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Notice of Meeting

Schools Forum

Chris Tomes (Vice-Chair) (Churchmead), Isabel Cooke (White Waltham), Joolz Scarlett (Manor Green), Sarah Cottle (Maidenhead Nursery), Andrew Morrison (Furze Platt Senior), Neil Dimbleby (Altwood), Edward Neighbour (Pioneer Academy), Catherine Page (Oldfield Primary), Tim Fettes (Holy Trinity CE Primary) and Ben Bausor

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Thursday 16 November 2023 2.00 pm

Virtual Meeting - Online access & on [RBWM YouTube](#)

Agenda

Item	Description	Page
1	Apologies for Absence To receive apologies for absence.	-
2	Declarations of Interest To receive any Declarations of Interest.	3 - 4
3	Minutes of the Previous Meeting To confirm the minutes from the previous meeting.	5 - 8
4	Finance Update 2023/24 Forum to consider the report.	9 - 20
5	School Pupil Growth Funding Forum to consider the report.	21 - 36
6	DSG Budget and School Funding Proposals Forum to consider the report.	37 - 54
7	Medical Vulnerable Base 'The Bungalow' Forum to consider the report.	55 - 64
8	Wellbeing Service Forum to consider the report.	65 - 114

By attending this meeting, participants are consenting to the audio & visual recording being permitted and acknowledge that this shall remain accessible in the public domain permanently.

Please contact Laurence Ellis, Laurence.Ellis@RBWM.gov.uk, with any special requests that you may have when attending this meeting.

Published: 8th November 2023



MEMBERS' GUIDE TO DECLARING INTERESTS AT 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 Disclosable Pecuniary Interest (DPI) or Other Registerable 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.

Any Member with concerns about the nature of their interest should consult the Monitoring Officer in advance of the meeting.

Non-participation in case of Disclosable Pecuniary Interest (DPI)

Where a matter arises at a meeting which directly relates to one of your DPIs (summary below, further details set out in Table 1 of the Members' Code of Conduct) you must disclose the interest, **not participate in any discussion or vote on the matter and must not remain in the room** unless you have been granted a dispensation. If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest, just that you have an interest. Dispensation may be granted by the Monitoring Officer in limited circumstances, to enable you to participate and vote on a matter in which you have a DPI.

Where you have a DPI on a matter to be considered or is being considered by you as a Cabinet Member in exercise of your executive function, you must notify the Monitoring Officer of the interest and must not take any steps or further steps in the matter apart from arranging for someone else to deal with it.

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 (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her 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 council.*
- *Any licence to occupy land in the area of the council for a month or longer.*
- *Any tenancy where the landlord is the council, and the tenant is a body in which the relevant person has a beneficial interest in the securities of.*
- *Any beneficial interest in securities of a body where:*
 - a) *that body has a place of business or land in the area of the council, 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.

Disclosure of Other Registerable Interests

Where a matter arises at a meeting which **directly relates** to one of your Other Registerable Interests (summary below and as set out in Table 2 of the Members Code of Conduct), you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation.** If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest.

Other Registerable Interests:

- a) any unpaid directorships
 - b) any body of which you are a member or are in a position of general control or management and to which you are nominated or appointed by your authority
 - c) any body
 - (i) exercising functions of a public nature
 - (ii) directed to charitable purposes or
 - (iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union)
- of which you are a member or in a position of general control or management

Disclosure of Non- Registerable Interests

Where a matter arises at a meeting which **directly relates** to your financial interest or well-being (and is not a DPI) or a financial interest or well-being of a relative or close associate, or a body included under Other Registerable Interests in Table 2 you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting** but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer) you do not have to disclose the nature of the interest.

Where a matter arises at a meeting which **affects** –

- a. your own financial interest or well-being;
- b. a financial interest or well-being of a friend, relative, close associate; or
- c. a financial interest or well-being of a body included under Other Registerable Interests as set out in Table 2 (as set out above and in the Members' code of Conduct)

you must disclose the interest. In order to determine whether you can remain in the meeting after disclosing your interest the following test should be applied.

Where a matter (referred to in the paragraph above) **affects** the financial interest or well-being:

- a. to a greater extent than it affects the financial interests of the majority of inhabitants of the ward affected by the decision and;
- b. a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest

You may speak on the matter only if members of the public are also allowed to speak at the meeting but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer, you do not have to disclose the nature of the interest.

Other declarations

Members may wish to declare at the beginning of the meeting any other information they feel should be in the public domain in relation to an item on the agenda; such Member statements will be included in the minutes for transparency.

Agenda Item 3

SCHOOLS FORUM

Thursday 13 July 2023

Present (virtually): Joolz Scarlett (Chair), Andrew Morrison, and Isabel Cooke

Officers (virtually): Laurence Ellis, Clive Haines, Louise Dutton and Tracey Anne Nevitt

Election of a Chair for the Duration of the Meeting

Joolz Scarlett proposed herself as Chair. Isabel Cooke seconded the proposal.

UNANIMOUSLY APPROVED: Joolz Scarlett to be Chair for the duration of the meeting.

Apologies for Absence

Forum members and officers introduced themselves.

Apologies were received from Chris Tomes, Vice-Chair.

Declarations of Interest

No declarations of interest were received.

Minutes of the Previous Meeting

RESOLVED UNANIMOUSLY: That the minutes of the meeting held on 19th January 2023 be approved as a correct record.

Terms of Reference

Laurence Ellis, Democratic Services Officer, informed that the proposed amendments was related to changing the composition of the Forum membership.

(Andrew Morrison joined the meeting virtually at 2:09pm)

AGREED UNANIMOUSLY: To approve the suggested amendments to School Forum's Terms of Reference.

When the Chair asked if there was any update on recruiting new members, Clive Haines, Deputy Director for Education (AfC), with the new membership composition approved, suggested to recruit with Democratic Services by requesting any interest in being a Forum member to each category of school. After this, the Forum would review the candidates and then nominated from there. The Chair agreed with the approach.

Clive Haines suggested to Laurence Ellis to get some candidates together for the next meeting on 16th November 2023. He also requested for Laurence Ellis to find or write an email on the role of a Forum member.

ACTION: Recruit candidates for Schools Forum for review at the next meeting on 16th November 2023.

Budget Outturn and School Balances 2022/23

Louise Dutton, Head of Finance (AfC), gave an overview of the report. She explained that the DSG (Dedicated Schools Grant) settlement for 2022 was £141 million with a retained value of £71.865 million in which AfC and the DfE (Department for Education) retained.

Louise Dutton then informed that the underspend at the end of 1st March 2023 was £941,000. Breaking this down, she stated that the Schools Block underspend was £496,000, partially related to an unspent growth funding; the Early Years Block underspend was £545,000 which was in relation to a reduction of up-taking pupil numbers in the Autumn term; and the High Needs Block overspend was £116,000, primarily due to Independent Special or Non-Maintained Schools. In addition, there was a slight underspend block of £15,000 on the Central School Services.

With the net underspend of £941,000, the Reserve Balance had reduced from a deficit of £2.047 million to £1.106 million.

Louise Dutton then informed that there was an underspend on de-delegation balances of £158,000. A decision had been made to refund the maintained schools £142,000 which would be paid out in 2023.

Louise Dutton then stated that as of 31st March 2023, the school balances were £2.894 million, which saw a reduction of £109,000. At the end of July 2023, there were seven schools in deficit and 27 schools in a surplus position.

Nursery Report LGO

Clive Haines explained that the report was presented to Schools Forum as a result of findings from a Local Government and Social Ombudsman report which stated that the local setting had not provided Fair Access to free placement where a top-up fee that had been applied due to an unclear invoicing. The report concluded that the Borough was at fault for not ensuring that the setting was issuing clear and transparent invoices. In response, the setting had introduced a new invoicing system which clearly illustrated the consumables and charge per hour. The next steps were for the Early Years Team to request invoicing from all providers to ensure consumables and hourly funding were separately listed as well as clear and transparent for parents going forward at the beginning of each term.

Clive Haines then stated that the Borough had made an apology to the parent, and then paid them £100 for the time and trouble of the complaint as well as 50% of the consumables charged since January 2021.

The report was presented to Schools Forum as a requirement from the Ombudsman. In addition, two public notices were published in local papers.

The Chair asked if the Borough were not previously monitoring nursery charges. Clive Haines replied that it did monitor the charges. He elaborated that the nursery had an automatic invoicing system which explained to parents when they joined at the beginning of each term on how the invoices was broken down against the system. However, it was not considered clear to parents.

Scheme for Financing Schools 2023/24

Louise Dutton stated that the item was related to maintained schools. There were some directive updates driven by the DfE while there were some changes which could be done locally. These changes included:

- Issue of the Statutory guidance changed from “issue 14” to “issue 15” (Paragraph 1.1).
- Income from the sale of assets – Further guidance on retention of funds from the sale of land assets (Paragraph 5.4).

Louise Dutton noted that the report says paragraph 7.4 on page 44 when it should be paragraph 5.4. She stated that this would be corrected before being published onto the website.

ACTION: Louise Dutton to correct the paragraph number on page 44 in the report.

The meeting, which began at 2.04 pm, finished at 2.21 pm

Chair.....

Date.....

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Report Title:	Finance Update 2023/24
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Amy Tisi
Meeting and Date:	Schools Forum 16 November 2023
Responsible Officer(s):	Lin Ferguson - Executive Director of Children’s Services Louise Dutton - Head of Finance Achieving for Children (RBWM)
Wards affected:	All



REPORT SUMMARY

The purpose of this report is to provide the Schools Forum with the financial position for financial year 2023/24 along with a summary of associated material variances, and the projected reserve deficit balance. Details are set out in sections 2 to 4.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report:

- including the reported variance for the financial year 2023/24, and the projected deficit balance carried forward.

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

Options

Table 1: Options arising from this report

Option	Comments
Schools Forum to note the contents of the report and impact on the projected reserve deficit balance as at 31 March 2024. This is the recommended option.	Continued monitoring and timely reporting of material variances throughout 2023/24 reported to appropriate stakeholders including Schools Forums and RBWM Cabinet. This would enable up to date and accurate reporting of the projected reserve deficit as at 31 March 2024.
Do nothing. This is not recommended.	The failure to use relevant financial information to understand the position of the Dedicated Schools Grant reserve.

2.1 The recommended option to note the contents of the report and impact on the projected reserve deficit balance as at 31 March 2024 will ensure an

understanding of the Dedicated Schools Grant financial position for 2023/24 and the cumulative deficit.

3. KEY IMPLICATIONS

- 3.1 The thresholds for measuring the effectiveness have been set in table 2. Therefore, the measure has been met.

Table 2: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Schools Forum to note the contents of the report and impact on the projected reserve deficit balance as at 31 March 2024	Greater than 3% movement in reported variance of central schools budget as at 31 March 2024	Less than 3% movement in reported variance of central schools budget as at 31 March 2024	Less than 2% movement in reported variance of central schools budget as at 31 March 2024	Less than 1% movement in reported variance of central schools budget as at 31 March 2024	16 November 2023

4. FINANCIAL DETAILS / VALUE FOR MONEY

- 4.1 The settlement for the Royal Borough of Windsor and Maidenhead for 2023/24 (including Academy schools) budget notification is £150.428m with net retained funding of £75.663m.
- 4.2 Table 3 breaks down the grant allocation by agreed application and between the element that will be administered by the local Authority and the proportion that will be recouped by the DfE for academies, non-maintained independent special schools and further education colleges.
- 4.3 **Table 3: DSG Allocation 2023/24**

DSG Block	Total DSG budget (£m)	Academy Recoupment (£m)	LA Retained budget (£m)
Schools Block	109.814	(73.331)	36.483
Central Schools Services Block	0.995	0.000	0.995
High Needs Block	28.352	(1.435)	26.917

Early Years Block	11.267	0.000	11.267
Total DSG	150.428	(74.765)	75.663

4.4 Although not formally part of the DSG, the borough has been successful in the application for £1m through the Delivery Better Value in SEND programme. The programme aims to support local authorities and their local area partners to improve the delivery of SEND services for children and young people whilst working towards financial sustainability. Further details will be provided to Schools Forum at its meeting in December.

4.5 In July 2023 the DfE announced a new supplementary grant for early years providers. Although this does not form part of the Dedicated Schools Grant, it is funding that will be passported directly to early years providers during the year to supplement the hourly funding rates that were recommended by Schools Forum in January 2023. The Local Authority will receive the grant allocation and associated terms and conditions during September 2023 and will work to distribute the funding to providers in November.

4.6 The dedicated schools grant budget for the financial year 2023/24 is projected to overspend by £0.189 representing 0.1% of the total DSG allocation for 2023/24. Table 4 outlines the allocation and projected spend for each of the four blocks.

4.7 **Table 4: Summarised Financial Position 2023/24**

DSG Block	Budget 2023/24 (£m)	Month 6 Projection (£m)	Variance (£m)
Schools Block	36.483	35.878	(605)
Central Schools Services Block	0.995	1.033	39
High Needs Block	26.917	28.029	1,112
Early Years Block	11.267	10.911	(357)
Total DSG	75.663	75.852	189
Balance brought forward DSG general reserve (surplus) / deficit			1.106
Net (surplus) /deficit			1.295

4.8 The main reasons for the Dedicated Schools Grant net overspend of £0.189m are as follows:

- The Schools Block underspend (£0.605m) relates to the release of an uncommitted pupil growth fund as no additional school places have been required this year, the underspend represents 54% of the budget allocation.

- The Early Years Block underspend (£0.357m) reflects the projected funding levels compared to actual levels of provision as reported through census data, the underspend represents 3% of the budget allocation.
- The High Needs Block overspend (£1.112m) is primarily due to provision of Independent Special or Non-Maintained Schools and other associated direct support and increase in top up funding for pupils in mainstream schools. The overspend represents 4% of the budget allocation.

5. DEFICIT MANAGEMENT PLANS

5.1 The Deficit Management Plan themes continue to significantly improve the budget position. The main Deficit Management Plan themes being implemented which have contributed towards the improved position include:

- The robust challenge process for agreeing inflationary rate increases and stronger commissioning arrangements
- The impact of the Social, Emotional & Mental Health (SEMH) programme reducing the volume of pupils at risk of exclusion. Additionally, interventions by coach monitors supporting pupils have in many cases resulted in no further Education and Health Care Plan (EHCP) support being required
- Reduction in the Special School placement costs through adding new resources bases/units within RBWM schools resulting in increased cost avoidance of more costly placements
- The EHCP funding panels now have headteachers on the board which has resulted in headteachers in our school having a greater understanding of SEND financial matrix
- More schools have been awarded the Quality Inclusion Mark resulting in more pupils with an EHCP being educated within Borough Schools that are attached to these units reducing Out of Borough costs

6. LEGAL IMPLICATIONS

6.1 There are no legal implications directly arising from this report.

7. RISK MANAGEMENT

7.1 There are no potential risks directly arising from this report, however, the requirement from the DfE is RBWM/AfC will update and agree a Deficit Management Plan to address the cumulative deficit position in the short to medium term.

8. POTENTIAL IMPACTS

- 8.1 Equalities. Equality Impact Assessments are published on the [council's website](#). The Equality Act 2010 places a statutory duty on the council to ensure that when considering any new or reviewed strategy, policy, plan, project, service or procedure the impacts on particular groups, including those within the workforce and customer/public groups, have been considered. It has been assessed that there are no Equality Impact risks arising from this report. Link to Equality Impact Assessments. <https://www.rbwm.gov.uk/home/council-and-democracy/equalities-and-diversity/equality-impact-assessments>
- 8.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.
- 8.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

9. CONSULTATION

- 9.1 There is no requirement for stakeholder consultation arising from this report.

10. TIMETABLE FOR IMPLEMENTATION

- 10.1 There is no timetable for implementation of any actions arising from this report.

11. BACKGROUND DOCUMENTS

- 11.1 This report is supported by one background document:
- Schools revenue funding 2023/24 Operational guide [Schools operational guide: 2023 to 2024 - GOV.UK \(www.gov.uk\)](#)

12. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officer (or deputy)</i>			
Elizabeth Griffiths	Executive Director of Resources & S151 Officer		
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer		
<i>Deputies:</i>			
Andrew Vallance	Deputy Director of Finance & Deputy S151 Officer		
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory: Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>			
Lyn Hitchinson	Procurement Manager		
<i>Mandatory: Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>			
Samantha Wootton	Data Protection Officer		
<i>Mandatory: Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>			
Ellen McManus-Fry	Equalities & Engagement Officer		
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Social Care & Health		
Lin Ferguson	Executive Director of Children's Services & Education		
<i>Assistant Directors (where relevant)</i>			
Clive Haines	Deputy Director of Education		
<i>External (where relevant)</i>			
N/A			

Confirmation relevant Cabinet	Cabinet Member for	
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Member(s) consulted		
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	No
Report Author: Louise Dutton, Head of Finance – Achieving for Children		

Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Finance Update 2023/24
Service area:	Schools
Directorate:	Children's Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

The intended outcome of the proposal is to provide Schools Forum with an updated financial position in respect of the Dedicated Schools Grants reported variance, deficit balance as of 31 March 2024.

This is not a new proposal and is a requirement to inform Schools Forum of the financial position of the Dedicated Schools Grant.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Yes.

The Deficit Management Plan developed may impact on the current range of services provided for pupils within this characteristic. The impact will be continually reviewed and reassessed. The expectation is more appropriate provision will be provided to pupils within this characteristic.

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

<p>Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff</p>
<p>Stakeholders including pupils with disabilities will be directly affected by the proposals included within this report.</p>
<p>Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?</p>
<p>Stakeholders including pupils with disabilities will be directly affected by the proposals included within this report.</p>
<p>What engagement/consultation has been undertaken or planned?</p> <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
<p>Schools Forum is actively engaged throughout the Schools Formula budget setting. Within the Deficit Management Plan strategy there was a series of stakeholder surveys and engagement sessions undertaken with key groups.</p>
<p>What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>
<p>Not Applicable</p>

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	This report does impact on pupils within this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision-making processes	Yes	Not Applicable
Disability	The Deficit Management Plan developed may impact on the current range of services provided for pupils within this characteristic. The impact will be continually reviewed and reassessed. The expectation is more appropriate provision will be provided to pupils within this characteristic.	Yes	Yes
Sex	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Race, ethnicity and religion	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Sexual orientation and gender reassignment	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Pregnancy and maternity	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Marriage and civil partnership	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Armed forces community	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable

Socio-economic considerations e.g. low income, poverty	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Children in care/Care leavers	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

<p>What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it?</p> <p>For example, adjustments needed to accommodate the needs of a particular group</p> <p>Not Applicable</p>
<p>Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?</p> <ul style="list-style-type: none"> For planned future actions, provide the name of the responsible individual and the target date for implementation. <p>Not Applicable</p>
<p>How will the equality impacts identified here be monitored and reviewed in the future?</p> <p>See guidance document for examples of appropriate stages to review an EQIA.</p> <p>Not Applicable</p>

6. Sign Off

Completed by: Louise Dutton	Date: 25-10-23
Approved by:	Date:

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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Report Title:	Pupil Growth funding 2024-25
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Amy Tisi
Meeting and Date:	Schools Forum 16 November 2023
Responsible Officer(s):	Lin Ferguson – Executive Director of Children’s Services Tracey Anne Nevitt – Finance Business Partner
Wards affected:	All



REPORT SUMMARY

The purpose of this report is to provide the schools Forum with the operational guidance changes for 2024-25 relating to the Dedicated Schools Grant (DSG) Pupil Growth fund; the current Pupil Growth fund budget forecast, schools in receipt of growth fund in this financial year and proposed school pupil growth funding changes for 2024-25. Details are set out in sections 4-6.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report:

- i) **ESFA Operational Guidance for 2024-25 in relation to Schools Growth funding and allowable spend.**
- ii) **Items for consultation with the Schools Forum members.**
- iii) **Including the reported budget and forecast for this financial year 2023-24.**

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

Options

Table 1: Options arising from this report

Option	Comments
Schools Forum to note the contents of the report and approve the three proposals. To make comments on the growth fund budget. This is the recommended option.	Pupil growth funding proposals for 2024-25 onwards to ensure range of options to cover temporary and permanent expansion within RBWM schools. Unit rate uplift to RBWM growth funding allocations and remove risk of non-compliance with DfE guidance
Do nothing. This is not recommended.	The failure to comply with 2024-25 operational guidance to implement growth funding proposals at or above the DfE minimum funding for 2024-25.

Background

- The Schools Growth Fund
- 2.1 The Growth Funding is allocated to local authorities within the Schools Block funding, as part of the Dedicated Schools Grant.
 - 2.2 For 2024-25, growth fund allocations to local authorities will be calculated using the same methodology as previous year, based on the growth in pupil numbers between the October 2022 and October 2023 censuses. The DfE will not offer any funding protection to local authorities. For further details please see the [schools NFF technical note](#).
 - 2.3 As it is within the schools block, a movement of funding from the schools formula into the growth fund would not be treated as a transfer between blocks. The local authority (LA) will consult the schools forum on the total growth fund for the new financial year once the settlement is received and the draft schools formula has been calculated in January 2024.
 - 2.4 Growth funding for growing schools and Bulge classes must be agreed by the LA in advance. This report details the proposals for January 2024 onwards.
 - 2.5 The Growth fund can only be used for:
 - Support growth in the pre-16 pupil numbers to meet basic need.
 - Support additional classes needed to meet the infant class size regulation.
 - Meet the costs of new schools (these are new schools identified from the latest census data). e.g., Lead in costs, diseconomy of scale, goods and services necessary to allow the school to admit pupils. Primary and secondary schools only.
 - The DfE will continue to fund start-up and diseconomy costs for new free schools where they are not being opened to meet the need for a new school as referred to in [section 6A of the Education and Inspections Act 2006](#).
 - 2.6 The growth fund must not be used to support:
 - schools in financial difficulty (due to exceptional circumstances): any such support for maintained schools should be provided from a de-delegated contingency
 - general growth in individual schools (due to popularity) where there is no overall pupil number growth in the local area. This is managed through lagged funding. This includes cases where academies have admitted above pupil admission numbers (PAN) by their own choice.

Demand for school places and possible need for bulge classes

- 2.7 The Royal Borough of Windsor and Maidenhead has a legal duty to ensure that there are sufficient school places to meet demand.
- 2.8 Projections of future demand are done annually and reported to the DfE in the School Capacity (SCAP) survey in July. The 2023 projections have been circulated to schools and will be reported to Cabinet in November 2023.
- 2.9 Aside from potentially expansion of secondary provision in Datchet/Wraysbury, and of primary provision in South East Maidenhead, the

projections are not suggesting a need for any permanent increases in school capacity in the medium term. There are, however, some local issues that may need temporary increases in capacity:

- Primary provision in Datchet, where demographic data indicates a potential need for a bulge class for Reception in September 2025.
- National curriculum year groups 4, 5 and 6 in Maidenhead, where the number of available places in the town is very low, as set out in Table 2.

Table 2: Spare places in Maidenhead primary schools, Autumn 2023

	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Maidenhead Town	44	31	23	31	6	1	1
Maidenhead Villages	64	53	49	33	27	34	25
Total	108	84	72	64	33	35	26

- 2.10 The shortage of places in Years 4, 5 and 6 could be addressed by opening one or more ‘bulge’ classes. This is where a school takes an additional class in one year group. Other year groups are not affected, and the bulge class closes once the larger year group leaves school (in this case at the end of Year 6). Despite several requests from the local authority, none of the four schools with physical capacity has agreed to take a bulge class.
- 2.11 The main concern for schools considering bulge classes is around the revenue funding, and particularly the funding for the additional teacher/teaching assistant(s). Under current ‘School Growth Fund’ arrangements schools got the full funding to run a bulge class for one year only. Revenue to support the additional teaching staff in subsequent years was expected to be generated by the additional pupil numbers reported in the Autumn school census.
- 2.12 Sufficient revenue funding was, however, only be generated if the bulge class was mostly full. This didn’t always happen, however, and led to some schools running deficit budgets.
- 2.13 The alternative to providing additional places as proposed above is to provide home to school transport to those schools with places. For Datchet this is likely to mean schools in Windsor, whilst for Maidenhead most of the available places are in the villages outside of the town. This means that these children will be taught outside their local communities and are also likely to be eligible for free home to school transport.
- 2.14 A market testing exercise carried out earlier this year indicated that a 16 seat minibus running from central Maidenhead to a village school would cost £34k per annum. A 30 seat coach would be £61k per annum. Costs from Datchet to Windsor would be similar, depending on exactly which schools had places available in September 2025.
- 2.15 There is, therefore, a clear risk of adding to the home to school transport costs quite significantly, if it continues to be difficult to place junior age children in Maidenhead schools, or if a bulge class is needed and not added at Datchet.

3. Key Implications

3.1 The key implications are set out in Table 3.

Table 3: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
The Schools Forum to note the contents of the report. To consider and approve the three proposals for RBWM pupil growth fund arrangements 2024-25.	The Schools Forum do not engage in the consultation process.	Schools Forum engage with the consultation process and Schools forum members vote and approve the pupil growth fund proposals.	Schools Forum engage with the process providing insight into the impact on RBWM schools.	Schools Forum engage with the process providing insight into the impact on RBWM schools of the funding formula with comparative data relating to other local authority schools.	16 November 2023.

4. Operational Guidance and minimum funding

4.1 From 2024-25 the DfE have stipulated in the operational guidance a minimum amount local authorities can allocate to individual schools eligible for pupil growth funding. The calculation below applies to all school types.

4.2 The primary growth factor value can be used for all school types – recognising there is one teacher pay scale and that this funding is a minimum value.

4.3 DfE Minimum Growth funding calculation per eligible school:

- Primary Growth Factor value £1,550 * Pupil Numbers * ACA

4.4 The growth funding allocation by local authorities to growing schools is for the period September to March and is therefore 7/12ths of the financial year. Academy schools will also receive 5/12ths (April – August) of the published growth fund allocation in the following financial year, paid by the local authority and funded by the ESFA. The Area cost adjustment (ACA) for RBWM's DSG schools block is 1.0579.

4.5 The RBWM current growth fund rate is £35,577. This is the lump sum paid to schools for the period September to March for a growing school or bulge

class. A further 5/12ths is payable to Academy schools at £25,412. The RBWM rate is below the new DfE minimum for 2024-25.

- 4.6 The minimum payable to RBWM schools for September to March for a new class of 30 pupils in 2024-25 will now be £1,639 per pupil, based on £1,550 *1.05790 Area Cost Adjustment. For a full class of 30 pupils the calculation is (£1,550 * 30 pupils *1.0579 ACA) = £49,192.

5. Pupil Growth Funding 2024-25.

- 5.1 DfE Guidance states that the local authority criteria should provide a transparent and consistent basis for the allocation of funding, which may be different for each phase.
- 5.2 Local authorities propose the criteria and funding methodology for the Growth Fund and under the powers and responsibilities of the Schools Forum guidance, the Schools Forum members decide to either support or decline the proposals.
- 5.3 The RBWM proposes to consult with the Schools Forum on the growing schools funding rate change, proposal for funding protection for bulge classes and funding of additional places above PAN.

Proposals for 2024-25

- 5.4 The first proposal is to ensure that RBWM schools in receipt of growth funding are funded at or above the new DfE minimum growth fund calculation for 2024-25 onwards.
- 5.5 All schools with approved growth funding for growing schools or year 1 of the bulge class funding will be funded on the same pupil or lump sum rate following the 2024-25 consultation with the Schools Forum.
- 5.6 The amounts detailed in the table below assumes a class of 30 pupils. All academy schools receive the annual sum. Maintained schools are funded at 7/12ths.

Proposal A – Permanent Expansion Growth Funding

Table 4: Pupil Growth Expansion Funding 2024-25 Options

Growth Funding	Annual	7/12ths	Sept - March (7/12ths)	April- August (5/12ths)	Annual
New Class - 30 pupils	Pupil Unit/ lump sum	Pupil Unit	All schools	Academy schools	Total
	£	£	£	£	£
Model 1 ESFA minimum 7/12ths calculation £1,550* ACA 1.0579* Pupil numbers	2,811	1,640	49,192	35,137	84,330
Model 2 AWPU (Primary rate 2023-24)	3,585	2,091	62,729	44,807	107,536
Model 3 Lump sum + Main sc6 teacher	87,934		51,295	36,639	87,934
RBWM 2023-24 lump sum	60,989		35,577	25,412	60,989

5.7 RBWM 2024-25 growing schools funding proposals include a range of options from the ESFA. Model 1, minimum funding 2024-25, model 2, funding at the local basic entitlement rate in the schools' revenue formula (known as AWPU- Age weighted pupil unit) and model 3 a lump sum.

5.8 The AWPU rate and main scale 6 teacher's costs are the 2023-24 rates. These rates will be updated annually and reflected in the final growth fund allocations.

5.9 A school with approval by the local authority for a permanent expansion for basic need, will receive funding for each year a new additional class is added each September.

Bulge classes

5.10 Bulge classes must be agreed in advance by the Local Authority and comply with the DfE guidance supporting basic need and not due to changes in popularity. Bulge classes are allocated to schools to fund temporary growth in pupil numbers, where growth in numbers is not expected in future year groups.

5.11 Basic need bulge classes currently receive one year's bulge class funding and no funding protection in the following year.

5.12 It is assumed that a school with a bulge class will have a full class on Census in the following year and be in receipt of formula funding in the 2nd year. However, allocating a school a bulge class does not guarantee the expected increase in pupils will result in a full class being registered at that school. Parents may choose to send some of the pupils to another local school. This may result in teachers costs for the class exceeding the formula funding for a number of years, leading to a financial pressure on the school's budget.

- 5.13 Due to parental choice and the issues this can create with funding bulge classes, another option has been developed to temporary increases in pupil numbers and bulge class funding protection. Two proposals are listed below.
- 5.14 Table 5 summarises a proposal to protect bulge class funding for the 2nd and future years for low intake at the school. In effect this will be funding ‘missing’ pupils where a full class is not on the October Census in the 2nd and future year.
- 5.15 The 2nd proposal under consideration is to allocate the temporary increase in a year group numbers to several schools within an area and fund the increase in agreed places above the Planned Admission Number (PAN).
- 5.16 Year 1 funding will remain at the level of the agreed model detailed in table 3.

Proposal B – Funding protection year 2 onwards

- 5.17 Table 5 and 6 details several pupil funding protection levels and an example of school funding for ‘missing’ pupils at a Junior School.
- 5.18 In the first year each Bulge class would receive funding based on the growing schools agreed funding rate as per Table 4.
- 5.19 The following years funding will be based on the difference in pupil numbers between the actual year group numbers and the expected NOR. For example, 2 classes of 30 pupils, compared to actual numbers of 48 pupils overall. 12 ‘missing’ pupils funded.
- 5.20 The options for funding for the 2nd year onwards are for the pupil rate to either to be based on the AWPU £3,584.54 or the ESFA £1,550 minimum funding rate, on a sliding scale as detailed on the table below.
- 5.21 Bulge Class Protection funding year 2 onwards:

Table 5 Proposal B

Bulge Class Funding Protection	Year 2	Year 3	Year 4	Year 5
A	85% of missing pupils	60% of missing pupils	40% of missing pupils	20% of missing Pupils
B	90% of missing pupils	60% of missing Pupils	40% of missing pupils	N/A
C	95% of missing pupils	N/A	N/A	N/A

- 5.22 Table 6 below includes an estimate for a junior school with 12 ‘missing’ pupils. The unit rate for this example is based on the Primary AWPU of £3584.54 for 2023-24. A full year’s funding is reflected in Table 6.

Table 6 Junior School Bulge Class Protection Funding:

	Year 2 (School Yr4) 12 missing pupils	Year 3 (School Yr5) 12 missing pupils	Year 4 (School Yr6) 12 missing pupils
	£	£	£
A	36,562	25,809	7,528
B	38,713	25,809	7,528
C	40,864	0	0

5.23 The protection funding for the 2nd year reduces the risk to the school funding of insufficient schools' formula funding in subsequent years. The local authority's annual growth fund commitment and actual costs will vary greatly dependent on the individual school's pupil numbers each October.

Proposal C – Numbers in excess of PAN

5.24 This proposal would allow pupil growth funding to be allocated to schools that admit pupils in excess of their PAN for each whole term that the school made each additional place available at the request of the Local Authority. For instance, where a school makes 96 places available in a year group instead of 90 at RBWM's request, the school would be funded for 6 additional places for each full term the places are available.

5.25 A full year funding is payable to an academy school and 7/12ths for a maintained school.

5.26 Under this proposal schools would receive either AWPU £3,584.54 funding @ 7/12ths or ESFA £1,550 minimum funding per pupil/ place for the period that they make each additional place available at the request of RBWM.

5.27 The table below demonstrates the data used to establish the place numbers to be funded. It should be noted that this methodology does not 'ghost fund' places and can still result in the school subsidising some of the cost of a teacher, however it ensures every pupil is funded while remaining affordable.

Table 7

Funding Calculation
Fund the difference in number of pupils between the first year Autumn census and the second years autumn census.
For instance: NOR October 2022 census = 10 NOR October 2023 census = 20 Fund (20 – 10) = 10 places

5.28 RBWM propose that this option for funding additional places above PAN be made available from January 2024 onwards. Sufficient budget remains to cover the expected demand for the remainder of 2023-24

6. Growth Funding Budget

- 6.1 Each year local authorities receive a Pupil Growth Fund allocation within the schools block of the Dedicated Schools Grant (DSG). The allocation is based on the movement of pupil numbers between the two October counts.
- 6.2 The [Schools technical guidance 2024-25](#) states that the ESFA ‘will fund the pupil numbers in middle layer super output areas (MSOAs) between the October 2022 and October 2023 school censuses. The growth allocation for each LA will be based on an amount per new primary pupil and an amount per new secondary pupil, plus a lump sum amount for each brand-new school’.
- 6.3 The current financial year Schools Block Growth Fund allocation is £1,039,740 plus £76,240 funding received via school’s block recoupment to fund the 5/12ths element of academy school’s pupil growth fund allocations.
- 6.4 The 2023-24 financial year commitments currently include 2 growing schools’ allocations for the period September 2023 to March 2024 totalling £71,154 and 3 payments to academy schools relating to academic year 2022-23 of £76,236. RBWM commitments for expanding schools have decreased in recent years and schools have been reluctant to agree to bulge classes.
- 6.5 The table below lists the current commitments for 2023-24:

Table 8

School	Period	£	£
St Peters Middle	Apr23-Aug23	25,412	
Furze Platt Senior	Apr23-Aug23	25,412	
Windsor Girls	Apr23-Aug23	25,412	76,236
Furze Platt Senior	Sept23 - March 24	35,577	
Windsor Girls	Sept23 - March 24	35,577	71,154
Current Commitments 2023-24			147,390

- 6.6 Operational guidance allows local authorities to carry forward part or all of the growth fund underspend as an earmarked reserve to fund future year commitments within the schools’ block. Alternatively, part or all of the underspend can be released into the DSG budget monitoring forecast to contribute towards pressures within other blocks within the Dedicated Schools Grant.
- 6.7 RBWM 2024-25 financial year growth funding is estimated to be approximately £1,050,000. The estimate is based on the admissions pupil data per school as of September 2023. The 2024-25 budget estimate does not reflect recent movement in pupils and the final census data. Local authorities will be informed of the final 2024-25 Schools block growth fund in mid-December 2023.

7. Falling Rolls

- 7.1 From 2024-25 the ESFA will fund falling pupil numbers in middle layer super output areas (MSOAs) between the October 2022 and October 2023 school censuses. The falling rolls allocation for each LA will be based on an allocation per MSOA where the pupil numbers on roll have decreased by 10% or more.
- 7.2 Based on the ESFA 2024-25 Growth and Falling rolls calculator and the September 2023 admissions data, RBWM does not expect to receive any falling rolls funding for the financial year 2024-25.

8. FINANCIAL DETAILS / VALUE FOR MONEY

- 8.1 The School Growth Fund budget for 2024-25 will be within the growth funding element of the school's block grant.

9. IMPLICATIONS

- 9.1 There are no legal implications directly arising from this report.

10. RISK MANAGMENT

- 10.1 There are no potential risks directly arising from this report. The proposals are within the current grant funding.

11. POTENTIAL IMPACTS

- 11.1 Equalities. Equality Impact Assessments is shown in Appendix A. The Equality Act 2010 places a statutory duty on the council to ensure that when considering any new or reviewed strategy, policy, plan, project, service or procedure the impacts on particular groups, including those within the workforce and customer/public groups, have been considered. It has been assessed that there are no Equality Impact risks arising from this report.
- 11.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.
- 11.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

12. CONSULTATION

- 12.1 There is no requirement for stakeholder consultation arising from this report. Financial reporting including the Dedicated Schools Grant is regularly provided to RBWM Commissioners and the Achieving for Children Board.

13. TIMETABLE FOR IMPLEMENTATION

13.1 The proposed implementation of the growth fund changes is January 2024 for proposal C and financial year 2024-25 for proposals A and B.

14. BACKGROUND DOCUMENTS

14.1 This report is supported by the following background documents:

- Schools revenue funding operational guide
<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/schools-operational-guide-2024-to-2025>
- [Schools Technical Guidance 2024-25](#)
- [Schools and Early Years Finance Regulations 2023](#)

15. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
Mandatory:		Statutory Officers (or deputies)	
Elizabeth Griffiths	Executive Director of Resources/S151 Officer	16.11.23	
Emma Browne	Director of Law, Strategy & Public Health/ Monitoring Officer	16.11.23	
Deputies:			
Andrew Vallance	Head of Finance (Deputy S151 Officer)	16.11.23	
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer.	16.11.23	
Mandatory:		Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract	
Lyn Hitchinson	Procurement Manager	16.11.23	
Mandatory:		Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA	

Samantha Wootton	Data Protection Officer	16.11.23	
Mandatory: Equalities Officer – to advise on EQiA, or agree an EQiA is not required			
Ellen McManus-Fry	Equalities & Engagement Officer	16.11.23	31.10.23
Other consultees:			
Directors (where relevant)			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Services and Health (DASS)		
Lin Ferguson	Executive Director of Children's Services and Education (DCS)	16.11.23	1.11.23

Confirmation relevant Cabinet Member(s) consulted	Cabinet Member for Children's Services	Yes/ No
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	No
Report Author: Tracey Anne Nevitt, Finance Business Partner, AFC		

Equality Impact Assessment

Appendix A

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Schools Pupil Growth Fund
Service area:	Schools
Directorate:	Children's Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

The intended outcome of the proposal is to provide Schools Forum details on schools growth fund proposals for 2024-25.
This is a requirement to inform Schools Forum of the financial position of the Dedicated Schools Grant growth fund and consult on changes to criteria and funding methodology.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Yes.

The growth fund proposals may have an indirect impact on pupils.
This proposal will not require an EQIA at a later stage.

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

<p>Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff</p>
<p>Stakeholders including pupils with disabilities will be indirectly affected by the proposals included within this report.</p>
<p>Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?</p>
<p>No, pupils with protected characteristics are not disproportionately affected. This report does indirectly impact on all pupils, including those this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision-making processes</p>
<p>What engagement/consultation has been undertaken or planned?</p> <ul style="list-style-type: none"> • How has/will equality considerations be taken into account? • Where known, what were the outcomes of this engagement?
<p>Schools Forum is actively engaged throughout the Schools Formula budget setting and consultation process.</p>
<p>What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>
<p>Not Applicable</p>

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	This report does indirectly impact on all pupils, including those this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision-making processes	Yes	Not Applicable
Disability	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Sex	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Race, ethnicity and religion	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Sexual orientation and gender reassignment	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Pregnancy and maternity	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Marriage and civil partnership	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Armed forces community	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Socio-economic considerations e.g. low income, poverty	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Children in care/Care leavers	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it? For example, adjustments needed to accommodate the needs of a particular group
Not Applicable
Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this? <ul style="list-style-type: none">For planned future actions, provide the name of the responsible individual and the target date for implementation.
Not Applicable
How will the equality impacts identified here be monitored and reviewed in the future? See guidance document for examples of appropriate stages to review an EQIA.
Not Applicable

6. Sign Off

Completed by: Louise Dutton	Date:
Approved by:	Date:

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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Report Title:	DSG Budget and School funding proposals
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Amy Tisi
Meeting and Date:	Schools Forum 16 November 2023
Responsible Officer(s):	Lin Ferguson – Executive Director of Children’s Services Tracey Anne Nevitt – Finance Business Partner
Wards affected:	All



REPORT SUMMARY

The purpose of this report is to provide the Schools Forum with the provisional Dedicated schools grant for 2024-25 and consultation proposals for the schools formula funding allocations. Details are set out in sections 2 to 4.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report:

- Including the provisional Dedicated Schools Grant (DSG) budget for the financial year 2024-25.
- Main changes to the Education Skills Funding Agency (ESFA) Operational Guidance for 2024-25
- Items for consultation with the Schools Forum and Royal Borough of Windsor and Maidenhead (RBWM) schools.

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

Options

Table 1: Options arising from this report.

Option	Comments
Schools Forum to note the contents of the report and comment and signify support for the school consultation proposals. To make comments on the provisional budget 2024-25. This is the recommended option.	Compliance with ESFA Schools Operational Guidance and School Finance Regulations
Do nothing. This is not recommended.	The failure to use relevant financial information to understand the position of the Dedicated Schools Grant and support the 2024-25 schools formula consultation proposals.

Background

- 1.1 The Schools Funding is received through the Dedicated Schools Grant (DSG) and is split into four blocks. Each with its own formula to calculate the funding to be distributed to each local authority:
 - Schools Block - funds mainstream primary and secondary schools through the school formula, and growth funding for new growing schools / bulge classes.
 - High Needs - funds places in special schools, resource units and alternative provision, and top up funding for pupils with Education & Health Care Plans (EHCPs) in all settings including non-maintained, independent and further education colleges.
 - Early years – funds nursery schools, nursery classes in mainstream schools, and early year’s settings in private, voluntary and independent (PVI) sector through the free entitlement for 2, 3 and 4 year olds.
 - Central Schools Services Block (CSSB) – funds services provided by the local authority centrally for all schools, such as the admissions service.
- 1.2 The information within this report reflects the most up to date information at the time of writing.
- 1.3 In July 2023, the government announced the provisional Dedicated Schools Grant (DSG) per pupil funding allocations for 2024/25. This announcement included the Schools formula funding, the Central School Services Block (CSSB) and High Needs. The Early years block and the schools pupil growth fund allocations will be sent to Local authorities in December 2023.
- 1.4 On the 9 October 2023 the DfE issued revised school funding allocations to all local authorities. This will provide the basis for the 2024-25 RBWMs schools funding and formula funding consultation. The final figures for the school funding will be based on the October 2023 census data (and for early years January 2024 and January 2023 Censuses), neither of which are currently available.
- 1.5 Arrangements for the Early years block is not to be announced until later this year. The government consulted on proposed changes in the early years funding arrangement over the summer, a report detailing the outcome and proposed Early Years national fair funding (EYNFF) allocations are due later this year.
- 1.6 The DSG must be deployed in accordance with the conditions of grant and the latest School and Early Years Finance (England) regulations. Detailed guidance is contained within the various operational guidance documents issued by the Education Funding and Skills Agency (ESFA). The latest operational guidance can be found at the following [link](#)

2 Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Schools Forum to note the contents of the report and support the proposals for consultation with schools for 2024-25.	No engagement by the Schools Forum. Less than 20% of schools engaging with consultation process.	Schools Forum engage in the process and support the proposed formula funding items for consultation with schools.	School forum support the proposed formula funding items for consultation with schools and more than 30% of schools engage with the consultation.	Schools Forum engage with the process providing insight into the impact on RBWM schools of the funding formula	16 November 2023.

4. Dedicated Schools Grant Funding 2024-25.

- 4.1 The provisional DSG notification sent out to Local Authorities on the 9th October 2023 is set out in Table 2. The table details the DSG funding RBWM receives in respect of schools, central and high needs blocks for 2023-24 compared to the latest provisional allocations for 2024-25.
- 4.2 For 2024-25 the schools block allocations now incorporate the Mainstream school Additional Grant (MSAG) in the pupil allocations. The MSAG allocations to schools will cease on the 31/03/2024. Table 3 compares the 2023-24 settlement and MSAG to the latest Schools block 2024-25 settlement.
- 4.3 The provisional school's formula funding allocation is currently based on the October 2022 Census data. Whilst the 2024-25 schools' formula allocations will be updated for the October 2023 pupil characteristics such as free school meal eligibility for individual schools, the DSG allocation will not. As a result, and in line with previous years, the DSG schools block allocation may not be sufficient to meet the costs of delivering the National Funding formula (NFF). Individual school allocations will continue to be funded by a local formula and a step movement towards the National Funding Formula rates.

Table 2: Comparison of DSG Block Funding 2023-24 to 2024-25

Dedicated Schools Grant	Current DSG 2023-24	Provisional Allocations 2024-25	Increase	%	Note
	£'000s	£'000s	£'000s	%	
Schools Block :Schools formula funding + MSAG.	112,506	115,118	2,612	2.3	1
High Needs Block.	28,353	29,141	788	2.8	
Central School Services Block.	995	966	(29)	(2.9)	2
Sub total	141,854	145,225			
Schools Block: Growth Fund.	1,040	TBC			3
Indicative Early Years Block.	11,268	TBC			4
Gross Dedicated Schools Grant	154,162				
Direct Funding - High Needs.	(1,435)				
Recoupment - Academies and Free Schools.	(73,331)				
Mainstream Schools Additional Grant (MSAG.)	(3,732)				
Net Dedicated schools Grant	75,664				

- 1.Schools Formula Funding including MSAG.
- 2.CSSB historic element reductions at 20% per year.
- 3.Growth funding notification due Dec 2023. 2024-25 Estimated at £1.050m.
4. Indicative Early years funding due December 2023.

Table 3: Schools Funding

Schools Block funding	£'000s
Schools Formula funding 2023-24	108,774
Mainstream Schools Additional Grant 2023-24 (MSAG)	3,732
	112,506
Provisional block funding 2024-25	115,118
Increase	2,612
% increase	2.3%

Schools Funding Overview

- 4.4 In 2024 to 2025 as in previous years, each local authority is to continue to set a local schools funding formula, in consultation with local schools.
- 4.5 The level of funding in the Schools Block for the local authority is not yet calculated using the NFF. Until primary legislation is amended via Parliament the calculation of the schools block is based upon a per pupil funding rate.
- 4.6 The latest Education Skills Funding Agency (ESFA) schools operational guide for 2023-24 included the following changes:
- 4.7 The key changes for 2024-25 financial year:
- Rolling the 2023-24 Mainstream Schools Additional Grant (MSAG) into NFF by:
 - Adding an amount representing what schools receive through the grant into the baselines.
 - By increasing the lump sum, basic per pupil rates and free school meals ever 6 (FSM6) rates.
 - Uplifting the minimum per pupil values by the Mainstream school's additional grant's basic per pupil values, and an additional amount which represents the average amount of funding schools receive from the FSM6 and lump sum parts of the grant.
 - Increasing NFF values by:
 - 1.4% to the following: Low prior attainment (LPA), FSM6, Income deprivation Affecting Children Index (IDACI), English as an additional Language (EAL), Mobility, Sparsity factor and lump sum.
 - 1.4% Minimum per pupil Level (MPPL).
 - 0.5% floor.
 - 1.6% Free School Meals (FSM).
 - 0% premises costs – split sites.
 - Introducing for the first time a methodology for allocating falling rolls funding to local authorities.

Schools Block Indicative Allocation 2024-25.

- 4.8 The level of funding in the schools' block for the local authorities are not currently funded by the NFF but are based on per pupil funding rates. The table below details the block funding per pupil.

Table 4 Provisional Schools Formula Funding

Schools Block	No of Pupils	Rate per pupil	
	Oct-22	£	£
Primary - PUF	10,996	5,028.48	55,290,673
Secondary - SUF	8,968	6,556.81	58,798,193
Premises costs (NDR)			1,099,700
Provisional Allocation			<u>115,188,565</u>

5. Schools Formula Funding Consultation 2024-25

- 5.1 From 2023-24 onwards local authorities are required to move the local formula factor values at least 10% closer to the National Funding Formula (NFF) values, building on movements towards NFF made in 2023-24 school allocations.
- 5.2 For 2023-24 the RBWM local formula mirrored the NFF plus area cost adjustment for a number of the pupil led factors. RBWM were unable to match all factors to NFF due to changes in pupil characteristics data, leading to significant pressures on the schools formula funding. This included a 17% increase in free school meal (FSM) numbers over one year and 39% increase in secondary pupils with EAL.
- 5.3 To ensure that the delegated funding via the formula agreed to the total school's formula funding in the block notification, it was decided to have a number of floating units of resource. These included the school lump sum, basic entitlement (all 3 key stages) and the newly introduced formula factor 'Sparsity'. A similar arrangement is proposed for the 2024-25 schools' formula to ensure that unit rates can be set, and a balance budget is achieved by the January 2024 submission date.
- 5.4 Included in Appendix B is a list of all the formula factors, detailing the amounts included in the 2023-24 local formula, the difference between that and the full NFF plus the Area cost adjustment (ACA) for Windsor and Maidenhead. Further columns to the right list the new 2024-25 NFF plus ACA, the minimum and maximum unit rates RBWM can apply in next year's local formula.
- 5.5 Appendix C compares the current years formula allocation per school to the estimated funding for 2024-25 assuming that the NFF is affordable in full. Both formula allocations are based on the October 2022 data set and do not reflect pupil movements and the consequential impact and payment due for the minimum funding guarantee.

5.6 Schools and admissions have reported significant movement of pupils in year, far greater than in previous years. This increase in mobility and expected increases in parents applying for free school meals, is likely to result in increased total numbers for these factors within the formula. Significant changes in pupil characteristics will lead to a pressure and reduce the potential to fund at NFF plus ACA in all formula factors.

Minimum Funding Guarantees

5.7 In addition to the main factors listed in the formula for schools funding there are two school funding guarantees. All local authorities apply these guarantees unless a decision is made by the authority to consider and request disapplication from the DfE.

5.8 The Minimum Funding Guarantee (MFG) is a per pupil protection to ensure funding between years does not decrease below a certain percentage. A range of 0.0% to 0.5% per pupil is set by the ESFA, the RBWM local formula is currently +0.5%. Local Authorities are required to consult annually on the MFG level.

5.9 NFF for 2023-24 is to be set at +0.5% and the RBWM local formula is currently +0.5%. Local Authorities are required to consult annually on the MFG level.

5.10 The second guarantee is a Minimum per pupil funding level, known as MPPL. MPPL is added to an individual schools funding if the local formula does not generate sufficient per pupil funding. In 2023-24 four schools triggered MPPL funding totalling £146,000.

Table 5 Minimum Per pupil Funding Level

Year Groups	MPPL
Primary	£4,655
KS3	£5,824
KS4	£6,389

Budget Consultation 2024-25

5.11 Each year the local authority is required to consult with Schools Forum and individual schools on changes to the formula. The local authority proposes and decides on the final formula allocations considering feedback from the annual consultation.

5.12 Later in the Autumn term schools will be sent a consultation survey to complete. The local authority will accept one response from each of the mainstream primary and secondary schools. The draft questions to be included in the consultation are listed in paragraph 5.18 of this report.

5.13 Last year RBWM consulted with schools on a number of changes to the schools formula and Notional SEN. The changes proposed for 2024-25 are limited to in principle questions on the proposed movements to bring the local formula closer

to NFF unit rates, the level of minimum funding guaranteed (MFG) and arrangements for capping & scaling the cost of MFG and annual de delegation for maintained schools.

- 5.14 In 2023-24 RBWM introduced Sparsity factor into the local formula for the first time. This factor rate was set at the minimum NFF rate following a consultation with RBWM schools, with the intention to increase each year depending on affordability and pressures within the school's formula. Sparsity funding is paid to seven schools, any increase for 2024-25 sparsity rate will be funded by all schools pupil led funding as RBWM is not currently funded at NFF.
- 5.15 Each year local authorities consult with the schools forum on any proposed changes to the current maintained schools de delegation arrangements. New areas for de delegation form part of the annual consultation for schools. For 2024-25 RBWM propose to consult with schools on the de delegation towards the cost of the School Improvement service.
- 5.16 In 2022-23 the government grant for School Brokerage and improvement ceased, reducing income to support the school improvement service. To ensure an adequate level of services to support all maintained schools a per pupil de delegated deduction of £20.00 has been proposed and is included in the table below.
- 5.17 Table 6 details the de delegation rates for 2024-25, the current year and 2022-23. The proposed rates for 2024-25 include reductions to the pupil rates for two areas, to take into consideration reduced level of claims for staff costs - Teacher's maternity costs, divisional union reps and school contingency claims in recent years.

Table 6 Maintained Schools De delegation:

	DATA	Estimate		APT		APT	
		Unit Rate	2024-25	Unit Rate	2023-24	Unit Rate	2022-23
		£	£'000	£	£'000	£	£'000
Primary							
School Improvement	Pupil	20	128	0	0	0	0
School Contingency	Pupil	12	77	15	97	15	103
Staff costs.	Pupil	15	96	25	160	25	171
Behaviour support (added to SEMH)	IDACI	0	0	0	0	50	21
Secondary							
School Improvement.	Pupil	20	16	0	0	0	0
School Contingency.	Pupil	0	0	0	0	0	0
Staff costs.	Pupil	15	12	25	20	25	18
		329		277		313	

School Consultation Questions

5.18 The proposed consultation questions are listed below:

Question 1:

Do you agree that the Minimum Funding Guarantee (MFG) top up should remain at +0.5%? The allowable range is 0.0% to 0.5%. In 2023-24 the total MFG cost is £19,942 which was received by 2 schools. The cost of MFG varies from year to year depending on data changes to individual schools.

- a) Yes
- b) No
- c) Not sure
- d) Other rate; please state
- e) Comments

Question 2:

Do you support the capping and scaling of school budgets to fund the minimum funding guarantee as in previous years?

- a) Yes
- b) No
- c) Not sure
- d) Comments

Question 3:

The Sparsity factor introduced into the RBWM local formula for the financial 2023- 2024 is currently funded at the minimum unit rate. Depending on affordability, RBWM proposes to increase the Sparsity unit rate. For 2023-24 only 7 schools qualified for this element of funding. The estimated cost to increase to the full NFF rate is between £160,000 to £200,000.

Which level of increase do you support for 2024-25?

- a) *Minimum 10% movement closer to NFF (minimum movement towards NFF as per guidance). Approx £18,000 based on 2023-24 data.*
- b) *Up to 20% increase in the base rate from the 2023-24.*
- c) *Up to the full NFF rate including ACA?.*
- d) *Other rate; please state.*
- e) *Comments*

Question 4:

Do you support the proposal that positive or negative headroom resulting from Census data updates should be adjusted via school lump sum, Basic entitlement,

EAL and sparsity? All 4 formula factors are currently below the NFF rates in the 2023-24 formula.

- a) Lump Sum, Basic Entitlement, EAL and mobility.*
- b) Lump Sum & Basic entitlement.*
- c) Other, please state with reasons.*
- d) Not sure.*
- e) Comments.*

Question 5:

Do you support the de delegation of School Improvement services from the schools formula, partly funded by changes in other de delegated service unit rates?

- a) Yes*
- b) No*
- c) Not sure*
- d) Comments*

6. FINANCIAL DETAILS / VALUE FOR MONEY

- 6.1 The Dedicated Schools Grant (DSG) is an annual ringfenced grant. All proposals within this report are within the DSG grant funding and comply with the Schools Operational Guidance 2024-25.

7. LEGAL IMPLICATIONS

- 7.1 There are no legal implications directly arising from this report.

8. RISK MANAGMENT

- 8.1 There are no potential risks directly arising from this report. The proposals are within the RBWM Dedicated Schools Grant ring fenced funding.

9. POTENTIAL IMPACTS

- 9.1 Equalities. Equality Impact Assessment is shown below in Appendix A. The Equality Act 2010 places a statutory duty on the council to ensure that when considering any new or reviewed strategy, policy, plan, project, service or procedure the impacts on particular groups, including those within the workforce and customer/public groups, have been considered. It has been assessed that there are no Equality Impact risks arising from this report. Link to Equality Impact Assessments.

- 9.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.
- 9.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

10. CONSULTATION

- 10.1 The annual schools funding consultation will be sent to all RBWM schools in November 2023.
- 10.2 Financial reporting including the Dedicated Schools Grant is regularly provided to the RBWM commissioners and the Achieving for Children Board.

11. TIMETABLE FOR IMPLEMENTATION

- 11.1 There is no timetable for implementation arising from this report. Annual schools' formula funding consultation process with the Schools Forum to comply with the School and Early Years Finance regulations.

12. BACKGROUND DOCUMENTS

- 12.1 This report is supported by the following background documents:
- Schools revenue funding operational guide 2024-25
[:https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/schools-operational-guide-2024-to-2025](https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/schools-operational-guide-2024-to-2025)
 - [Schools Forum Powers and Responsibilities.](#)
 - [School Finance Regulations](#)

13. APPENDICES

- Appendix A – Equality Impact Assessment.
- Appendix B – School Formula Factor Unit Rates.
- Appendix C – Formula Allocations 2023-24 to NFF 2024-25.

14. Consultation

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory:</i>		<i>Statutory Officers (or deputies)</i>	
Elizabeth Griffiths	Executive Director of Resources/S151 Officer	16.11.23	
Emma Browne	Director of Law, Strategy & Public Health/ Monitoring Officer	16.11.23	
<i>Deputies:</i>			
Andrew Vallance	Head of Finance (Deputy S151 Officer)	16.11.23	
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer	16.11.23	
<i>Mandatory:</i>		<i>Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>	
Lyn Hitchinson	Procurement Manager	16.11.23	1.11.23
<i>Mandatory:</i>		<i>Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>	
Samantha Wootton	Data Protection Officer	16.11.23	
<i>Mandatory:</i>		<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>	
Ellen McManus-Fry	Equalities & Engagement Officer	16.11.23	31.10.23
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Services and Health (DASS)		
Lin Ferguson	Executive Director of Children's Services and Education (DCS)	16.11.23	1.11.23

Confirmation relevant Cabinet Member(s) consulted	Cabinet Member for Children's Services & Education	
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	No
Report Author: Tracey Anne Nevitt, Finance Business Partner, AFC		

Equality Impact Assessment

Appendix A

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk



1. Background Information

Title of policy/strategy/plan:	Dedicated Schools Grant
Service area:	Schools
Directorate:	Children's Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

The intended outcome of the proposal is to provide Schools Forum with an updated financial position in respect of the Dedicated Schools Grants provisional settlement and consult on changes to the Schools formula funding for 2024-25, as required by regulation and the Schools Operational guidance.

This is not a new proposal and is a requirement to inform Schools Forum of the financial position of the Dedicated Schools Grant and to consult on annual schools formula changes.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

No.

The school's formula funding proposals do not directly impact on pupils and other stakeholders.

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

<p>Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff</p>
<p>Stakeholders will not directly be affected by the proposals included within this report.</p>
<p>Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?</p>
<p>There is nothing in the report which is considered to impact on this protected characteristic.</p>
<p>What engagement/consultation has been undertaken or planned?</p> <ul style="list-style-type: none"> • How has/will equality considerations be taken into account? • Where known, what were the outcomes of this engagement?
<p>Schools Forum is actively engaged throughout the Schools Formula budget setting. Final schools' formula allocations are submitted to the ESFA for checking and validation.</p>
<p>What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>
<p>Not Applicable</p>

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	The reported grant does impact on pupils within this protected characteristic; however, as school funding is on a formula basis impact has already been considered within previous reports and decision-making processes	Yes	Not Applicable
Disability	There is nothing in the report which is considered to impact on this protected characteristic	Not applicable	Not Applicable
Sex	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Race, ethnicity and religion	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Sexual orientation and gender reassignment	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Pregnancy and maternity	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Marriage and civil partnership	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Armed forces community	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Socio-economic considerations e.g. low income, poverty	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable
Children in care/Care leavers	There is nothing in the report which is considered to impact on this protected characteristic	Not Applicable	Not Applicable

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it? For example, adjustments needed to accommodate the needs of a particular group
Not Applicable
Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this? <ul style="list-style-type: none">For planned future actions, provide the name of the responsible individual and the target date for implementation.
Not Applicable
How will the equality impacts identified here be monitored and reviewed in the future? See guidance document for examples of appropriate stages to review an EQIA.
Not Applicable

6. Sign Off

Completed by: Tracey Anne Nevitt	Date: 20.10.23
Approved by: Louise Dutton	Date:

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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Appendix B School Formula Factor Values						
Factor	23-24 NFF including ACA	23-24 APT	Difference between 23-24 APT and 23-24 NFF	24-25 NFF including ACA	24-25 APT Minimum	24-25 APT maximum
Primary basic entitlement	£3,590.51	£3,584.54	-£5.97	£3,770.02	£3,675.77	3,864
KS3 basic entitlement	£5,062.05	£5,053.61	-£8.44	£5,315.28	£5,182.40	5,448
KS4 basic entitlement	£5,705.25	£5,695.74	-£9.51	£5,991.60	£5,841.81	6,141
Primary FSM	£507.79	£507.79	£0.00	£518.62	£505.65	532
Secondary FSM	£507.79	£507.79	£0.00	£518.62	£505.65	532
Primary FSM6	£745.82	£745.82	£0.00	£867.89	£846.19	890
Secondary FSM6	£1,089.64	£1,089.64	£0.00	£1,270.08	£1,238.33	1,302
Primary IDACI F	£243.32	£243.32	£0.00	£248.72	£242.51	255
Primary IDACI E	£296.21	£296.21	£0.00	£301.64	£294.10	309
Primary IDACI D	£465.48	£465.48	£0.00	£470.99	£459.21	483
Primary IDACI C	£507.79	£507.79	£0.00	£513.32	£500.49	526
Primary IDACI B	£539.53	£539.53	£0.00	£545.08	£531.45	559
Primary IDACI A	£708.79	£708.79	£0.00	£719.71	£701.72	738
Secondary IDACI F	£354.40	£354.40	£0.00	£359.86	£350.86	369
Secondary IDACI E	£470.77	£470.77	£0.00	£476.28	£464.37	488
Secondary IDACI D	£655.90	£655.90	£0.00	£666.79	£650.12	683
Secondary IDACI C	£719.37	£719.37	£0.00	£730.30	£712.04	749
Secondary IDACI B	£772.27	£772.27	£0.00	£783.22	£763.64	803
Secondary IDACI A	£983.85	£983.85	£0.00	£1,000.19	£975.18	1,025
Primary EAL	£613.58	£598.24	-£15.34	£624.46	£608.84	640
Secondary EAL	£1,655.61	£1,614.22	-£41.39	£1,677.56	£1,635.62	1,720
Primary LPA	£1,221.87	£1,191.33	-£30.54	£1,238.33	£1,207.37	1,269
Secondary LPA	£1,851.33	£1,805.04	-£46.29	£1,878.66	£1,831.69	1,926
Primary mobility	£999.72	£974.72	-£25.00	£1,016.06	£990.66	1,041
Secondary mobility	£1,438.74	£1,402.78	-£35.96	£1,460.59	£1,424.08	1,497
Primary lump sum	£135,411.20	£131,144.20	-£4,267.00	142,249	138,409	145,805
Secondary lump sum	£135,411.20	£131,144.20	-£4,267.00	142,249	138,409	145,805
Primary sparsity	£59,559.77	£7,218.47	-£52,341.30	60,435	13,327	61,946
Secondary sparsity	£86,642.01	£10,509.21	-£76,132.80	87,847	19,328	90,043
Middle-school sparsity	£86,642.01	£10,509.21	-£76,132.80	87,847	19,328	90,043
All-through sparsity	£86,642.01	£10,509.21	-£76,132.80	87,847	19,328	90,043
Split sites basic eligibility funding				56,836	55,415	58,257
Split sites distance funding				28,471	27,759	29,183
London fringe	1.0000	1.0000	0.0000	1.0000	1.0000	1

FSM - Free School Meals

IDACI - Income Deprivation Affecting Children Index

EAL- English As Additional Language

LPA - Low Prior Attainment

KS - Key Stage

Appendix C Formula Funding 2023-24 compared to 2024-25 NFF.

School Sector	2023-24 Formula Funding	2023-24 MSAG	2023-24 MFG Budget plus MSAG	2024-25 Estimate @ Full NFF+ ACA (October 2022 data)	% change
	£	£	£	£	%
Primary	749,035	25,336	774,371	784,647	1.3%
Primary	1,459,320	47,085	1,506,405	1,526,800	1.4%
Primary	1,858,958	59,405	1,918,363	1,946,400	1.5%
Secondary	7,507,590	261,270	7,768,860	7,917,035	1.9%
Secondary	6,143,224	217,700	6,360,924	6,482,247	1.9%
Secondary	5,738,904	198,860	5,937,764	6,052,958	1.9%
Secondary	8,159,151	285,476	8,444,627	8,609,740	2.0%
Secondary	3,896,611	137,195	4,033,806	4,114,830	2.0%
Secondary	3,786,403	131,660	3,918,063	3,997,824	2.0%
Secondary	4,598,071	158,260	4,756,331	4,853,323	2.0%
Secondary	4,570,219	156,845	4,727,064	4,824,206	2.1%
Primary	1,872,359	64,495	1,936,854	1,977,119	2.1%
Primary	1,922,655	61,401	1,984,056	2,025,810	2.1%
Secondary	2,442,274	83,173	2,525,447	2,578,599	2.1%
Secondary	2,804,491	97,273	2,901,764	2,965,088	2.2%
Primary	1,762,782	57,903	1,820,685	1,861,532	2.2%
Secondary	2,766,119	100,266	2,866,385	2,931,078	2.3%
Primary	1,657,488	57,306	1,714,794	1,753,863	2.3%
Secondary	1,743,758	61,507	1,805,265	1,847,201	2.3%
Primary	1,729,995	57,860	1,787,855	1,829,804	2.3%
Primary	1,414,337	46,579	1,460,916	1,495,892	2.4%
Primary	1,301,518	43,935	1,345,453	1,377,826	2.4%
Secondary	3,627,957	127,687	3,755,644	3,847,235	2.4%
Primary	1,241,105	40,474	1,281,579	1,313,477	2.5%
Primary	1,265,429	41,936	1,307,365	1,340,360	2.5%
Primary	1,151,223	39,010	1,190,233	1,220,304	2.5%
Primary	491,150	16,225	507,375	520,194	2.5%
Primary	991,487	34,650	1,026,137	1,052,322	2.6%
Primary	922,599	31,173	953,772	978,167	2.6%
Primary	924,281	31,475	955,756	980,226	2.6%
Primary	1,045,776	36,287	1,082,063	1,109,916	2.6%
Primary	962,132	33,330	995,462	1,021,098	2.6%
Primary	919,661	31,741	951,402	976,051	2.6%
Primary	1,029,752	35,875	1,065,627	1,093,351	2.6%
Primary	925,987	32,663	958,650	983,682	2.6%
Primary	868,185	29,932	898,117	921,625	2.6%
Primary	937,177	32,590	969,767	995,318	2.6%
Primary	1,531,562	47,661	1,579,223	1,621,189	2.7%
Primary	951,734	31,962	983,696	1,010,238	2.7%
Primary	1,862,793	63,072	1,925,865	1,978,270	2.7%
Primary	1,162,462	37,766	1,200,228	1,232,955	2.7%
Primary	1,049,309	35,059	1,084,368	1,113,950	2.7%
Primary	954,732	32,779	987,511	1,014,512	2.7%
Primary	1,076,537	36,569	1,113,106	1,144,182	2.8%
Primary	793,735	26,548	820,283	843,274	2.8%
Primary	871,287	29,727	901,014	926,435	2.8%
Primary	804,824	27,318	832,142	855,638	2.8%
Primary	701,129	23,574	724,703	745,333	2.8%
Primary	794,383	27,992	822,375	845,937	2.9%
Primary	1,077,208	38,092	1,115,300	1,147,807	2.9%
Primary	753,609	24,157	777,766	800,510	2.9%
Primary	909,559	28,185	937,744	966,839	3.1%
Primary	608,347	20,334	628,681	648,374	3.1%
Primary	530,622	18,320	548,942	568,372	3.5%
Primary	505,871	16,603	522,474	542,150	3.8%
Primary	700,879	23,968	724,847	752,354	3.8%
Secondary	2,453,212	84,383	2,537,595	2,647,936	4.3%
Primary	644,394	23,116	667,510	705,700	5.7%
Primary	330,171	10,751	340,922	373,782	9.6%
Primary	516,375	18,412	534,787	595,609	11.4%

Report Title:	Medical Vulnerable Base 'The Bungalow'
Contains Confidential or Exempt Information	No
Cabinet Member:	Councillor Amy Tisi
Meeting and Date:	Schools Forum 13 July 2023
Responsible Officer(s):	Lin Ferguson - Executive Director of Children's Services Kelly Nash - Education Support and SEND Strategy Manager
Wards affected:	All

REPORT SUMMARY

The purpose of this report is to provide the Schools Forum with an overview for the Medically Vulnerable base and show how money from the HNB will be spent on revenue.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report:

- Section 19 of the Education Act (1996) states:

Each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

- The LA has a duty to provide education for pupils who are not accessing their full-time education due to medical needs, this can include physical as well as mental health issues and emotionally related school avoidance (ERSA).
- We are proposing to extend the current offer to include a bespoke learning and nurturing environment that will encourage students to re-engage in learning and access education; whilst offering emotional and social support.
- It will be a nurturing, supportive environment and the bespoke programmes offered will be closely linked to the young people's needs, aspirations and interests whilst aiming to build confidence and resilience.
- It will increase the level of access to learning and social interaction, and hopefully aid pupils in their progress to reintegration into school.
- We have acquired a premises for three years (Homer First School Bungalow) and capital funding for the works and initial equipment/furniture.

1. POTENTIAL IMPACTS

- Pupils will engage in learning for sustained periods of time.
- Pupils will access live lessons in Maths and English at a level appropriate to their needs.

- Pupils will attend their sessions at the bungalow in person.
- Pupils will engage in opportunities for increasing their social interactions and develop their confidence around others.
- School staff/pupil relationships will improve due to staff visiting the pupils at the bungalow.
- Transition plans will be effective and a larger number of pupils will return to their original school.

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

- There is currently only one Specialist Advisory Teacher supporting the Medically Vulnerable pupils across all schools in RBWM, maintained and private.
- All pupils require and receive a bespoke package of support, determined by the level of need and engagement.
- The majority of pupils require individual or small group support, which is based around more therapeutic intervention, alongside academic tutoring.
- There is currently not the capacity to increase the number of hours of support offered
- The bungalow will offer a safe, calming environment for pupils to attend on a bespoke timetable.
- The aim of the provision will be to re-engage pupils with education following school absence due to a chronic or acute medical need, and to assist with reintegration back to school, or another education setting when appropriate.
- The layout will be designed to give pupils access to a designated learning area that assimilates some of the aspects of a classroom environment, and a second quieter, therapeutic room, which will be used for facilitating social interactions between pupils as well as being an area for pupils to meet with professionals if required. It will also be a calm space for pupils to retreat to if the need arises.
- The Bungalow will also be equipped with a fully functioning kitchen, which can be utilised by pupils for either recreational or academic purposes, as well as secure outdoor areas.
- Lessons will be offered through an online learning platform. This will give pupils access to subject content which is appropriate to their academic level of attainment. This will be complemented with 1:1, or small group work with a specialist advisory teacher who will support pupils with their online lesson content, as well as offering bespoke teaching. Schools will be expected to continue to give pupils access to subject content from their current schemes of work if required, whilst appropriate academic support will be offered from staff on site.
- Pupils who are absent for medical reasons are often away from school for a sustained period of time. This often results in a challenging reintegration as pupils become unfamiliar with 'education settings' and levels of anxiety around a return to school can increase. Attendance at the Bungalow will hopefully alleviate some of these anxieties for pupils as they will be able to spend time within a more

structured environment similar to that of school, whilst being offered a more individualised programme of study and support.

- Due to the size and layout of the bungalow, there will be space to accommodate up to 8 pupils at a time. It will be available for 5 hours, 3 days a week, thus offering pupils up to 15 hours a week of education, depending on their level of health need. This is considerably more than the current offer of 1-2 hours a week of 1:1 tuition in the home.
- Currently, many school staff are often unable to visit pupils in the home due to insurance reasons. Communication is maintained via technological methods, which often pupils are unable to engage with. The Bungalow will be a safe and secure premises which will be available for school staff to visit pupils in attendance, enabling those staff to build up a relationship with a pupil before a reintegration plan is put into practice.
- Currently, pupils are predominantly supported within their home, with the occasional session delivered in a public place. Safeguarding has always been at the forefront of considerations due to the advisory teacher being in the home. Whilst there will be strict safeguarding policies and procedures in the Bungalow, it will also alleviate some of the previous worries as pupils will be seen in a public building where other professionals will always be present.

The table below contains data relating to the medically vulnerable pupils who received support in the year 2022-2023 and the current figures.

Overview of pupils Supported		
	2022-2023	Currently open
Total Number of pupils supported	33	13
Medical Diagnosis		
Mental Health	21	8
Physical medical need	12	5
Provision Received (Some pupils have a mixture of provision depending on needs)		
1:1 (1-2hrs a week)	20	4
AV1 Robot	9	4
Alternative Provision	4	5
Age of Pupils		
Key Stage 1	0	1
Key Stage 2	6	0
Key Stage 3	14	4

3. KEY IMPLICATIONS

2. What will happen if we don't have the bungalow?

- Under S19 of the Education Act, LAs have a responsibility to arrange full time education (or as much as a pupil can manage) following an absence of 15 days, consecutively or cumulatively.
- Currently, pupils whose absence has been explained, by a health professional, as being linked to a diagnosed health need, are supported by the Specialist Advisory Teacher for MV pupils.
- Currently, pupils are allocated 1-2 hours per week of direct 1:1 support, either within the home, or at an agreed place outside of the home.
- Schools are expected to complement this support by providing access to current work and maintaining regular, meaningful contact with the pupil and parents.
- As it currently stands, pupils who are unable to attend school due to medical reasons are not receiving sufficient education, due to a lack of resources, thus causing further implications for a return to school.
- The LA and schools have to work collaboratively to ensure pupils who are unable to attend school due to medical reasons maintain access to as much education as their health allows.
- The proposed plan will offer access to education for 5 days a week; This will be delivered through an online teaching platform that pupils can access both at home and in other settings, including the 'Bungalow'
- The 'Bungalow' will offer up to 3 days a week, depending on the needs of the pupil, of direct support from a specialist advisory teacher and HLTA which will complement the online learning and provide opportunities for social interactions and pastoral care.
- The 'Bungalow' will also offer a space for professionals, either from school or other agencies, to meet with pupils as part of a support offer or transition plan.

1.

THRESHOLDS FOR MEASURING THE EFFECTIVENESS OF THE 'BUNGALOW'

- Pupils will engage in learning for longer sustained periods of time.
- Pupils will access live lessons in Maths and English at a level appropriate to their needs. This learning not reliant on school resources
- Pupils will attend their sessions at the bungalow in person.
- Pupils will engage in opportunities for increasing their social interactions and develop their confidence around others.
- School staff/pupil relationships will improve due to staff visiting the pupils at the bungalow.
- A larger number of pupils will make a successful reintegration back to their role school.

3. 4. FINANCIAL DETAILS / VALUE FOR MONEY

Table 2 Estimated Total costs per annum

Teacher	40,176
Teaching assistant	23,949
Staff costs	64,125
Curriculum costs	16,475
Running Costs	4,039
Other costs	3,000
Total	87,639
Less Staff costs	(40,176) Already budgeted
Net Cost to HNB	47,463
Annual Per Pupil Cost (8 pupils)	10,955

4.

5. 5. LEGAL IMPLICATIONS

6. There are no legal implications directly arising from this report.

7. 6. RISK MANAGEMENT

- The safety of the pupils needs to be considered at all times.
- Risk assessments for all pupils will be written to ensure safety of pupils on site.
- A General risk assessment to cover all pupils and the building will be written before commencement and updated regularly to cover the cohort of pupils attending.
- The safeguarding of pupils will be paramount at all times. There will be a DSL on site and relevant safeguarding policies and procedures will be written, reviewed and amended regularly and as the needs of the cohort change.

8. 8. CONSULTATION

There is no requirement for stakeholder consultation arising from this report

9. 9. TIMETABLE FOR IMPLEMENTATION

The plan is for opening in January 2024 pending completion of building works, appointment of staff and successful set up of an online learning platform.

10. BACKGROUND DOCUMENTS

- This report is supported by the following background documents:
1.

[Alternative Provision Guidance 2016](#)

[Ensuring a good education for children who cannot attend school because of health needs](#)

[supporting pupils at school with medical conditions](#)

[AFC Medical Needs Policy](#)

11. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory:</i>		<i>Statutory Officer (or deputy)</i>	
Elizabeth Griffiths	Executive Director of Resources & S151 Officer		
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer		
<i>Deputies:</i>			
Andrew Vallance	Deputy Director of Finance & Deputy S151 Officer		
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory:</i>		<i>Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>	
Lyn Hitchinson	Procurement Manager		
<i>Mandatory:</i>		<i>Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>	

Samantha Wootton	Data Protection Officer		
Mandatory:		<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>	
Ellen McManus-Fry	Equalities & Engagement Officer		
Other consultees:			
Directors (where relevant)			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Social Care & Health		
Lin Ferguson	Executive Director of Children’s Services & Education		
Assistant Directors (where relevant)			
<i>Insert/delete as appropriate</i>	Assistant Director of		
	Assistant Director of		
	Assistant Director of		
External (where relevant)			
<i>Insert/delete as appropriate or N/A</i>			

Confirmation relevant Cabinet Member(s) consulted	Cabinet Member for.....	Yes/No <i>delete as appropriate</i>
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	No
Report Author: TBC		

Report Author: Kelly Nash, Education Support and SEND Strategy Manager, 07702618000

Sign Off

Completed by:	Date:
Approved by:	Date:

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Report Title:	Wellbeing Service Report
Contains Confidential or Exempt Information	No - Part I
Cabinet Member:	Councillor Tissi, Cabinet member for Children's Services, Education and Windsor
Meeting and Date:	Schools Forum – 16 th November 2023
Responsible Officer(s):	Lin Ferguson Director of Children's Services AfC Rebecca Askew Head of Service
Wards affected:	All

REPORT SUMMARY

The objective of this report is to provide the Schools Forum with:

The current and future service provision from the Wellbeing Service based on local Social, Emotional and Mental Health (SEMH) considerations and developments to support increasing SEMH needs.

In reference to the Corporate Plan 2021-26 the Wellbeing Service aims to support children, young people and their families as early as possible to address mental health and wellbeing concerns before they escalate. This is the predominant reason that the service is committed to delivering preventative interventions such as the Wellbeing Champions and Senior Mental Health Ambassadors, Parent Child Attachment Play (PCAP) and Helping Your Child groups on an annual basis, alongside their Early Help Hub commitments. The service is required to make the most effective use of resources to promote health and wellbeing, and there is due regard to reducing any inequalities in service accessibility and delivery as outlined in the annual report September 2022- August 2023. In doing so the service is intent on aligning service-delivery to our local communities' diverse needs and cultures. A key objective of the service from inception was to reduce the necessity for families to access crisis intervention. The service has due regard to borough-wide Health & Wellbeing strategy and reports outcomes and impact data at the Early Help Governance Board and Performance Board on an annual basis.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the report and:

i) **Proposal 1 – Provides continued grant funding of £120,000 per annum to the Wellbeing Service.**

Table 1: Options arising from this report

Option	Comments
Continued grant funding of £120,000 from the Schools Forum to the Wellbeing Service. This is the recommended option	This will support the continuity of the service and help to address the demand for Wellbeing services.
No action	The cases will need to be signposted to CAMHS (further

Option	Comments
The Wellbeing Service does not continue to receive grant funding from the Schools Forum.	<p>increase in wait times for these vulnerable children and young people). South East region CAMHS referrals have increased by 300% since the start of the pandemic.</p> <p>Increased generation of requests for SEMH, Education, Health & Care Plans.</p>

2. KEY IMPLICATIONS

Table 2: Key Implications arising from this report

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
The Wellbeing Service does not continue to receive grant funding from the Schools Forum	<p>Early Help & CAMHS wait times will increase.</p> <p>Reduction in preventative & early intervention for mental health in order to meet EHH referral and Social Care requirements.</p> <p>Increased pressure on high needs block budget for SEMH needs.</p>	<p>Continued delivery of preventative, early and targeted intervention for mental health in order to meet EHH referral and Social Care requirements</p> <p>Reduction of Early Help wait times for Play Therapy.</p>	<p>Further collaborative support can be extended to AfC teams e.g. Young Carers and children/young people who are ERSA/EHE with Mental Health and Wellbeing Needs as a primary concern and support Social Care colleagues with managing and understanding therapeutic needs of complex SEMH cases.</p>	None	<p>16th November 2023 – 16th November 2024</p>

3. FINANCIAL DETAILS / VALUE FOR MONEY

3.1 There are no new financial implications arising from this report.

4. LEGAL IMPLICATIONS

5.1 There are no new legal implications arising from this report.

5. RISK MANAGEMENT

Table 3: Impact of risk and mitigation

Risk	Level of uncontrolled risk	Controls	Level of controlled risk
Salary costs are incremental so any year on year uplifts would have to be found within the current budget potentially increasing overspends.	Medium	N/A	Medium
Pupils with social, emotional and mental health EHCPs continue to be the hardest to find appropriate school places for. Their needs are often more complex, related to other neurodiverse, anxiety disorder and attachment needs. This can effect the Wellbeing Service intervention duration (creating longer wait times) due to the complexity of needs and the impact of other stressors relating to placement.	Medium	The agreement to open further specialist schools in RBWM which can support CYP with SEMH needs. Some referrals can be redirected to Systemic Wellbeing if needs are particularly complex and assessment indicates the requirement for longer term therapeutic input (in excess of 15 weeks).	Medium
Workforce stability is threatened because pay scales offered in RBWM are perceived as being significantly adrift from other local authorities, both locally and nationally. This leads to significant challenge in recruiting given the corresponding impact of the increase in the cost of living. This will lead to issues with service delivery and the attendant effects on service reputation and meeting Early Help demands.	Medium	This is somewhat supported by service input from the Getting Help Team and Mental Health Support Teams employed by CAMHS (Berkshire Healthcare Foundation Trust).	Medium
Mental Health crisis accelerates with impact on	High	There are a range of mental health services	Medium

RBWM to support consequences e.g. demand pressures on scarce resources.		available in RBWM in addition to the services that CAMHS provides e.g. Number 22, Kooth, Talking Therapies and the AnDY Clinic.	
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6. POTENTIAL IMPACTS

- 6.1 Equalities. With regard to not agreeing the recommended option a detrimental and/or disproportionate impact on particular groups is likely. This is particularly pertinent to service users and public groups with disabilities who are disproportionately represented as having a higher incidence of mental health and wellbeing needs which is evident in the referrals received for Wellbeing and Getting Help Teams support via the Early Help Hub and Social Care. An EQIA is available as Appendix A.
- 6.2 Climate change/ sustainability. The service continues to develop quality assured digital based interventions managing anxiety webinars for parents/carers and therapeutic packages that are successfully delivered online.
- 6.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report. A Data Protection Impact Assessment (DPIA) has been completed. The DPO noted no objections to the proposed processing and made the following recommendations to ensure full compliance with the UK GDPR:
- A Wellbeing Team privacy notice to be drafted and shared with individuals when the referrals from the Early Help Hub are accepted by Team. The privacy notice must make clear how personal data will be processed by the GHT. This will ensure compliance with articles 13 and 14 UK GDPR (right be informed) and also provides further mitigation against the privacy risk identified above (point 1.)
 - Withdrawal of consent must be prominently recorded on PARIS so all practitioners are aware at all times when consent has been withdrawn by the data subject. A discussion with the PARIS Team may be required.
 - The MOU does not constitute a data sharing agreement therefore all personal or pseudonymised data must only be shared under a data sharing agreement (ICO's data sharing code of practice). The DPO must be consulted in regards to the data sharing arrangements with NHS England, DfE and Joint Management Boards.

7. APPENDICES

- 7.1 This report is supported by two appendices:
- Appendix A – Equality Impact Assessment
 - Appendix B (see section 8)

8. BACKGROUND DOCUMENTS

- 8.1 This report is supported by the following background information:
- The Wellbeing Service – Overview

- Headline Data
 - Referral Information
 - Wellbeing Team Activity
 - Cognitive Behaviour Therapy – Wellbeing Team
 - Play and Creative Arts Therapy
 - Attachment Focused Family Therapy
 - Service Evaluation
 - Areas for Development
 - Helping Your Child Parent group
 - Parent Child Attachment Play (PCAP)
 - Emotional Wellbeing Champions
 - Senior Mental Health Ambassadors
- Appendix B - Data Protection Impact Assessment (DPIA)

Wellbeing Service

Service user testimonials

"I feel a lot more myself and more confident...I finally was able to achieve the things that I really wanted to do e.g. coming back to school, clubs and a lot more."

Feedback from a 13 year old after low intensity CBT

"I thought the work was brilliant...I now sit back and when Freddie or James are having a melt down... I now stand there and [calm voice] ask, 'so what is going on?' I'll talk and ask what is going on? How are you feeling? How can I help you? Have you had a bad day? I don't think you understand the impact you had with me and my family, or myself, I was constantly up against [professionals]... it was only when you stepped in then things started to happen... I don't think you realise the impact that had, positively, on me and my children".

Feedback from a Parent of 2 children with neurodiversity and complex needs after an attachment focused family intervention.

'He is talking about his feelings more now...I can then understand why, then I can be more sympathetic towards him'.

Feedback from a Parent of a 12 year old who had a play therapy intervention

"He would come back to class calmer and feeling more positive about himself"

Feedback from a teacher after a Play Therapy intervention in school

Overview

The Wellbeing Team is currently comprised of 2.4 fte Psychological Wellbeing Practitioners who have been supported since July 2020 by 1.5 fte Children and Young People Practitioners from the Getting Help Team (employed by Berkshire Health Foundation Trust, BHFT). The Wellbeing Team was set up in response to increasing concerns about the mental health and wellbeing of children and young people and was specifically identified by RBWM school audits as an area of need. 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 felt supported with the aim to reduce the need to escalate to specialist services such as the Child and Adolescent Mental Health service (CAMHs) and Social Care.

Support from the team is open to all children and young people attending Windsor and Maidenhead schools (5 to 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 Play Therapy, Cognitive Behavioural Therapy (CBT) informed strategies and group work or workshops with children and young people and indirect work such as training, wellbeing framework development and signposting.

The team currently offer Play and Creative Arts Therapy, Dyadic Developmental Psychotherapy (aka Attachment Focused Family Therapy), Cognitive Behavioural Therapy (low-Intensity) and the Parent- Child Attachment Play (PCAP) group. Alongside this the team offers bespoke training for staff, parents and young people.

The Intervention process begins with an initial assessment during which the Wellbeing Practitioner will obtain pre-measures of a young person's symptoms from both the child's and parent's perspective. Treatment goals are identified and agreed with the young person and these are shared on the Early Help Hub Plan.

Treatment measures will vary depending on the intervention delivered. At the completion of the intervention, post-measures are gathered from the child and parents in order to ascertain any change in symptoms and thoughts/feelings. These measures are discussed and explored with the young person at the end of treatment.

A closing letter or report is compiled and sent to the young person, parents and lead professional (usually a school representative) outlining goal progress, treatment, outcomes and feedback on measures and in addition to this any recommendations for further support.

The Play Therapy wait times have remained consistent at around a 6-9 month wait since the last impact report, this represents an increase in wait times since the last annual report and is due to staff being on maternity leave. We anticipate a reduction in the Play Therapy wait time once we are back to full staffing capacity in January 2024.

Interventions, measures and outcomes

The impact of interventions delivered by the Wellbeing Service, and the quality of the workshops and training are evaluated using a mixture of standardised/evidence based and purposefully developed measures. These are used to inform the therapeutic intervention alongside the Part 1/ Part 4 (pre/post Early Help) scaling.

The two measures the Wellbeing Team routinely use for measuring therapeutic interventions with young people are the Revised Children's Anxiety and Depression Scale and the Strengths and Difficulties Questionnaire (SDQ).

The RCADS is a 47-item questionnaire that measures the reported frequency of various symptoms of anxiety and low mood. The RCADS can be completed by young people aged from 8 to 18 years and the RCADS-P can also be completed by the parent or carer of young people aged from 8 to 18 years. The person completing the questionnaire rates each of the items according to its frequency on a likert scale.

The SDQ is a widely used screening instrument for completion by children and young people themselves, by parents and other significant adults. It samples five behavioural domains: emotional symptoms, conduct problems, hyperactivity, problems with peers and pro-social (helping) behaviour. The first four scales can be summarised in a global Total Difficulties Score.

Headline data and Highlights

From September 2022- August 2023 a total of 199 individuals were referred to the Wellbeing and Getting Help Team this represents a slight increase from last year when 172 young people were referred.

- 135 young people were referred to the Getting Help Team from September 2022- August 2023 62% of whom were female and 38 % Male.
- 64 young people were referred to the Wellbeing Team from September 2022-August 2023 of whom 52% were males and 48% females.
- 108 children/young people and their families were referred to and supported by the Wellbeing Team during September 2022-August 2023.
- 43 young people and/or their families accessed individual, family or group based therapy sessions during this period, of these 4 parents attended the Helping Your Child group course and 6 attended the Child Parent Relationship Therapy Group.
- 8 parents accessed a parent group during this period, this represents a 50% reduction on last year which might be due to our courses now being delivered face to face.
- 4 young people accessed a 1:1 CBT intervention with the Wellbeing Team.
- 22 young people (77% male and 23% female) accessed individual Play Therapy and the average age was 8.6 years old.
- 9 families accessed Dyadic Developmental Psychotherapy/ attachment focused family therapy (consultation model and therapeutic intervention model). This is a significant increase from last year where we offered 2 families this intervention.
- 15 schools (primary, middle and secondary) with a total of 82 pupils attend the Emotional Wellbeing Champions and Senior Mental Health Ambassador (SMHA) training days this year. This is a significant increase in pupils attending this event since last year (51).

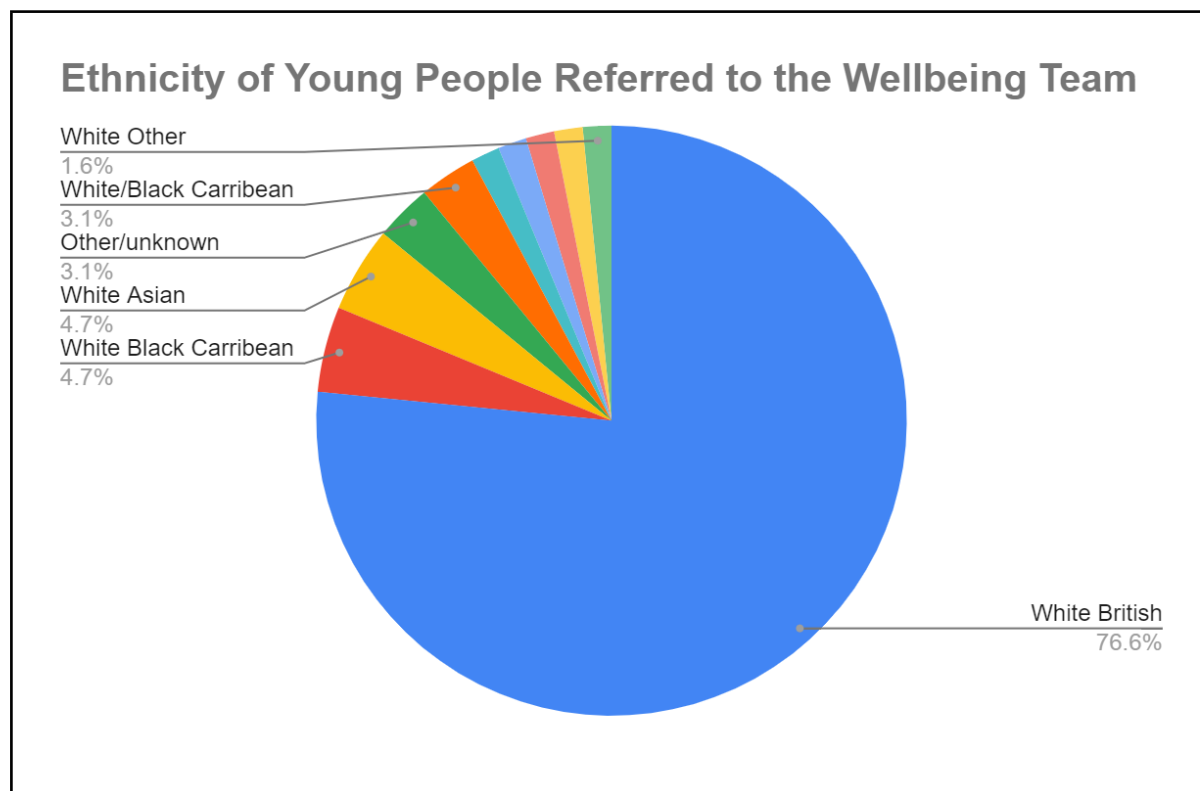
Ethnicity of Young People Referred to the Wellbeing Team

The Office for Health Improvement and Disparities in 2022 reported that *'almost 78% of RBWM's population were from a White British background. 14% of RBWM's population were from a Black, Asian and Minority Ethnic (BAME) background, compared to 15% in England. 9% of RBWM's population were from a White non-British background, compared to 6% nationally. People from an Asian background made up nearly 10% of RBWM's total population and were the largest BAME ethnic group'*

The pie chart below shows the ethnicity of young people referred to the Wellbeing Team. The majority were 'White British', with this group accounting for 76.6% of referrals. The second two largest groups referred (at 4.7% each) were White Asian and White Black Caribbean'. White-Black Caribbean and Others/unknown represented 3.1% of referrals

each. White Other, White-Eastern and White Western Europeans all had 1.6 % of all referrals each.

This chart suggests we need to continue to find ways to meet the needs of children and families from our largest ethnic group; people from Asian backgrounds. People from Asian backgrounds make up 10% of the RBWM population, but only 4.7% of our referrals are for children from this ethnic group. In 2023/24 we will be working alongside the Specialist Parenting Worker from the Family Hub to target our provision towards these children and families.



Wellbeing Team Activity

Activity	Total
Total number of schools supported	46
Total individual referrals taken from the Early Help Hub	64
Total number of children/youngpeople/ families supported	108
Total number of wellbeing assessments	7
Total number of training sessions delivered to schools (inc. PPEP care, consultation and SEND conference)	3

This year has seen the ongoing trend towards the Wellbeing Team offering play therapy and family based therapies. Our close partnership with the Getting Help Team means we are now offering less CBT informed interventions. However the increased capacity in low intensity CBT from Berkshire Healthcare Trust (NHS) has enabled us to focus our CBT capacity towards children and young people who need a more flexible approach, but who

may still benefit from CBT approaches, we have had success with key cohorts, such as CYP presenting with Emotionally Related School Avoidance (ERSA).

The Wellbeing Team continue to complete assessment and triage as part of case work but tend not to offer stand alone Wellbeing Assessments, this year we completed 7 stand alone assessments.

46 schools were supported by the Wellbeing team, the minimum number of cases supported in a school was one and the maximum number of cases supported in a school was seven.

Summary of the presenting difficulties of young people referred to the Wellbeing Service September 2022- August 2023

It should be noted that some cases had more than one presenting difficulty. Following referral and initial triage a primary need was identified and an appropriate intervention was suggested.

Primary Concerns on referral	Number of Pupils
Emotional Regulation	21
Attachment Difficulties	14
Anxiety (unknown)	10
Anger Management/Behavioural Difficulties	5
Low Mood & Depression	4
Separation Anxiety	4
Self-Esteem/Confidence	2
Phobia	1
Self-Harm	1
Emotionally Related School Refusal (ERSA)	1
Total	64

21.8% of the cases referred to the Wellbeing Team had Emotional Related School Avoidance (ERSA) as a co-existing issue alongside the primary presenting issue noted above. This is a 12.5% increase on last year.

Cognitive Behavioral Therapy

The Wellbeing Team

The Wellbeing Team has offered a small amount of CBT informed intervention over the past year. This work has been supported by colleagues from the Educational Psychology Service and has been focused on Behavioral Activation and also Anxiety Management. For the Wellbeing Team's CBT informed offer RCADS were obtained from both parents and young people before and after the CBT intervention to help evaluate the impact of the intervention and outline progress to the young person and their family. A case study of one of these cases, including pre and post intervention data is shown below.

Wellbeing Team

CBT Impact Case Study

Client: Zoe Age: 13

Intervention: To support Zoe in getting back into school (ERSA)

Referral Background

Zoe was referred to our team in December 2022. She had been struggling to attend school since she moved to senior school in September 2022. Her specific fear of being sick (emetophobia) left her constantly worrying about different aspects of school life and due to her high levels of anxiety her parents decided to take her out of school at the end of January.

Aim of Therapeutic Support

It became clear during the wellbeing assessment that Zoe regretted coming out of school and really wanted to go back. She was missing the social contact with her friends and felt embarrassed in front of others for not being in school. The experience of being home educated for a short period made her realise how much she was missing out on and made her highly motivated to go back to school.

The aim of the therapeutic support was:

To support Zoe in her return to school, working closely with the school to make it a positive experience for Zoe.

To help Zoe to face her anxiety and achieve the things she wants to achieve.

To guide Zoe's mum in how to best support her daughter in the return to school and the management of her anxiety.

Overview of Wellbeing intervention

Over the period March – July 2023 I had 12 sessions with Zoe and her mum. We initially met at the Windsor Family Hub whilst preparing for the return to school and started to meet at school once she was back after the Easter holidays.

We used the "School Wellbeing Cards" to identify areas that Zoe was finding difficult in relation to school. The areas that Zoe identified were:

- I don't have many friends.
- I worry about coming into school.
- I worry about break times.
- **I feel unwell when I think about school.**
- **I worry about being away from my parent.**
- The other kids are mean to me.
- I worry about the schoolwork.
- I get to watch TV, play games etc if I stay at home.

- I feel worried at school.
- Sometimes I feel like I don't belong.

The two statements in bold were a particular difficulty, since feeling unwell would bring up her fears relating to the emetophobia and would make her worried that she might be sick, consequently leading to heightened anxiety and possibly the onset of a panic attack. The thought of her mum not being around when being sick or experiencing a panic attack would make her even more worried, since her mum makes her feel safe.

We looked at what happens in our body when we get anxious and how these symptoms can easily be mistaken for symptoms of sickness. Asking the question "Am I being anxious?" can help to identify whether the symptoms are anxiety related and will pass after a little while. We looked at the anxiety curve and how anxiety reduces if we stay in a situation for long enough, and how the curve gets lower the more often we do what makes us anxious.

Zoe was determined to go back into school after the Easter holidays. We arranged a meeting with the Co-Headteacher and the Educational Welfare Officer for the last week before the Easter holidays to plan Zoe's return. Zoe impressed us all with her confidence and determination to achieve her goal of going back to school. She explained passionately why she wanted to be back at school and how she didn't want the anxiety to win over her. A separate meeting was arranged for the following day at school to look at Zoe's timetable and to RAG rate her subjects. Zoe started off by doing shorter days and gradually built up her attendance. She was given an exit card and was allowed to go to the wellbeing hub or the individual learning centre if she was struggling to go into or stay in lessons. This was clearly communicated to her form tutor and all her teachers to avoid misunderstandings. Zoe had regular meetings with a representative from the pastoral care team to review her timetable and plan next steps. She felt very safe and supported by this member of staff, which made a big difference in her transition back into school. Having a safe place and caring adults in the school were key protective factors that have helped to build up Zoe's school attendance. Zoe also quickly made new friends which helped to increase her sense of belonging at school.

Zoe was brave and quickly joined some after school clubs, despite feeling nervous at first. Whenever she was worried about a next step, we drew out the CBT cycle and identified her thoughts, feelings, physical sensations, and actions. She often expected the worst to happen, and these negative thoughts made her feel worried, which led to unpleasant physical symptoms and the temptation to stay in her comfort zone. By facing her fears and giving the after school clubs a go, she learned that often things work out better than expected, and she gained increased confidence and a sense of mastery.

Zoe's emetophobia was a key factor in stopping her from being able to attend a full school day. When Zoe first went back into school, she was feeling quite anxious in the mornings which would lead to an upset tummy. This would trigger her fear of being sick. She rationalised that having an empty stomach would reduce the risk of vomiting, so on most days she wouldn't eat breakfast to avoid being sick at school. She also didn't like the idea of eating in the school canteen and wouldn't drink much since she didn't like using the toilets at school. These are safety behaviours she adopted to reduce the

risk of getting sick and having to vomit. It is difficult to get through a whole school day, let alone concentrate in lessons, when you haven't eaten or drunk sufficiently. To begin with, Zoe would go home at lunch time and have a big meal. But again, Zoe managed to face her fears and started to eat in the school canteen, which has over time become a 'normal thing' for her.

Her anxiety before school decreased over time, which has led to her feeling more comfortable to eat breakfast in the mornings. Not having an empty stomach has made it easier to stay longer at school and to attend after school clubs.

Zoe's mum was part of all sessions and has supported Zoe in the implementation of discussed ideas and strategies in between sessions. This joint up approach has significantly contributed to the success of the intervention since it gave her the confidence to see difficult situations through with her daughter rather than allowing Zoe to avoid them.

Outcome Measures Pre and Post evaluation

Zoe's world opened up immensely. When we first met, she was mainly staying at home and was even too anxious to go to a supermarket with her mum. She wasn't seeing friends, didn't engage in any activities and wasn't accessing learning. Now she is back in school, has made many new friends, has joined sports clubs, is assisting with swimming lessons for children and is accessing learning. She is feeling much more positive about her life and her anxiety, in her own words, "has shrunk from the size of the world to the size of a grape". It is still there, but it is not controlling her life anymore.

Zoe's attendance has increased significantly over the course of the intervention, from 0% attendance when I first met her in March and she was being home educated to 80.5% attendance in the summer term. The table below shows her attendance over the whole academic year. It was helpful to Zoe that she only had a short period of home education (February - Mid April 2023), which meant that she was still familiar with her teachers, classmates, timetable etc. and didn't have to start from scratch. It was also hugely beneficial to her to go back at the time she did, since she was able to build up her confidence and readiness to attend school full time in the next academic year, which will be her GCSE year for her. Being back at school has given her the chance to choose her GCSE subjects and has boosted her motivation and confidence to do well in Year 10, which will be a significant milestone for her.

Zoe's school attendance 2022/2023

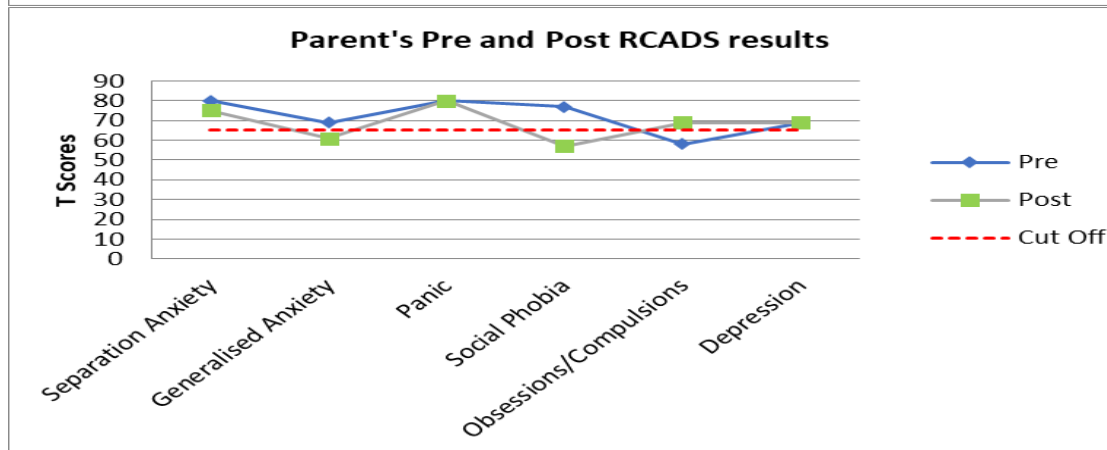
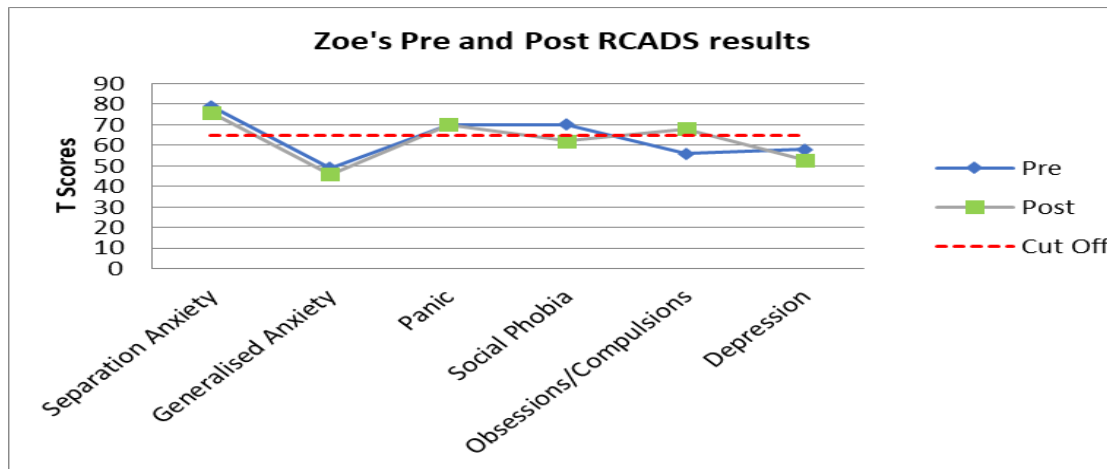
<i>Attendance (%)</i>		
<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
25.60	14.30	80.50

The RCADS scores taken from Zoe and her mum at the end of the intervention both show improvements in the areas of separation anxiety, generalised anxiety, depression, and especially social phobia (see graphs below). Zoe's mum was pleased to see her daughter

as she knew her, confident and outgoing. Zoe's comments on the Experience of Service questionnaire confirms this positive improvement:

"I feel a lot more myself and more confident."

"I finally was able to achieve the things that I really wanted to do e.g. coming back to school, clubs and a lot more."



Recommendations and next steps:

Looking at the RCADS results, we can see an increase in obsessions/compulsions, which again can be linked to emetophobia. Zoe has moved from her safe home environment to being back at school, where there are many perceived threats, which her emetophobia tells her could lead to the worst possible outcome of being sick. To keep herself safe, she is extra hypervigilant and engaging in obsessive/compulsive behaviour.

The post RACDS result also still shows a raised level of separation anxiety, although this has reduced. Zoe's mum is her safe place, so when she experienced a high level of anxiety or a panic attack, she straight away reached out to her mum either by text message or phone call and her mum would come into school to calm her down or take her home. Going forward, it will be helpful to reduce and eventually eliminate the mobile phone contact with her mum whilst in school and learn to calm down with the help of a supportive adult in school. Continuing to do things independently away from her mum will also help Zoe to reduce her separation anxiety.

The goal of the intervention was to support Zoe in getting back into school, which she has achieved. Alongside this, Zoe has started to reduce her safety behaviours, which she

put in place to keep her safe from vomiting, however emetophobia is a complex issue and requires higher intensity treatment. Therefore, I have recommended a referral to CAMHS. She is a determined young person who is now in a strong place of attending school, engaging in meaningful activities, and having built up a good circle of friends, so I am confident that Zoe will achieve her next goal of freeing herself from the emetophobia.

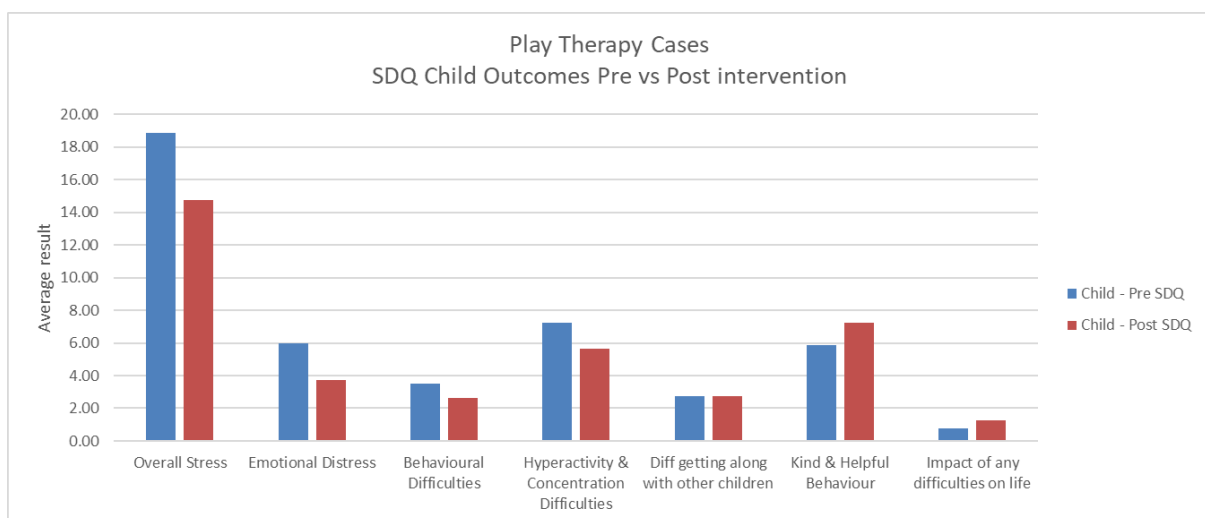
Play and Creative Arts Therapy

During the reporting period 22 young people (77% male and 23% female) accessed individual Play Therapy, the average age 8.6 years old. Due to the younger age of this cohort, the primary tool used to measure impact was the parent, school and child Strength and Difficulties Questionnaire (SDQ). Play therapists also gather information about goals from school and parents to help focus their support. Outcome measures were taken before and after intervention to help evaluate impact.

The results from cases with a complete set of pre and post data from child, parent and School SDQ evaluations are shown below. The number's included in the data set are outlined below.

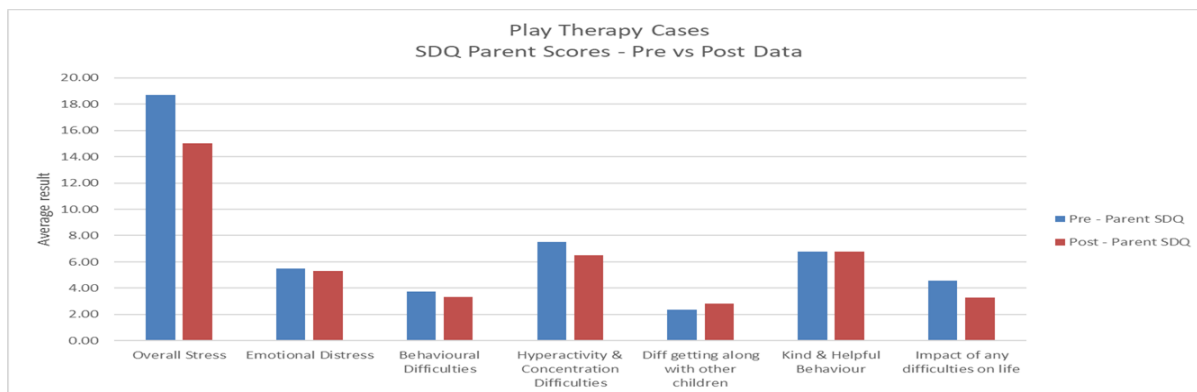
Child pre and post SDQ results

The graph below shows the child SDQ pre and post outcomes. 36% of cases (8 children/ young people) completed both pre and post questionnaires. It should be noted, not all children are asked to complete the SDQ due to age and developmental stage. **The data set shows children/ young people reported a reduction in most subsets of symptoms,** including; overall stress, emotional distress, behavioural difficulties and hyperactivity difficulties. There was no change in difficulties getting along with other children. There was an increase in kind and helpful behaviour. Results show overall, there was an increase in the impact of the difficulties on the child's life.



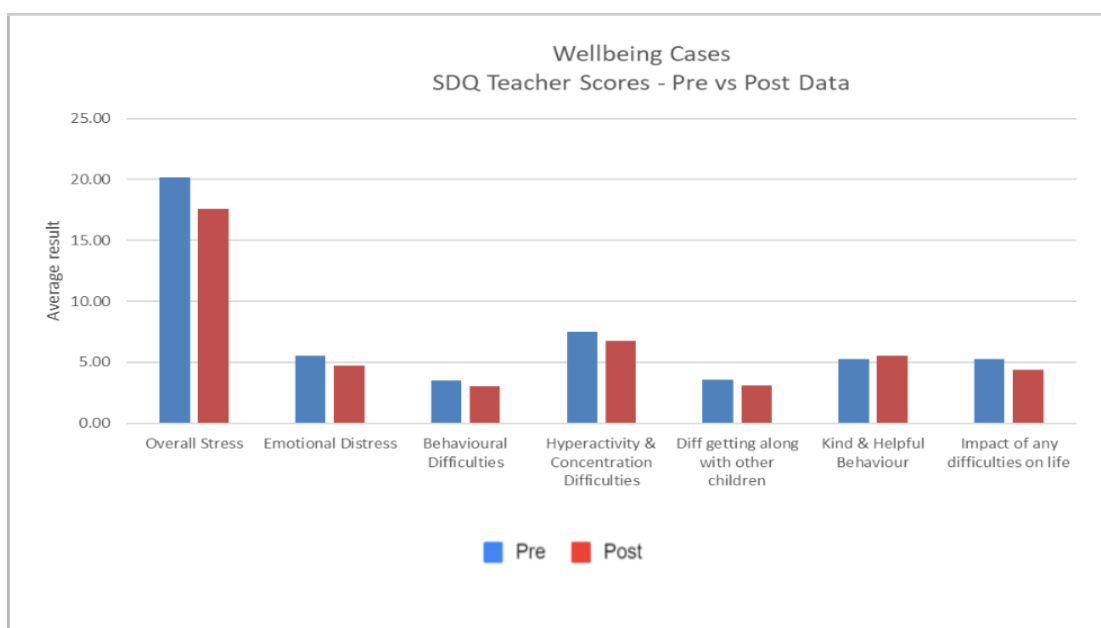
Parent Pre and Post SDQ

The graph below shows the parent SDQ pre and post outcomes. 86% cases (19 parents/ carers) completed both pre and post questionnaires. **The data set below indicates parents saw a reduction in most subsets of symptoms**, including overall stress, behavioural difficulties, hyperactivity/ concentration difficulties and a reduction on the impact of the difficulties on life following the play therapy intervention. Parent/ carers responses indicated a slight reduction in emotional difficulties and a slight increase in kind and helpful behaviour. Parents' responses indicated they saw an increase in difficulties getting along with other children.



School pre and post SDQ results

The graph below shows the teacher SDQ pre and post questionnaire outcomes. 68% (representing 14 children/ young people) of all the cases supported returned the pre and post questionnaires. **The data set below indicates teachers saw a reduction in all subsets of symptoms** including: overall stress, emotional distress, behavioural difficulties, hyperactivity/ concentration difficulties, difficulties getting on with other children and impact on life in children/young people accessing a play therapy intervention. Teachers reported an increase in kind and helpful behaviour.



Play Therapy Impact Study:

Kay, aged 9

Background of case:

At the time of the referral, Kay appeared to have many worries and seemed very anxious. There were also concerns around her withdrawn behaviour. There was ongoing family conflict adding to her worries and she was always trying to please others. Mum and school wanted to provide Kay with a safe space to explore her difficult experiences, feelings, and thoughts. As well as help develop ways to express her true feelings to others. We also wanted to explore her strengths; in the hope this would improve her self-esteem.

Impact of sessions:

During our play therapy sessions, Kay explored her family dynamics and especially the difficulties around her parents' separation. She considered the obstacles in her way to manage her feelings, especially around contact. She likes things to be balanced and calm and for things to be fair. I think she has struggled to know how to manage her relationship with her parents as they were no longer a family unit. The sessions gave her the space to explore and consider the difficulties and through reflection to normalise these feelings. She explored the things that make her feel safe and we used creative visualisation techniques to explore her calm place, for when she felt overwhelmed.

Kay initially found discussing and sharing her feelings difficult, and it took several weeks before this was possible. Using art, clay, and messy play she started to investigate links to colours and feelings. We then started to link feelings and emotions and consider how these make our bodies feel. Messy play also seemed to help Kay push boundaries and at times become quite rebellious and free. I think this helped her link to positive feelings and emotions and how the freedom of this may have helped shift focus to herself. Creative arts allow us the freedom unconsciously to explore what we are drawn to and help us gain a deeper understanding of ourselves.

I spoke to mum about the use of reflective functioning, to strengthen, and deepen Kay's ability to express her emotions. This is where her supporting adults reflect how they believe she is feeling. She will then gain an insight into how her behaviours are seen by others, allowing her to feel seen, heard and understood

By the end of our intervention improvements had been made in all the therapeutic aims set at the beginning. See below for full details.

Therapeutic Aims and Outcomes

Express her emotions (Mum and School)

Mum feels that progress in this area has been made. Kay does not always sit down and discuss how she is feeling but will come to her with things that concern her. She is now able to talk about things that she likes and sees as positives about herself.

School feels that she would express her needs to her supporting adults if she had any concerns. She has developed a good relationship with her new class teacher and her new confidence would allow her to ask for help if needed.

Improved self-esteem (Mum)

Mum feels there has been tremendous progress in this area and that there has been a 360-degree change. She feels that Kay has changed so much, and no further improvement

is needed, it is reported that she is incredibly resilient and thriving. Her confidence has grown, and school have also commented on this progression. An example of this is how she is now able to take constructive criticism in outside school activities. This has helped her progress and be more confident in her horse riding lessons.

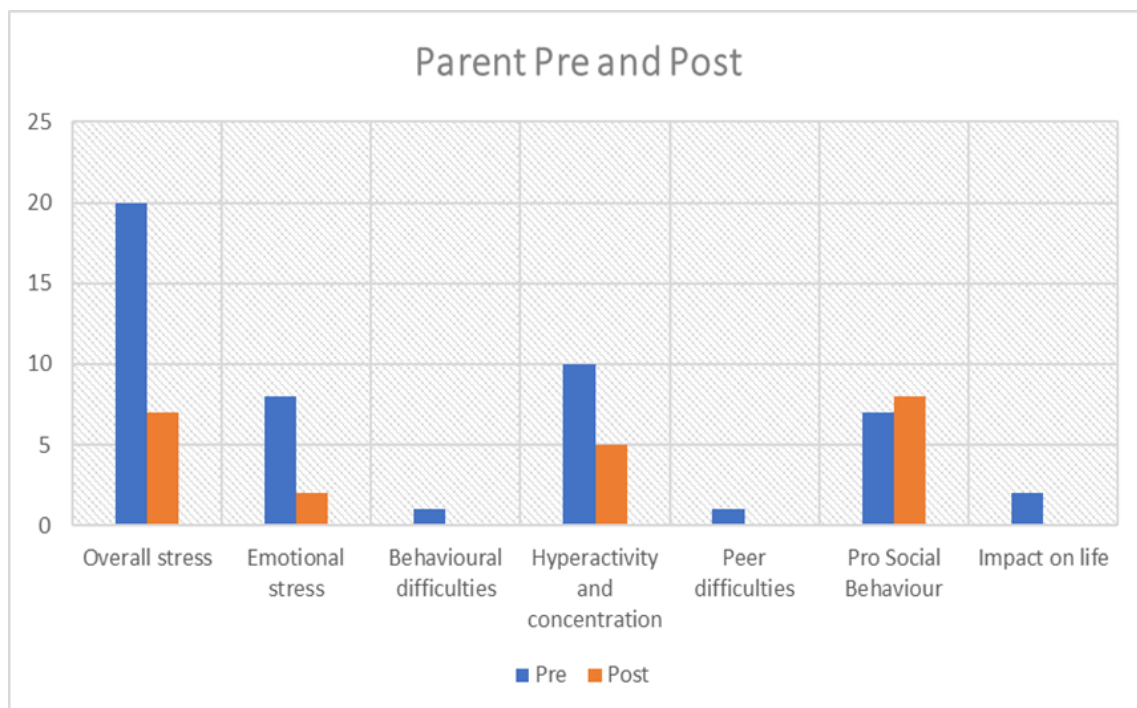
Be more self-aware and worry less about others (School)

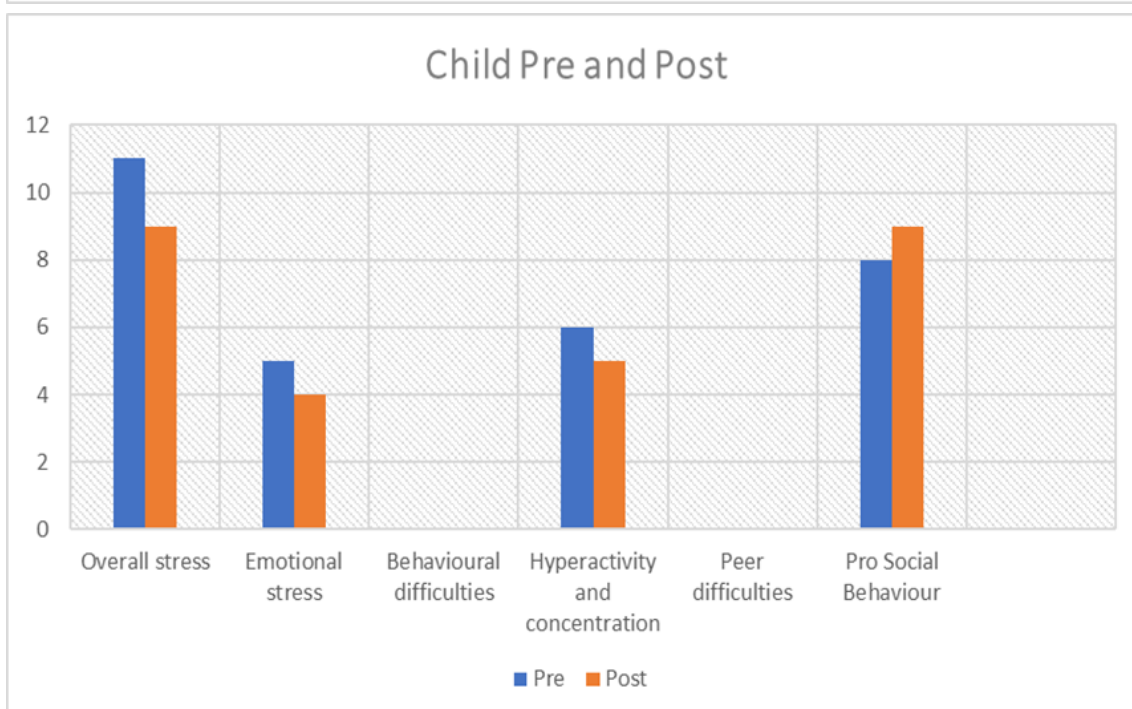
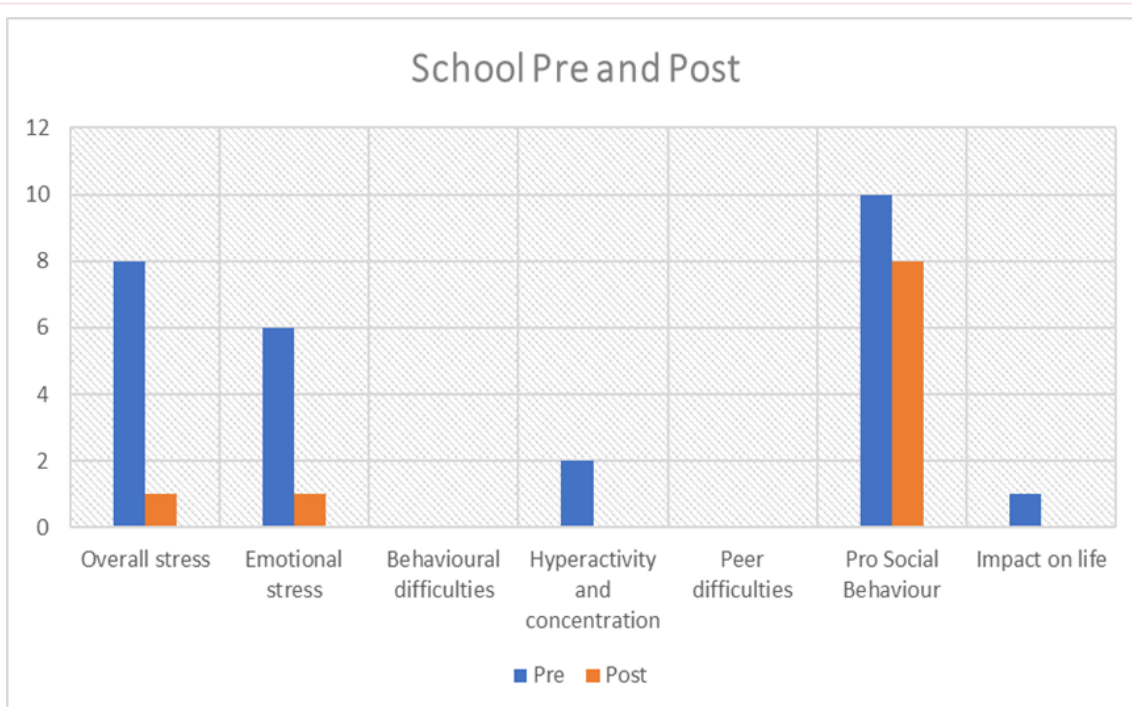
School reports that she appears to worry less about what others think and can equally prioritise her own thoughts and feelings. Her increased confidence allows her to access all situations in the school environment.

Parent feedback:

Mum shared that Kay has made pleasing progress since the start of our work. She still finds it difficult to talk about concerns with her dad but appears to be able to deal with the situation better. Mum reports she is happier to talk more openly, especially about the positives she can see in herself, which she found particularly difficult at the start of our work. Mum felt that at times Kay masked her feelings in school, but now feels she has overcome this. She has become very outgoing and independent; she has even started to walk home from school. Her friendships have improved, with her feeling more confident and less reliant on certain friendships. She used to find it difficult if certain friends were not at school and this is no longer the case.

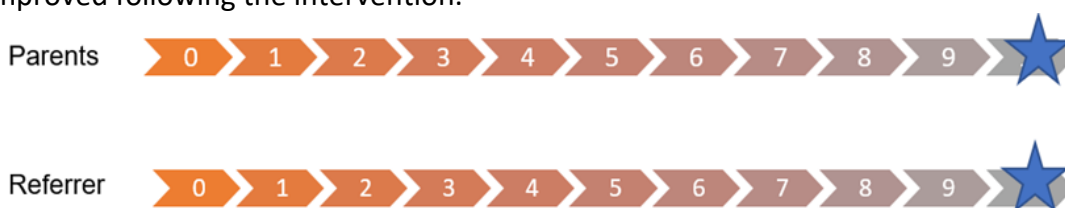
Parent, teacher and child Strength and Difficulties Questionnaires were taken prior to and following the intervention. These support the positive feedback and show a significant reduction in all areas.





Post intervention scaling

A Success Scale from 0 -10 was used following the Play Therapy sessions with the parents and referrer (school). Where 0 means nothing has changed, and 10 means things have improved following the intervention.



Attachment Focused Family Therapy Impact Case Study

Kelly, age 9

Background of case:

Kelly, her sister Clara and their mother (Sarah) were referred to the Wellbeing Team by a head teacher for attachment focused family support following an intervention from the school Educational Psychologist around emotional regulation. The referral outlined Kelly struggled to articulate and express her emotions and had challenging behaviour at home. Kelly was on the waitlist for an Autism assessment. The behaviour at home could also include some self-harmful behaviours, such as touching a hot hob and Kelly had had periods of selective mutism in the past. The family had lived through domestic abuse perpetrated by the children's father towards their mother and mum had unsupported mental health needs of her own.

Therapeutic Aims

The aims for the work were:

1. To support the family to communicate better.
2. To support mum to develop strategies to deal with Kelly's emotional needs, even at times of very low energy.
3. Mum wanted to better understand Kelly's needs.

Impact of the intervention

The feedback from the parent and the outcome measure (shown below) all indicate this intervention had a positive impact on this family. Alongside this this intervention supported successful referrals to Young Carers for Kelly's sister and enabled Sarah (mother) to access specialist adult service for her mental health.

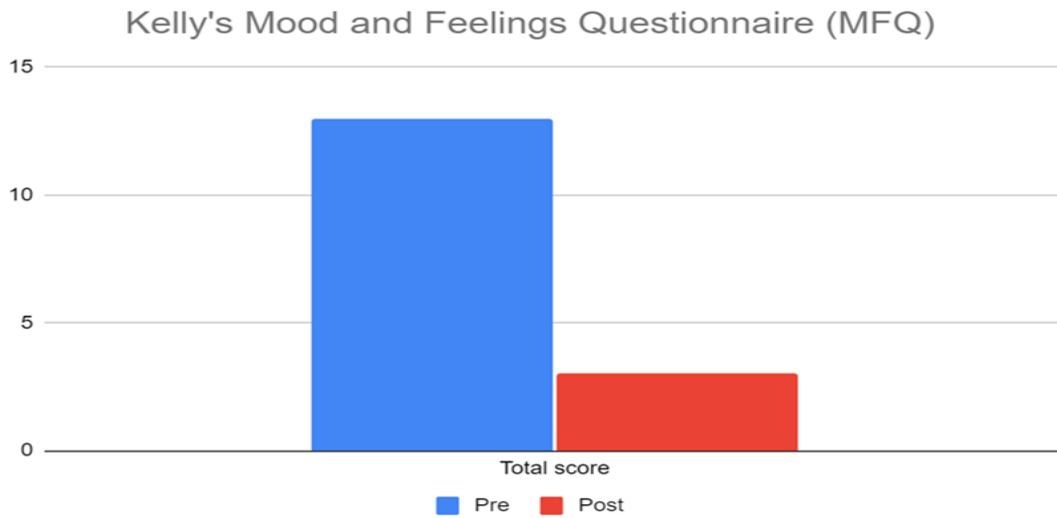
Parent feedback:

I felt heard for the first time in my life. My concerns and feelings were listened to and validated. Our care was adapted to our needs and my daughter's obsession, and Chrissey went above and beyond anything I expected. We received some good techniques for dealing with difficulties within our family, and I feel more confident in my abilities as a mother to a child with additional needs. Chrissey found a way to connect with my daughter that I didn't think possible, and she also made time to make sure that mine and my eldest daughter's needs were met too, through referrals to Young Carers and by giving advice. Over the course of our sessions, we've grown as a family and feel more connected to each other, and although life is still pretty hard some days, I finally feel like we are okay and I am enough.

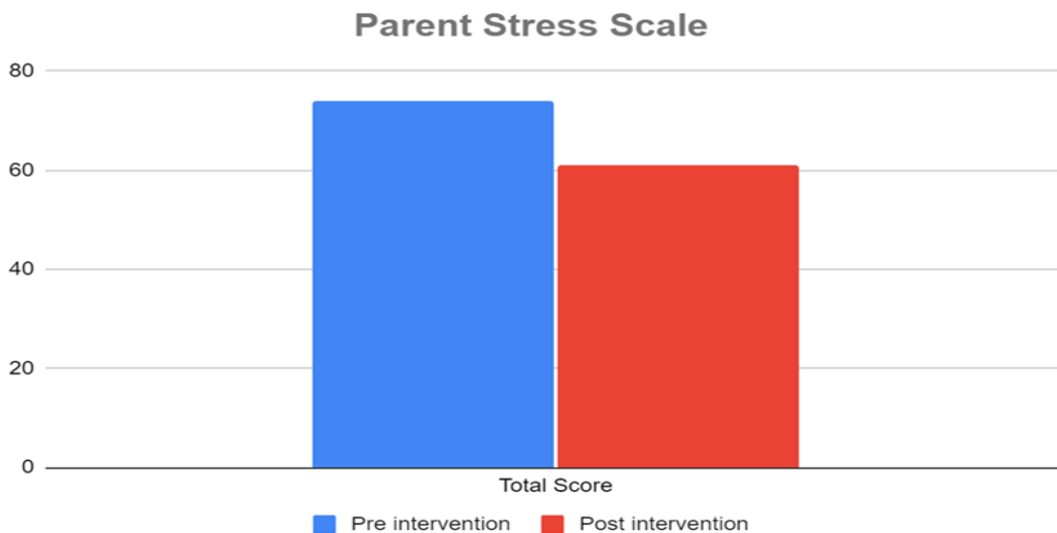
Outcome measures

The Mood and Feeling Questionnaire was used to measure Kelly's mood. The MFQ can be used as a screening tool for depression in children and young people aged 6-19 years old and is a self-report to be completed by the young person themselves. Scores on the short version of the MFQ (the one used here) range from 0 to 26. Scoring a 12 or higher on the short version may indicate the presence of depression in the respondent. Kelly's MGQ self-scores showed a significant reduction in low mood over the period of the wellbeing intervention. At the start of the intervention Kelly's scores were at the higher end of the scale (13 out of 26) and may have indicated she was experiencing some feelings of low mood.

The Parental Stress Scale (PSS) is an 18-item questionnaire assessing parents' feelings about their parenting role, exploring both positive aspects (e.g. emotional benefits, personal development) and negative aspects of parenthood (e.g. demands on resources, feelings of stress). Parental stress scores range from 18 to 90, with lower scores indicating lower levels of parental stress. Sarah's pre and post intervention scores show a reduction in her score from 74 to 61. This supports the quantitative feedback given above.



The Parental Stress Scale (PSS) is an 18-item questionnaire assessing parents' feelings about their parenting role, exploring both positive aspects (e.g. emotional benefits, personal development) and negative aspects of parenthood (e.g. demands on resources, feelings of stress). Parental stress scores range from 18 to 90, with lower scores indicating lower levels of parental stress. Sarah's pre and post intervention scores show a reduction in her score from 74 to 61. This supports the quantitative feedback given above.



Post intervention scaling

A Success Scale from 0 -10 was used following the attachment focused family therapy sessions with the parents and referrer (school). Where 0 means nothing has changed, and 10 means things have improved following the intervention.



Service Evaluation

Following a 1:1, therapeutic intervention with the Wellbeing Team parents and children/ young people were sent a service user evaluation form to gather feedback. This is used to inform service development and delivery.

Parent feedback

19 parents completed this questionnaire which was the same as last year. Highlights from this feedback were;

- 100% of parents felt listened to by the Wellbeing Practitioner they worked with, that they were treated well, that their views were taken seriously, that the practitioner knew how to help their child and that overall the help they received was good.
- 97.4% of parents felt it was easy to talk to the Wellbeing Practitioner they/ their child worked with, that they were given enough information about the help available, that they would recommend the wellbeing team's support to a friend and that professionals were together to help their child.
- 78.9% of parents felt the appointments were at a convenient time.

The table below shows themes that arose from the qualitative comments from parents when asked 'What was really good about your care' and their frequency. The most commonly noted themes were: 'improvement in child and/or families' mental health/presenting difficulties skills and the 'skills/qualities of the practitioner'. This was followed by 'the child enjoyed the work' and the practitioner having a 'good bond with the child'.

Some parents added a number of comments, thus the total number of comments is above the total number of respondents.

Theme	Frequency
Improvement in child and/or families' presenting difficulties	5
Skills/ qualities of the practitioner	5
Child enjoyed the work	4

Good bond with child	4
Helpful practitioners (i.e. gave advice and support)	3
Feeling listened to (child and/ or parent)	3
Learning new ideas	3
Making useful referrals	2
Supporting school/ others to better support the child	2
Making useful referrals	2
Good communication with the team	1
Feeling supported	1
Convenient location of sessions	1

The following comments were made by parents about the impact of working with the Wellbeing Team (please note, client names have been changed to maintain client confidentiality).

Parent testimonials
<p><i>Emily was absolutely amazing at coming alongside Charlie's and training me to do play therapy. She was clear and helpful, tailoring it to Chris' needs and providing useful strategies - Emily just had so many fantastic ideas for handling Chris' idiosyncrasies/challenging behaviour and changed my view from seeing these things as problems, to being clues. She went above and beyond...very reassuring as a point of contact who made sure that things were actioned by the school. Thank you so much!</i></p>

Cassey felt at ease and looked forward to her sessions. She was allowed autonomy and to be herself which really helped her self esteem

I felt heard for the first time in my life. My concerns and feelings were listened to and validated. Our care was adapted to our needs and my daughter's obsession, and Chrissey went above and beyond anything I expected. We received some good techniques for dealing with difficulties within our family, and I feel more confident in my abilities as a mother to a child with additional needs. Chrissey found a way to connect with my daughter that I didn't think possible, and she also made time to make sure that mine and my eldest daughter's needs were met too, through referrals to Young Carers and by giving advice. Over the course of our sessions, we've grown as a family and feel more connected to each other, and although life is still pretty hard some days, I finally feel like we are okay and I am enough.

Hariette was excellent at dealing with my daughter and very patient.

Natalie was amazing with Emma, I have also found Emma is slightly more able to explain her emotions more recently, which has really helped thanks to Natalie.

Child and young person feedback

6 young people completed the service user feedback form, which was a great improvement on last year where we didn't receive any.

Highlights from the service user feedback were;

- 100% of young people felt listened to by the Wellbeing Practitioner who saw them.
- 83.4% said they would recommend this support to a friend (i.e. they responded with either certainly or partly true when asked if they would recommend this support)
- 100% of young people said that overall the help they received was good (i.e. answered partly or certainly true when asked).

The following comments were made by young people about the impact of working with the Wellbeing Team (please note, client names have been changed to maintain client confidentiality).

Child/ young person testimonials
<i>What was good was that I felt like I was able to talk freely and have someone to listen to me and advise me what to do when I needed it. I also liked how I could decide how I wanted the session to run.</i>
<i>I had a really good connection with my therapist.</i>
<i>[I had] someone to talk to and understand. Happy overall, Great help.</i>
<i>[I was] listened to and understood.</i>

Areas for development

The feedback from young people has identified some areas for development. The table below shows feedback from children and young people and how we plan to develop our practice/ service to address these.

Feedback	Action
16.7% of young people said they were not given enough information about the help available.	<p>The wellbeing team will use this feedback to be more clear about the support we can offer.</p> <p>The wellbeing team will be developing a flyer for young people with the services we offer and who it best suits.</p>
16.7% of young people said they did not feel professionals were working together to help them.	<p>Wellbeing Practitioners will ensure, according to the developmental needs of the child/ young person, that we talk with children and young people about how we are working with their schools, families and other professionals to support them.</p> <p>Wellbeing Practitioners will let people know about early help review meetings when they happen. We will ensure we are asking young people to join us for these meetings if they would like and will give feedback to children and young people about these meetings if they don't want to join.</p>

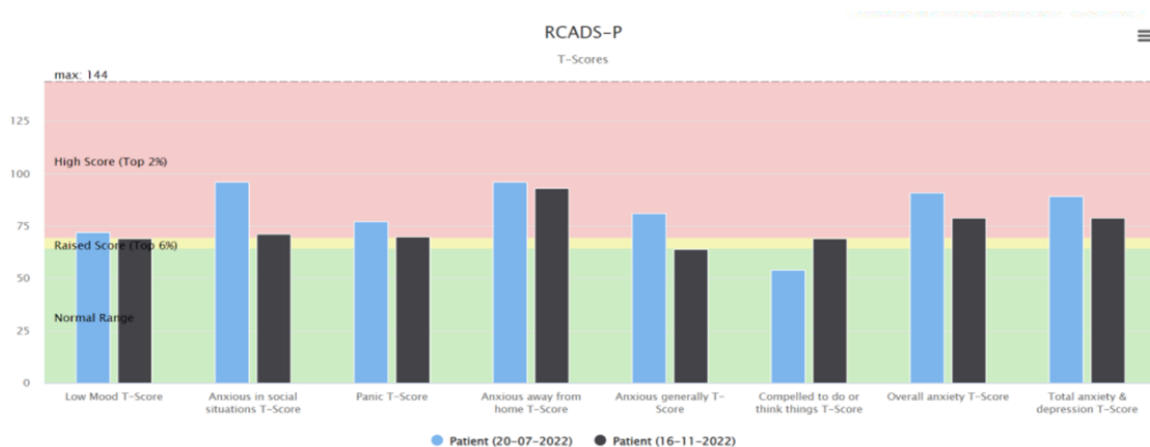
Helping Your Child Parent Group for Child Anxiety

The aim of the programme is 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 are to explore anxiety and provide advice and guidance, leaving parents feeling more confident to:

- understand possible causes of anxiety in Children and Young People
- 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

There is a strong evidence base for this course which indicates guided, parent-delivered cognitive, behavioural therapy based interventions are effective in reducing children's anxiety. This year we have been co-delivering this course, in person with the Getting Help Team. Six sessions of 1.5 hours were delivered between October and November 2022.

4 parents attended the Helping Your Child group course, this was a 60% reduction from last year's total number of parents attending the Managing My Child's Anxiety group. To evaluate the course pre and post parent RCADS are obtained (shown below).



Graph to show the pre and post intervention RCADS gathered from parents attending the Helping Your Child group from October - November 2022

The graph shows significant reduction in parents' perceptions of their child's difficulties in generalised and social anxiety. There was a slight reduction in scores for panic and overall anxiety, total anxiety and depression and low mood symptoms. There was an increase in obsessive compulsive symptoms.

Group Session Rating Scale (GDRC)

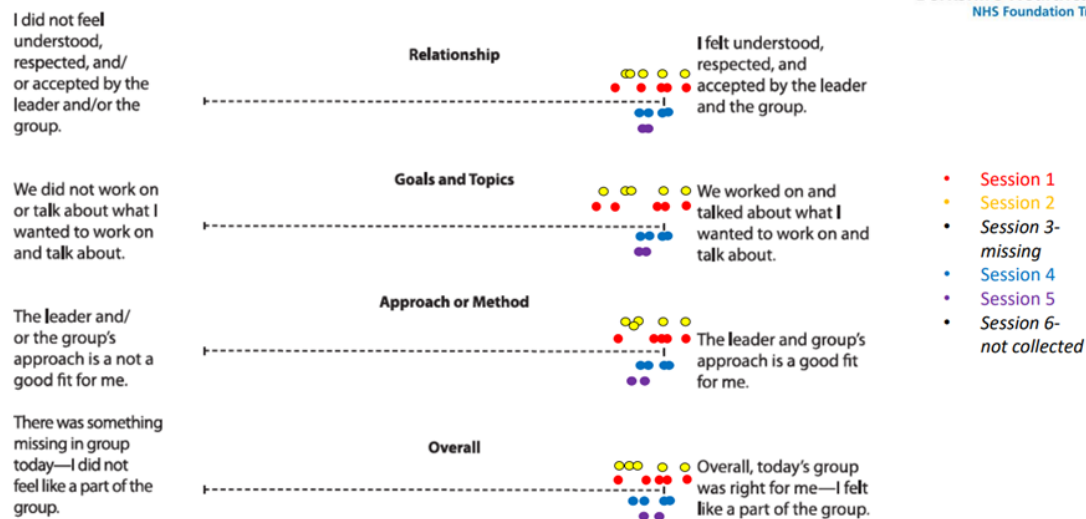


Chart to show the Group Session Rating Scale (GDRC)

The group was evaluated using the Group Session Rating Scale (GDRC), shown above. The results should the majority felt understood, respected and accepted, the sessions focused on what parents wanted to work on, the approach of the leaders was a good fit for parents and overall the group was right for parents.

Parent Child Attachment Play (PCAP)

4 parents completed the course between April – June 2023. They bonded very well and became a source of comfort to each other with the difficulties they were facing. The course was run over a 12 week period, with 5 group sessions and a mix of weekly contact via google meets, telephone, and email.

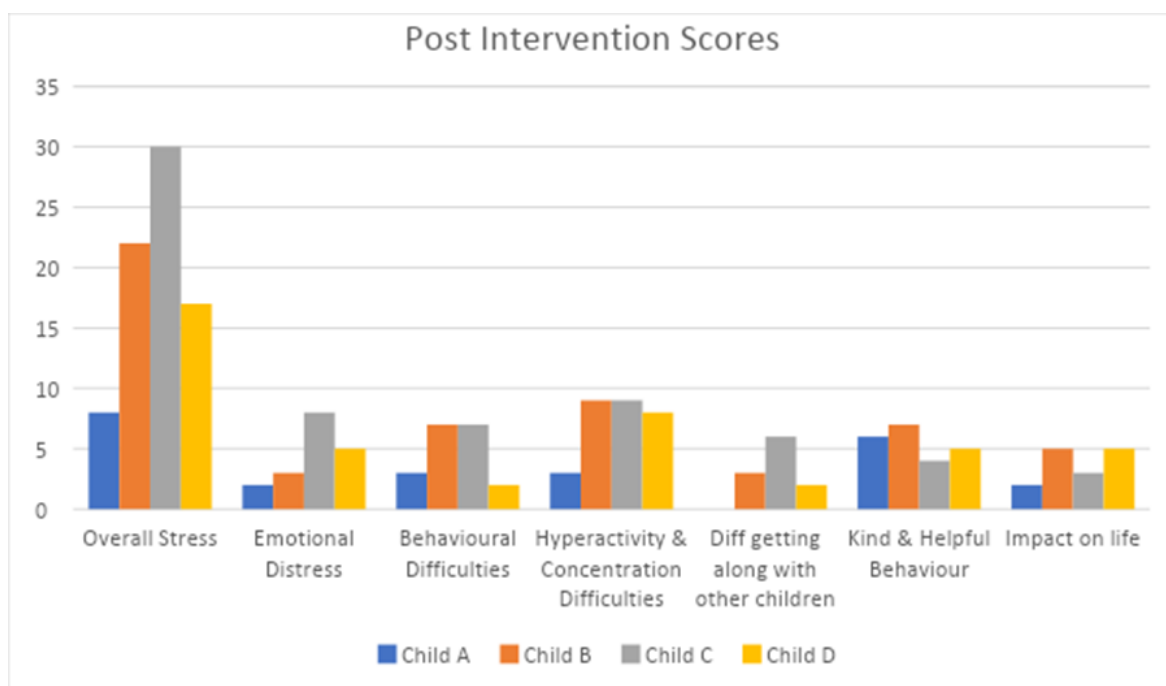
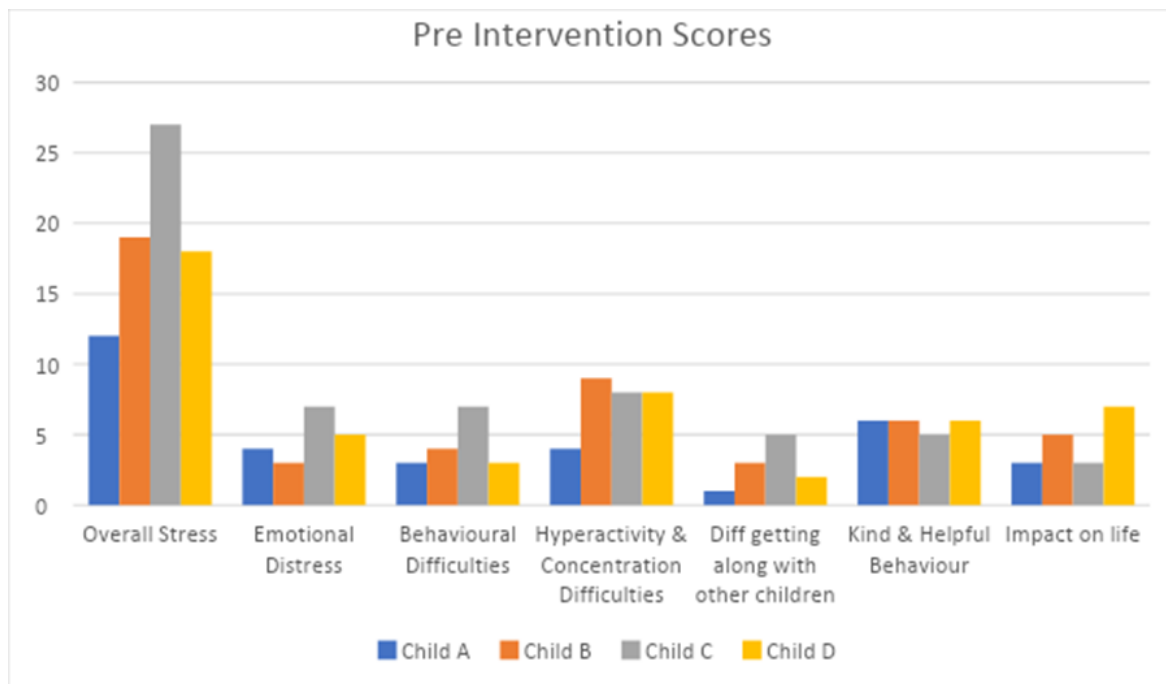
The Parent Child Attachment Play (PCAP) Model

Parent Child Attachment Play (PCAP) is an innovative early help model that focuses on strengthening the parent/carer (or other adult) – child relationship. The PCAP practitioner primarily works with the parent/carer (or other adult) in a one to one or group-based setting. The intervention is aimed at children 3+ to late teens. It can be offered to both neurotypical and neurodiverse children and adapted according to the child's needs.

PCAP training provides:

- A strong grounding in the latest attachment, neuroscience and child psychology research and theory that underpins the model.
- Understanding of the intergenerational transmission of attachment and how PCAP can play a role in creating long -lasting meaningful change in familial relationships.
- Understanding of a 10-step method that integrates 3 fundamental attachment focused mechanisms; reflective functioning, child led play and containment.
- An experiential and creative learning experience which guides and empowers.
- A reflective space to develop confidence and new skills (see Appendix C).

Outcome measures



There were some mixed results in the pre and post SDQ scores, 2 children showed a decrease in their overall scores and impact on life scores. With 2 children showing some increases in the overall scores, which I think reflected an acceptance and a deeper connection to their behaviour from their parents.

Stress Scale

Each parent also completed a Parent Stress Scale (PSS) questionnaire to assess their feelings about their parenting role before and after the intervention. It explores positive (emotional

benefits, personal development) and negative (demands on resources, feelings of stress). Below is an overview of the outcomes for each family and child.

Child A

The calm approach of mum and dad has helped, we discussed the connect mirror match functions in the brain and how co-regulation helps to calm and develops self-regulation. Reflective functioning is being used in everyday life and has helped with their communication. There was a 4-point decrease in the SDQ scores, with improvements seen in all areas, with a 1-point improvement in the impact on life score. The stress scale results showed many positive improvements in feelings towards positivity of being a parent and closeness to her children.

Child B

He has started to talk more openly about his emotions, especially around how he is feeling in school. His SDQ scores went up slightly, but this feels as if it is more of an acknowledgement of his behaviour. The stress scale showed that Mum is reflecting more positively on the future.

Child C

The SDQ scores slightly increased but when we explored this, it felt a positive shift, as he is now expressing himself much better and communicating how he is feeling. He can explain what is happening in school and the things he does not like and finds difficult. As well as being able to tell his family what is wrong when he feels unwell. The parent stress scale showed some positive changes from before and after our sessions with regards to her thoughts on parenting and their relationship.

Child D

The play sessions have been going well and they feel the benefit of their special time together. The SDQ score was reduced by 1 score and the impact on life score improved by 2 points. The stress scale showed similar scores from before and after, with Mum reflecting on how the stress affects her personally.

Impact Scoring

Each parent gave a score for where they felt they were at the end of the intervention, relating to their specific goals. There were great improvements for all participants. Success Scale from 0 -10, where 0 means nothing has changed, and 10 means things have improved:



PCAP Service User Evaluation (CHI-ESQ)

Each participant completed an evaluation form to gather feedback on how to improve the intervention in the future. The results for each question can be found in Appendix A. All participants felt they were listened to and that it was easy to talk to me. They felt they were treated well and taken seriously, they also felt that everyone was working together. They felt that they would all recommend the service to a friend/family member. There was some confusion around some of the questions as it included work with the child and the problem the child came for, which included concerns around helping within a school based environment. Which is not something that happens during this intervention.

When asked, 'What was really good about your care' parents said:

- *I really felt listened to and supported.*
- *Natalie was lovely, gave some great advice and listened.*
- *Natalie is really emphatic, and her demeanour is very calm and reassuring.*
- *Our 'teacher' Mrs Evans was delightful. She was personable but professional, listened well and really understood what issues the parents were facing. She was supportive, caring, and knowledgeable.*

Was there anything you didn't like or anything that needs improving?

- No, it was great, thanks
- No
- A few more sessions would have certainly been appreciated.
- Achieving for Children - this part of the company has been wonderful; I wish I could say the same for other experiences (different parts).

Is there anything else you want to tell us about the service you received?

- Just a thank you to Natalie for all her help. She is just amazing and an asset to your place, thank you.
- No
- N.a.

Conclusions

All parents showed progress against their desired therapeutic aims. There were some mixed results in the pre and post SDQ scores, 2 children showed a decrease in their overall scores and impact on life scores. With 2 children showing some increases in the overall scores, which I think reflected an acceptance and a deeper connection to their behaviour from their parents. This shows that all participants experienced positive outcomes and learnt new skills that they can maintain throughout more difficult periods in theirs and their families' lives.

Emotional Wellbeing Champions (EWC) and Senior Mental Health Ambassadors (SMHA)

Once again this year saw the Wellbeing team continue to offer our flagship prevention programme, Emotional Wellbeing Champions and we developed our senior offer in line with student feedback obtained in 2022.

The schools who attended the training are shown below:

Schools attending the EWC/ SEMH training days	
Primary	Secondary
Eton Wick First School	Holyport College
Eton Porny First School	The Windsor Boys' School
Furze Platt Junior School	Windsor Girls'
Cookham Dean	Dedworth Middle
St Michaels CofE Primary	St Edward's Royal Free Middle School
Cookham Rise	Newlands Girls' School
Knowl Hill CE Academy	
Bisham C of E Academy	
Cheapside C of E Primary	

This year 9 primary schools attended the training days with 51 students and 10 school staff attending. 6 secondary schools attended the senior training day with 31 pupils in attendance, of these the greatest number were from year 9 (50%), followed by year 7 (20%), then year 8 (16.67%) and the smallest number were from year 10 (13.33%).

EWC programme

The Emotional Wellbeing Champions programme for primary schools continues to be a great success and we subsequently had to run an additional day to accommodate all 10 schools that signed up. Schools selected children and young people to attend our one day training events and then to act as mental health champions/ ambassadors for their school.

The aim of the training is to:

- raise students' awareness and knowledge of positive mental health
- create an open, supportive culture around mental health and wellbeing in schools
- end mental health discrimination and stigma.

EWC evaluation

As part of our evaluation of the training days we asked the teachers and pupils to give feedback. Overall, the pupils gave the day 8.9 out of 10.

- 94% of pupils said they agreed or strongly agreed that the EWC programme is beneficial to their school.
- 67.5% agreed or strongly agreed that the programme had made them more confident in talking about feelings.
- 86% of children agreed or strongly agreed that they knew which adults could help them and others.
- 75% agreed or strongly agreed they feel confident asking for help.

100% of teachers thought the students had benefited from the day and that the course content was suitable. When asked, all the teachers indicated they thought the day was a 5 or 6 out of 6 (where 6 means excellent), as shown below;

	Poor				Excellent	
	1	2	3	4	5	6
How did you find today?	0%	0%	0%	0%	30%	70%

When asked 'What do you think the children will benefit from in your school and what ideas will you take forward?' The pupils said;

Testimonial feedback from pupils on which ideas they will take back to school
Learning about how worries affect them. Drawing around people/ how stress affects our body. Flip the lid. Stress bucket.
Mindfulness/Breathing exercises.
Learning to be a good friend and to be mentally healthy.
Knowing it's ok to talk about your feelings.

To talk to adults.

Senior Mental Health Ambassadors programme

This year has seen exciting developments in our anti stigma/ preventive work with the development of the Senior Mental Health Ambassadors for senior pupils now running along the Emotional Wellbeing Champions Programme. The new senior programme was developed in partnership with secondary pupils who formed a focus group to advise us on what they would like to be included in the day's events. As a result we brought in a wider range of agencies to talk about mental health and engaged a rap therapist to work with the young people in the afternoon.

SMHA evaluation

Further to feedback from secondary aged young people after the 2022/23 programme, this year we updated and developed our offer to senior pupils. We completed a number of focus groups early in 2023 and met with the youth council who supported us to re-shape the secondary programme. The new title and updated content were developed as a result. The addition of Rap Therapy has been an asset to the programme and helped fully engage the young people. After the training 76.67% of pupils said rap therapy was their favourite activity of the day.

Representation from an array of support services for young people (including the Getting Help Team and Kooth) created a dynamic feel to the training and introduced the young people to services available to them.

Overall the pupils gave the day 8.8 out of 10 and the teachers gave the day 9.3 out of 10. When asked about the training day, the young people gave the following feedback;

- 100% of pupils said they found the learning interesting, easy to understand and that the activities were fun and engaging.
- 100% of pupils said they understood what can affect someone's well being.
- 97% of young people said the training had increased their knowledge about mental health and wellbeing.
- 93% said they knew how to stay 'regulated' and calm (when asked after the training).
- 87% of pupils said they felt confident in recognising feelings in themselves and others.

Our evaluation of the SMHA's identified the following areas for development.

- Developing a resource and information pack to support school's to embed the training and campaigns into their schools.
- Building in a follow up day with a member of the delivery team to support schools to embed anti stigma campaigns in school.
- Supporting schools to share campaign ideas with one another.
- Working with the Rap Therapy Team to direct their session specifically on a mental health topic.

- Exploring options for including more personal experiences of young people and their mental health journey into the training.

9. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory:</i>		<i>Statutory Officer (or deputy)</i>	
Elizabeth Griffiths	Executive Director of Resources & S151 Officer		
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer		
<i>Deputies:</i>			
Andrew Vallance	Deputy Director of Finance & Deputy S151 Officer		
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory:</i>		<i>Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>	
Lyn Hitchinson	Procurement Manager		
<i>Mandatory:</i>		<i>Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>	
Samantha Wootton	Data Protection Officer		
<i>Mandatory:</i>		<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>	
Ellen McManus-Fry	Equalities & Engagement Officer		
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Social Care & Health		
Lin Ferguson	Executive Director of Children's Services & Education		
<i>Assistant Directors (where relevant)</i>			
	Assistant Director of		
<i>External (where relevant)</i>			
N/A			

Confirmation relevant Cabinet	Councillor Amy Tisi, Cabinet member for Children's	Yes/No
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Member(s) consulted	Services, Education and Windsor	
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REPORT HISTORY

Decision type:	Urgency item?	To Follow item?
For information	No	No
Report Author: Rebecca Askew -Senior Specialist Educational Psychologist - Wellbeing 07775220788		

Glossary of Terms

A&D	Anxiety and Depression (pathway)
AnDY	Anxiety and Depression in Young People Clinic
BHFT	Berkshire Healthcare Foundation Trust
CAMHS	Child and Adolescent Mental Health Service
CBT	Cognitive Behavioural Therapy
CCG	Clinical Commissioning Group
CPD	Continuing Professional Development
CPE	Common Point of Entry
CWP	Children's Wellbeing Practitioner
CYP/C&YP	Children and Young People
DDP	Dyadic Developmental Psychotherapy
DfE	Department for Education
EHE	Elective Home Education
EHH	Early Help Hub
ERSA	Emotionally Related School Avoidance
Fte	Full time equivalent
MH	Mental Health
MHST	Mental Health Support Team
NR	New Referral
OCD	Obsessive Compulsive Disorder
PPEPCare	Primary Principles in Education and Primary Care
PTSD	Post Traumatic Stress Disorder

PTUK	Play Therapy UK
SEMH	Social Emotional and Mental Health
TR	Treatment
WTE	Working Time Equivalent

Appendix A - Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk



1. Background Information

Title of policy/strategy/plan:	Wellbeing Service Report
Service area:	Early Help
Directorate:	Children's Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

The purpose of this report is to provide the Schools Forum with an overview of service provision from the Wellbeing Service.

2. Relevance Check

Is this proposal likely to **directly** impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Yes

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff
Children and young people (5-18yrs) and their families who would benefit from support from the Wellbeing Service attending maintained schools and academies in RBWM. The Psychological Wellbeing Practitioners who deliver Wellbeing Services for the Royal Borough of Windsor and Maidenhead.
Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?
Yes
What engagement/consultation has been undertaken or planned? <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.
Consultation data, questionnaires and focus groups. Following a 1:1, therapeutic intervention with the Wellbeing Team parents and children/ young people were sent a service user evaluation form to gather feedback. This is used to inform service development and delivery. The new Senior MH Ambassadors programme was developed in partnership with secondary pupils who formed a focus group to advise the service on what they would like to be included in the day's events. As a result we brought in a wider range of agencies to talk about mental health and engaged a rap therapist to work with the young people in the afternoon.


4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	<p><i>The evidence for the purpose/positive impact of maintaining the Wellbeing Service for the 5-18yr age range is to continue to provide accessible advice and support to schools, CYP and their families.</i></p> <p><i>In mid-2019 the estimated resident population of East Berkshire CCG was 436,701. Children and young people aged 0 to 17 made up 25% of this population, compared to 21% in England.</i></p> <p><i>Even before the coronavirus pandemic, mental health services for children and young people were already seeing an increase in demand. All our current planning must take into account the additional short- and long-term demand generated by the pandemic, and the extra pressure it is placing on services and on our CAMHS workforce.</i></p> <p><i>The Mental Health of Children and Young People in England Survey 2017 provides England's best source of data on trends in child mental health. The follow up report published in July 2020 found that rates of probable mental disorders in children aged 5 to 16 had risen to one in six. Children and young people with a probable mental disorder were more likely to say lockdown had made their life worse (54.1% of 11- to 16-year-olds and 59% of 17- to 22-year-olds), than those unlikely to have a mental disorder (39.2% and 37.3% respectively).</i></p> <p><i>An audit looking at children and young people presenting with a mental health crisis to Frimley Park Hospital's emergency department in the first six months of the reporting year 2020 to 2021 saw an initial decrease of 55.1% compared to the previous quarter's attendances. As schools and colleges reopened, the hospital quickly saw the numbers of CYP attending the emergency department in crisis rising again. During the first six weeks of returning to school, there was a 121% increase in attending in crisis</i></p>		

	<i>compared to the same period the year before.</i>		
Disability	<i>In January 2021 there were a total of 2,764 children and young people in East Berkshire with an education, health and care (EHC) plan. A total of 1,742 CYP have social, emotional and mental health (SEMH) needs identified as the primary need for the EHCP. The Wellbeing Service offer CYP and/or staff mental health and wellbeing support with an awareness of their disability and the differentiation/reasonable adjustments that may be required.</i>	✓	
Sex	<i>Key data: In 2020 an estimated 49.6% of the local population is male and 50.4% female. [Source: ONS mid-year estimates 2020, taken from Berkshire Observatory]</i>	✓	
Race, ethnicity and religion	<i>Key data: The 2011 Census indicates that 86.1% of the local population is White and 13.9% of the local population is BAME. The borough has a higher Asian/Asian British population (9.6%) than the South East (5.2%) and England (7.8%). The forthcoming 2021 Census data is expected to show a rise in the BAME population. [Source: 2011 Census, taken from Berkshire Observatory]</i> <i>Key data: The 2011 Census indicates that 62.3% of the local population is Christian, 21.7% no religion, 3.9% Muslim, 2% Sikh, 1.8% Hindu, 0.5% Buddhist, 0.4% other religion, and 0.3% Jewish. [Source: 2011 Census, taken from Berkshire Observatory]</i>	✓	
Sexual orientation and gender reassignment	<i>Unfortunately, at the moment there is no reliable prevalence data available on how many LGBTQ+ children and young people there are in the general population. However, LGBTQ+ young people are known to have higher rates of poor mental health (including depression and anxiety), self-harm and suicide than their non-LGBTQ+ counterparts. Data from Stonewall shows that nearly one in four LGBTQ+ young people have tried to take their own life at some point, and more than half deliberately harm themselves. The Wellbeing Service offer support and advice for Wellbeing as well as</i>	✓	

	<i>further guidance regarding LGBTIA+ signposting.</i>		
Pregnancy and maternity	N/A		
Marriage and civil partnership	N/A		
Armed forces community	N/A		
Socio-economic considerations e.g. low income, poverty	N/A		
Children in care/Care leavers	N/A		

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

<p>What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it? For example, adjustments needed to accommodate the needs of a particular group</p>
<p>Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?</p> <ul style="list-style-type: none"> For planned future actions, provide the name of the responsible individual and the target date for implementation.
<p>How will the equality impacts identified here be monitored and reviewed in the future? See guidance document for examples of appropriate stages to review an EQIA.</p>

6. Sign Off

Completed by: Rebecca Askew	Date: 01.11.2023
Approved by:	Date:

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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Appendix B - Data Protection Impact Assessment (DPIA)

Project Details

Name of Project/ Initiative

Getting Help Team

Brief Summary of Project *(describe background to the project, the intended outcome and nature of the relationship with the individuals whose data is being collected. Include supporting documentation)*

Berkshire Healthcare (BHFT) and the three local authorities in East Berkshire are committed to the implementation and development of the Mental Health Support Team (MHST) and Getting Help Team (GHT). An integrated approach is a key component of the delivery framework of providing support to improve the health and wellbeing of children and young people with low to moderate mental health concerns. The Getting Help Team is employed by BHFT but work alongside the RBWM/AfC Wellbeing Team in Early Help and they are therefore required to take individual referrals from Early Help Hub and complete the relevant Early Help documentation for return and upload on the Paris system. The GHT/MHSTs do not have access to the Paris system and the licensing cannot be changed in this regard.

Outlined in the MOU: All GH Team staff will be bound by and adhere to BHFT information governance and data sharing policies and procedures. Where there are differences between BHFT and the LA policy, staff will adhere to the BHFT policy as their direct employee. All clinical activity delivered by the

MHST/GHT will be recorded on the BHFT RiO EPR system to enable data flow to the MHSDS and ensure compliance with clinical governance requirements. MHST/GHT staff will abide by BHFT related information governance policies. The appropriate governance arrangements of Data Protection Impact Assessments (DPIAs) and Information Sharing Agreements (ISAs) will be in place where required.

Estimated State Date of Processing

Name of Project Lead/Sponsor

Rebecca Askew (AfC) and Pauline Peters (BHFT)

Details of Person Conducting DPIA

Name
Rebecca Askew
Position
Senior Specialist Educational Psychologist - Wellbeing
Contact Details (Email & Telephone)
rebecca.askew@achievingforchildren.org.uk 07775220788

Step 1. Identify the need for a DPIA

Does your project involve any of the following (Tick all that apply)

The collection of new information about individuals	*
Compelling individuals to provide information about themselves	
The disclosure of information about individuals to organisations or people who have not previously had routine access to the information	*
The use of existing information about individuals for a purpose it is not currently used	
Contacting individuals in ways which they may find intrusive	
Making changes to the way personal information is obtained, recorded, transmitted, deleted or held	*
The use of profiling, automated decision making, or special category data to make significant decisions about people (e.g. their access to a service, opportunity or benefit)	*
The processing of special category data or criminal offence data on a large scale	
Systematically monitoring a publicly accessible place on a large scale i.e. CCTV	
The use of new technology, systems or business processes	
Carrying out profiling on a large scale	

Processing biometric or genetic data	
Combining, comparing or matching data from multiple sources	
Processing personal data without providing a privacy notice directly to the individual	
Processing personal data in a way which involves tracking individuals' online or offline location or behaviour	
Processing children's personal data for profiling or automated decision making or for marketing purposes, or offer online services directly to them	
Processing personal data which could result in a risk of physical harm in the event of a security breach	*

If you answered "yes" to any of these, please proceed to Step 2.

If none of the screening questions apply, please tick the box below and return the form to the Data Protection Officer at dpo@achievingforchildren.org.uk

None of the screening statements in Step 1 apply to the project, and I have determined that it is not necessary to conduct a Data Protection Impact Assessment

Step 2: Describe the processing

The nature of the processing

What is the source of the data?

The data comes from the RBWM Early Help Hub

How will you collect the data?

The data on PARIS is initially processed by the EH Advisors before the EHH meeting and then the Team Lead Wellbeing Practitioner will forward this information onto the GHT if they pick up the case. The referred c/yp details are included on our Wellbeing Team Spreadsheet by AFC Wellbeing Practitioner.

Chrissey Thomas (WBT Lead) will refer to the relevant detail on Paris for new cases and share the information in verbal format first at the allocation meeting (GHT do not attend the EH Hub on

Wednesdays). If agreed to take up by GHT the referral is then forwarded by email. The Wellbeing Spreadsheet is an internal document saved on Google Drive (access only for the WBT) to list and track all the referrals through to GHT/WBT. Information is added only by members of the WBT or RA. It includes name, date of referral, assessment date, measures information, closing date and whether they are a young carer.

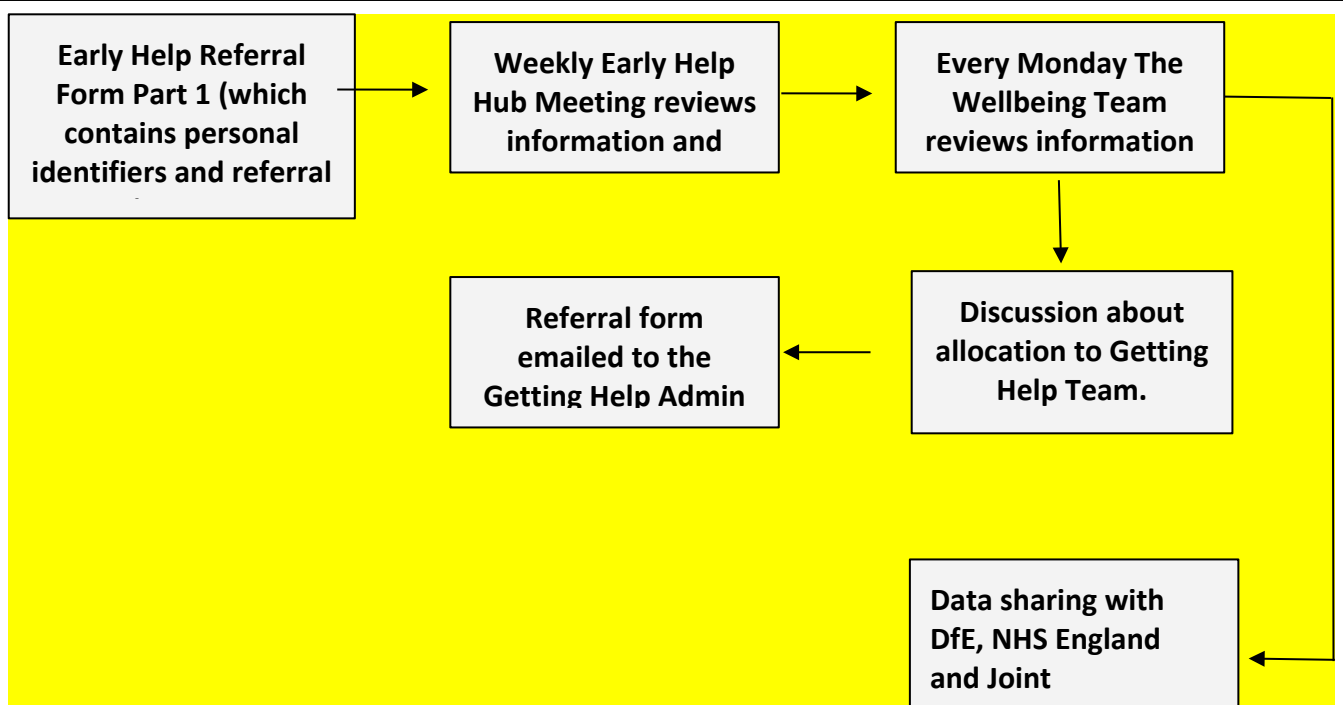
How will you use, store and delete the data?

We send referral information to the GHT via email (password protected and official sensitive) - Part 1 EHH referral only.

Will you be sharing the data with anyone?

CAMHS - NHS England, DfE and Joint Management Boards will request feedback (evaluation data) in terms of numbers referred and predominant MH difficulties on referral, length of intervention and pre/post measures e.g. whether there was a positive shift (reduction in symptoms). No identifiers are provided. This data has to be shared to ensure continued funding in line with NHS England and DfE agreements - most of this relates to MHSTs and not GHT although NHS England will request some broad (outline) data to continue to agree to fund the GHT. Some data will be shared with CAMHS in meeting presentations but again this will be broad with no identifiers and rarely requested by them.

Data Flow diagram



Describe the scope of the processing

What is the nature of the data? Detail the type of personal data being processed (e.g. name, NHS Number, DOB)

Name, DOB, NHS number, PARIS ID. In some instances, addresses, contact info, ethnicity , religion, gender, school, parent carer info, siblings names.

Addresses and contact info may be shared if home visits and direct contact with the family as part of the therapeutic intervention is required.

If the other information is not indicated on the Part 1 form but is important to decision making regarding the intervention this will be communicated as part of the allocation meeting verbally because the GHT do not have access to this information on Paris.

Does it include special category or criminal data? (e.g. racial or ethnic origin, health info, religious or philosophical beliefs, genetic, biometric data etc)

Yes, as above.

How much data will you be collecting and using?

The data of approximately 150-200 children and young people per annum.

How often will the data be collected and used?

Weekly collection and sharing.

How many individuals are affected?

Approx 150-200 cases per annum

What geographical area does it cover?

RBWM on occasion Berkshire, if the student that has commenced therapy moves to another school in the area in which case the intervention would continue in the best interests of the c/yp.

Describe the context of the processing

What is the nature of the relationship with the individuals whose data is being collected? i.e. carers, pupils etc.

Cases being referred for therapeutic support for c/yp.

How much control will they have over their personal data?

They give consent for their data to be stored electronically. *'I understand that the information will be stored electronically, and that only authorised persons will have access to this information.'*

and the information will be shared *'I agree that information already held by other agencies and information from this referral can be shared in order to progress this request.'*

Individuals can also state agencies they would like to 'opt out' of information being shared.

If individuals do not give their consent the referral is not discussed at EHH until it is apparent on the form (signed). We follow EH/Social Care procedures that the form (Part 1) remains on the Paris system but the referral tab is closed with a note (no further action and the reason for this).

Would they reasonably expect AfC to use their data in this way?

Yes, as stated on the Early Help Part one.

Do they include children or other vulnerable groups?

Yes.

Are you aware of any prior concerns over this type of processing or security flaws?

No.

Does it involve any innovative or new technology, or is the processing unique or unusual?

No. We were using a shared Google Drive file to share the info, but have reverted back to sharing via email as this was felt to have a higher level of security.

What is the current state of technology in this area?

n/a

Are there any current issues of public concern that should be considered?

Due to capacity in the Wellbeing Team and high annual referral rates there are long wait times - the GHT support to reduce the wait times for CBT intervention.

Describe the purposes of the processing

What do you want to achieve?

To assess and triage the mental health needs of the child and provide appropriate support.

What is the intended effect on the individuals?

To be able to access appropriate mental health support.

What are the benefits of the processing for AfC and broadly?

To be able to work in a joined up way with CAMHS services providing early intervention mental health

support to prevent delay to service provision and to best meet young people and families needs.

Step 3: Consultation Process *(Consider how to consult with relevant stakeholders)*

Describe when and how you will seek individuals' views – or justify why it's not appropriate to do so

Views on data sharing are taken from the referring agency or via self referral.

The set up of GHT was facilitated by East Berkshire CCG. Local Implementation Groups in each EB area were formed to oversee the implementation of the GHT - the membership included social care rep, BHFT Team Lead, SEP, School Nursing, Number 22 Counselling, Public Health, primary and secondary school reps, Youth Service reps, Early Help Hub reps and parent reps. A memorandum of understanding (MOU) was signed by Lin Ferguson on behalf of RBWM.

Who else do you need to involve within AfC? i.e. Business Systems, Information Governance

Business support, Early Help Hub Services, Social Care.

Do you plan to consult information security experts, or any other experts?

No

Step 4: Assess necessity and proportionality (describe compliance and proportionality measures)

What is your lawful basis for processing? Please choose one of the following ?	
The data subject has given consent	*
The processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract	
The processing is necessary for compliance with a legal obligation to which AfC is subject	
The processing is necessary in order to protect the vital interests of the data subject or of another natural person;	
The processing is necessary for the performance of a task carried out in the public interest or in the exercises of official authority vested in AfC	

Does the processing actually achieve your purpose?
Yes
Is there another way to achieve the same outcome?
No
How will you prevent function creep? (function creep is where data collected for one purpose is used for another purpose over time?)
We only use this information for the purpose of assessing need and allocating services.
How will you ensure data quality and data minimisation? (We should only use the minimum amount of personal data possible to achieve the purpose of the processing)
We only share Name, DOB, NHS number and Paris ID for case discussions. The full referral is only shared once CAMHS has agreed to accept a case for assessment and treatment. This info is then sent securely (official sensitive).
What information will you give individuals about the processing?
The information on the Early Help Hub part one and the information on the initial contact letter via CAMHS. This information is provided on the Early Help Part 1: Please ensure that the young person and/or parents have agreed to the referral and the points below: I agree for this referral to be made I understand that the information will be stored electronically, and that only authorised persons will have access to this information. I agree that information already held by other agencies and information from this referral can be shared in order to progress this request.
How will you help support their rights? (data subject rights include the right of access, rectification, erasure, portability and restriction of processing)
As a data controller, Achieving for Children will comply with data subject requests and information about individuals can exercise their rights will be published in the privacy notice.
What measures do you take to ensure processors comply with the GDPR, and assist AfC in supporting individuals in exercising their rights?
Continued checks that the systems on which the information is being shared is secure and all members of the teams are working to the same data protection principles. BHFT does not process

data on our behalf.

How do you safeguard any international transfers of personal data?

N/A

Step 5: Identify and assess the privacy risks *(The aim is compile a comprehensive list of all privacy risks associated the project, whether or not the risks require action)*

Privacy risk log							
Risk ID	Description of Risk	Impact on project	Likelihood 1=v.low 5= v.high	Impact 1= negligible 5= critical	Overall RISK (likelihood x impact)	Mitigation/Action	Status
1.	Personal Data will be shared with CAMHS on a weekly basis, risk this is shared without knowledge of the data subject. This will also include special category data which is highly sensitive.	Personal Data is required to be shared verbally and via email on a weekly basis to aid case discussion and correct allocation of services.	1	3	3	<ol style="list-style-type: none"> 1. Ensure Early Help Part one is clear about how information is being shared with CAMHS? 2. Privacy notice to be circulated to individuals upon acceptance of a referral by the Wellbeing Team. 	
2.	Data subjects may change their mind about how they want data to be shared, but we may not be made aware of this and share the information with CAMHS.	Data is shared without updated information on consent being gained	1	4	4	<ol style="list-style-type: none"> 1. Check with case when first making contact they are happy for information to be shared with CAMHS. 2. Withdrawal of consent must be 	

							prominently recorded on PARIS	
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Step 6: Sign Off

In cases where the impact of a risk identified at Step 5 is assessed to be either severe or critical and the likelihood is assessed to be either likely or very likely and the risks remain at this level after the implementation of controls, the Data Protection Officer must consult the Information Commissioner's Office

Item	Name/Date	Notes
DPO advice provided by:	Samukele Matshakayile-Ndlovu 2/11/2021	DPO should advise on compliance and whether processing can proceed
<p>Summary of DPO Advice:</p> <p>The DPO has no objections to the proposed processing as it will provide early intervention to children and young people in need of mental health support. The following recommendations are made to ensure full compliance with the UK GDPR:</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. A Wellbeing Team privacy notice to be drafted and shared with individuals when the referrals from the Early Help Hub are accepted by Team. The privacy notice must make clear how personal data will be processed by the GHT. This will ensure compliance with articles 13 and 14 UK GDPR (right to be informed) and also provides further mitigation against the privacy risk identified above (point 1.) 2. Withdrawal of consent must be prominently recorded on PARIS so all practitioners are aware at all times when consent has been withdrawn by the data subject. A discussion with the PARIS Team may be required. 3. The MOU does not constitute a data sharing agreement therefore all personal or pseudonymised data must only be shared under a data sharing agreement (ICO's data sharing code of practice). The DPO must be consulted in regards to the data sharing arrangements with NHS England, DfE and Joint Management Boards. 		
DPO advice accepted or overruled (Name & Job title)	Rebecca Askew Senior Specialist Educational Psychologist - Wellbeing	If overruled you must explain your reasons
Comments:		
IG Board rectification/ approval date:		
Comments:		

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