require extra funding most; both models recognise an element of this.
 - Reducing volatility in funding by not migrating fully to NFF unit rates in 2019-20 potentially will provide greater stability in the short-term but potentially a greater “cliff edge” in the future.
 - Preference for Model 1 was supported as provides stability for schools going forward, taking into account priority areas that are currently a national and local focus.
 - Preference for Model 2 was supported to achieve the overall objectives of providing good quality teaching and learning, meeting local priority of targeting deprivation, recognising the importance of the contribution by schools in the primary sector. Funding, particularly within the small schools is under particular pressure where falling birth rates in many areas is having a negative impact. A seemingly small difference in funding can make a big difference in delivering an education that benefits the school community, which will include those defined as meeting deprivation markers. Model 2 is more favourable to the primary schools. Model 2 benefits the majority of schools.
 - Maintaining the current level of funding through the primary low prior attainment factor to minimise volatility was viewed as a good thing as will be enforced once NFF implemented.
 - Whether the minimum per pupil factors be retained at the 2018-19 level in order to protect volatility and distribute the funding direct to the main formula factors was considered to provide stability but concerns were raised over the long-term sustainability of schools.
 - Both models maintain the Primary:Secondary funding ratio of 1:1.28
 - Minimum Funding Guarantee protection is similar for both models
- 5.8 The information above provides a conflicting picture. The support for principles indicates a preference for Model 1 which allocates resources in line with deprivation and inclusion measures. However more schools have chosen model 2 as their preference which appears to be related to the impact of the lump sum factor. Schools forum to comment on the Local Authorities recommendation that model 2 is adopted.
- 5.9 There was a split response to whether any “headroom” funding resulting from the final settlement should be allocated to Low Prior attainment. There were 44% responses in favour of this treatment of “headroom” and 44% against (35% and 57% weighted pupils respectively). By sector primary schools responded with 50% in favour compared with 33% of secondary schools.
- 5.10 There was a similar mixed response to whether any “headroom” funding resulting from the final settlement should be allocated to AWPU. There were

56% responses in favour of this treatment of “headroom” and 39% against (62% and 35% weighted pupils respectively). By sector primary schools responded with 42% in favour compared with 83% of secondary schools.

5.11 Again, as would be expected based on the previous two observations, there was a mixed view on whether any “headroom” funding resulting from the final settlement should be allocated to Low Prior attainment and AWPU with 50% in support and 33% against. By sector primary schools responded with 58% in favour compared with 33% of secondary schools.

5.12 Comments from schools in respect of the treatment of headroom were:

- The proposal to allocate any ‘headroom’ funding resulting from the final settlement to Low Prior attainment & AWPU was viewed as a positive methodology, however, there was a concern that funding should be more targeted and that it is likely to be only for the short-term once NFF is implemented.

5.13 The information above suggests there is no clear preference. Schools forum to comment on the Local Authorities recommendation that any headroom is distributed equally between Low Prior attainment and AWPU.

6 GROWTH FUND

6.1 For 2019/20 the DfE are reverting to a lagged system of funding pupil growth. Further details will be released in late autumn 2018.

6.2 An indicative figure has been sent to local authorities based on 2016/17 actual spend and includes implicit and explicit growth elements and this is in the region of £800,000; the final formula amount will be sent to local authorities in December 2018.

6.3 Local authorities are still required to set a local methodology and policy for allocating Growth funds to individual schools each year. The total of which is agreed with the schools Forum on an annual basis.

6.4 At the Schools Forum of 16th October 2018 it was agreed that the existing growth fund commitments of £426,930 should be supported in 2019/20, which indicates Growth Fund headroom of £373,070.

6.5 It is the recommendation of the Director of Children’s services and Head of Finance that an element of this Growth Fund headroom is used to support the significant financial pressure experienced by Cheapside Church of England Primary School following their recent school expansion.

6.6 The unique circumstances of the expansion were implemented, following Cabinet agreement on the 25th August 2016, to meet the new demand for primary school places in all year groups within Ascot. The school expanded from 16 to 30 places across all year groups simultaneously; taking the school from four vertically grouped classes to a 7 class single year group primary in

one step. The school has had to be fully staffed from September 2017 with all seven classes in place to meet the incremental demand.

- 6.7 It was expectation that classes would take approximately 5 years to fill, however, pupil numbers have been much higher than expected, starting with 108 at the end of July 2017 and now standing at 190 with 20 spaces at present. The school has received the same Growth Funding as a school adding seven half classes over seven years while experiencing significantly front loaded revenue costs, leading to a current deficit of £210,000 for 2018/19..
- 6.8 Based on current and indicative future pupil number projections the school forecasts that the total deficit may increase to £250,000 before the school numbers stabilise and budgets balance. Today the deficit balance is a risk to the school's block and it is therefore recommended that the headroom in the Growth Fund be used to create a ring-fenced reserve for the Cheapside expansion which can be used to make good the elements of deficit which relate directly to the unusual expansion of the school. Funding will be ring-fenced for up to five years with a contribution agreed between the school, their governing body and the Local Authority on an annual basis.
- 6.9 Table 1 sets out proposed allocation of Growth Fund for 2019-20

Table 1. Proposed Allocation of Growth Fund 2019-20

	£
Existing Growth Fund commitments for 2019/20	426,930
Cheapside Church of England Primary School expansion reserve (Five years to March 2024)	250,000
Growth Fund reserve	123,070
Total Indicative Allocation 2019-20	800,000

- 6.10 It is recommended that Schools Forum approve the growth fund allocation as set out in 6.9.

Appendix A

Migration towards the National Funding Formula (NFF)

For 2019-20 do you support the in principle idea of:

Q1a) Targeting funding to the local priorities of Deprivation and Inclusion?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	13	72	74
No	2	11	6
Not Sure	3	17	20
Total	18	100%	100%

For 2019-20 do you support the in principle idea of:

Q1b) Reducing volatility in funding by not migrating fully to NFF unit rates in 2019-20?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	14	78	63
No	3	17	34
Not Sure	1	5	3
Total	18	100%	100%

Q1c) Is your preference for Model 1 or 2? If so why?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Model 1	7	39	62
Model 2	11	61	38
Not Sure	0	0	0
Total	18	100%	100%

Low Prior Attainment

Q2 a) Do you agree that the current level of funding through the primary low prior attainment is maintained in order to minimise volatility?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	15	83	78
No	1	6	13
Not Sure	2	11	9
Total	18	100%	100%

Q2 b) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement to Low Prior attainment (LPA)?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	8	44	35
No	8	44	57
Not Sure	2	12	8
Total	18	100%	100%

Q2 c) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement to AWPU?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	10	56	62
No	7	39	35
Not Sure	1	5	3
Total	18	100%	100%

Q2 d) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement between Low Prior attainment (LPA) and AWPU?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	9	50	36
No	6	33	52
Not Sure	3	17	312
Total	18	100%	100%

Minimum per pupil funding level (MPPL)

Q3 a) Do you agree that the minimum per pupil factors be retained at the 2018-19 level in order to protect volatility and distribute the funding direct to the main formula factors?

Response	No. of responses	All schools equally weighted	Weighted by pupil numbers
Yes	16	89	72
No	2	11	28
Not Sure	0	0	0
Total	18	100%	100%

Consultation Document Schools Funding Formula 2019-20

Purpose of the Consultation

At its meeting on 27th September 2018, RBWM School Forum agreed to consult all schools on the following 2019-20 local funding topics:

- Migration to the National Funding Formula (NFF)
- Targeting of funding to Local priorities
- Use of headroom funding

Your Schools Forum representatives will use your consultation responses to inform how they vote on the 2019-20 funding distribution methodology at the next Schools Forum in November 2018. The consultation responses will be anonymised and published as part of the Schools Forum papers.

To help inform your response to the consultation a glossary and brief explanation of each question has been provided. It is important that you understand what is being asked and consider your consultation response carefully as the responses will be used to inform decisions about how money will be allocated to schools next year.

To aid understanding of the changes proposed in this paper, schools have been provided with anonymised illustrations showing the estimated funding which they would receive in 2019-20 on the basis of the formula funding proposals in this report, if pupil numbers and other data were unchanged from 2018-19. These will be based on DfE data taken from the October 2017 census. Schools are reminded that actual funding for 2019-20 will be based on the October 2018 pupil census and year on year changes in data may have a significant impact. Therefore, in responding to this consultation, schools are advised to concentrate on the principles rather than simply on the illustrative cash changes.

If you would like to discuss the consultation further please contact your Schools Forum representative or either Tracey Anne & Sarah Ward in the AfC Finance Team at RBWM.

Schools are asked to complete and return the consultation document by **midday on the 2nd November 2018**. Only one submission per school can be accepted.

- **Appendix A** provides a template for your response and a full listing of all questions
- **Appendix B** glossary of terms
- **Appendix C** provides NFF, Current Local Formula rates and Models 1 and 2 with indicative formula factor rates.
- **Appendix D** provides indicative calculations of how the various questions could affect schools
- **Appendix E** model 1
- **Appendix F** model 2
- **Appendix G** provides some useful information regarding other budget factors

Please send your completed consultation response to:

Sarah Ward at sarah.ward@achievingforchildren.org.uk

Context

There is a significant amount of information published on the DfE's website (2019-20 operational guidance) which can be found [here](#) as well as published [school level tables](#) indicating the notional allocations to each school that the NFF provides. This consultation paper does not repeat much of the background to the NFF which can be found via the links above, however it is worth reiterating that the notional allocations published by Government are NOT what schools will receive in 2019-20. Whilst the government has stated that it will provide for at least a 1% per pupil increase for each school nationally in 2019-20 over the 2017-18 baseline, not all schools can expect such an increase - this is because the 1% per pupil calculation is an aggregated assessment of the total allocation to the Local Authority NOT what the NFF actually delivers for each individual school. What schools will receive will depend on the local factors agreed this year after consultation with all schools in the Borough and Schools Forum.

Whilst the formula allocation to local authorities provides for these increases, there are a number of issues which prevent the nationally calculated allocations being passed on directly to schools.

- The aggregated per pupil level of funding that is available to the Local Authority is lagged to the demographics of pupils on the October 2017 census. Therefore any changes in eligibility in the October 2018 census have to be managed within the overall allocation.
- The premises elements of the formula along with growth funding for new and expanding schools is being funded on a historic basis. Therefore any increase from 2018-2019 to these elements of the formula need to be met from the cash increase in the funding allocation.
- The actual formula allocation for 2019-2020 will reflect the pupils on roll on the October 2018 census. The formula does not protect schools against a loss of pupil numbers and so schools may still receive a reduction in funding overall.
- Local authorities will have some flexibility in consultation with schools and Schools Forum to transfer limited Schools Block funding to other areas (such as high needs) where local needs require this.

School budget allocation for 2019-20 will be the second transitional (soft) year. This means although the funding allocated to each local authority is calculated using the NFF, the distribution of this funding to schools will still be based on a local formula.

Schools Forum members and RBWM are seeking schools' views on migration towards NFF and the targeting of funding to local priorities of deprivation and inclusion. This consultation will inform decisions on the local formula for 2019-20.

Academies and Free Schools are reminded that although their funding comes directly from the Education Skills & Funding Agency (ESFA) it is based upon the local formula and so these changes will impact on all school's funding.

Consultation Areas

Migration towards the National Funding Formula (NFF)

In 2018-19 RBWM local funding formula migrated approximately half way between the 2017-18 local formula rates and the new 2018-19 NFF rates. The DfE has encouraged boroughs and schools to move their local formulas towards the national funding formula methodology in the 'soft' formula years. The 'soft' formula years have now been extended to include the financial year 2020-21, with no date given for the implementation of the 'hard' formula.

In 2018-19 RBWM changes in the formula between the 2017-18 local formula and the NFF from 2017-18 moved the funding ratio from 1:1.27 to 1:1.28, which resulted in a movement of funding between the sectors. After discussions with the schools forum members on 27th September 2018 RBWM proposes to reduce volatility in funding allocations and not to migrate to NFF in full in the financial year 2019-20.

The schools block is to be allocated to schools via the formula funding, allowing for the in year schools growth fund and business rates. The proposals for allocation are detailed in the annexes. In 2019-20 no block movements will be made between the Schools Block and High Needs.

There are two models and a number of in principle questions on which we would like schools to respond to.

To assist schools in responding to this consultation, appendix D contains an anonymised by sector schedule of how the adoption of the above two factors will impact on individual schools' net funding. These are based on 2018-19 formula funding and data.

Appendix C lists the Schools Formula by factor detailing the following:

- NFF unit rates including the area cost adjustment (ACA).
- The RBWM 'Soft' formula unit rates for 2018-19.
- The two financial models for consultation (Models 1 & 2).

The two financial models allocate out the provisional 2019-20 funding allocation sent to the local authority in July 2018. The basis of the funding and models are the October 2017 school data. Changes to the local formula unit rates from 2018-19 to Models 1 & 2 are highlighted to emphasis the targeted funding.

Model 1- Targeting Deprivation (Local Priority) :

- FSM unit rate to full NFF rate.
- FSM6 unit rate increased by 21%.
- Other factors to remain at 2018/19 unit rates.

Model 2 – Limited movement towards NFF on FSM, EAL & AWPU:

- FSM unit rate to full NFF rate. (Local Priority)

- Increase in AWPU rates. Each AWPU rate has increased by 0.3%
- English an additional language (EAL) unit rates increased to NFF level
- Lump sum increase of 0.7% (rate above NFF level)
- Other factors to remain at 2018-19 unit rates

Model 1 shows five school and model 2 shows four schools with a net negative change in funding. These schools are in receipt of MFG top up and are currently funded above NFF unit rates and the local formula; therefore they will not gain under a change in the proposed 2019-20 formula. MFG has been set at locally agreed -1.50% per pupil for all the 'soft' formula years. All Schools not in receipt of MFG top up receive gains in funding in Models 1 and 2. Please see Appendix G below for further explanation of how MFG works.

Schools are asked to respond to the following:
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For 2019-20 do you support the in principle idea of:
--

Q1a) Targeting funding to the local priorities of Deprivation and Inclusion?
--

Q1b) Reducing volatility in funding by not migrating fully to NFF unit rates in 2019-20?
--

Q1c) Is your preference for Model 1 or 2? If so, why?

Low Prior Attainment

Along with changes in the Operational Guidance the government have notified local authorities of their decision to reduce the funding unit rate for Primary Lower Prior attainment. This is due to the cohort eligible for this factor increasing as a result of the change in the basis of measurement using the Early Years Foundation Stage Profile (EYFSP). The DfE have therefore adjusted the unit rate down so that the funding allocated through the Primary Low Prior Attainment factor remains the same. This reduction in unit rate will be reflected in the 2019-20 RBWM formula. Part of this change is reflected in draft RBWM financial models for consultation by setting the primary weighting at 100%, resulting in a reduction in the unit rate. The impact on pupil numbers eligible for funding via this factor are not known as yet and cannot be reflected in the consultation models. We propose to maintain the current level of funding through this formula factor in order to minimise volatility.

Headroom

Available headroom for 2019-20 budget is defined as the sum unallocated within the DSG after accounting for pupil number changes, other demography changes and cost pressures within the DSG which are not already included in the 2018-19 baseline.

Schools are asked to respond to the following:

Q2 a) Do you agree that the current level of funding through the primary low prior attainment is maintained in order to minimise volatility?

Q2 b) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement to Low Prior attainment (LPA)?

Q2 c) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement to AWPU?

Q2 d) Do you support the proposal to allocate any 'headroom' funding resulting from the final settlement between Low Prior attainment (LPA) and AWPU?

Minimum per pupil funding level (MPPL)

In 2019-20 the DfE will provide a minimum per pupil funding level of £3,500 per primary pupil and £4,800 per secondary pupil. LAs may choose to apply it in their local formula at a lower level, or indeed not at all. In 2018-19 RBWM was funded at £3,300 per primary pupil and £4,600 per secondary pupil and passed that full level on to schools. This mechanism comes into play once schools' individual budgets have been calculated. If fully implemented, any school not receiving the minimum funding of £3,500 per primary pupil and £4,800 per secondary pupil through the workings of the formula would be provided with additional funds up to that level. The MPPL typically benefits large schools with relatively low levels of need. This is because some funding factors (eg the flat rate lump sum received by every school) are worth more per pupil to a small school than a large one. In 2019-20 the additional cost of increasing the MPPL to its full level is significant.

If the new MPPL levels were introduced approximately £140,000 would be targeted towards 4 schools. Models 1 & 2 are based on the MPPL being kept at 2018-19 levels and targeting funding at all schools.

Schools are asked to respond to the following:

Q3 a) Do you agree that the minimum per pupil factors be retained at the 2018-19 level in order to protect volatility and to allocate funding via the main formula factors?