

Report Title:	School Budget Funding 2023/24 Consultation Review
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Stuart Carroll - Deputy Chairman of Cabinet & Cabinet Member for Children's Services, Education, Health, Mental Health, & Transformation
Meeting and Date:	Schools Forum 15 December 2022
Responsible Officer(s):	Kevin McDaniel - Executive Director of People Services James Norris - Head of Finance Achieving for Children (RBWM)
Wards affected:	All

REPORT SUMMARY

Following the Schools Forum report dated 17 November 2022 and the subsequent consultation undertaken with schools in respect of the proposed school budget formula for 2023/24 the purpose of this report is to provide the Schools Forum with:

- a summary and brief analysis of the results of the consultation
- details from the consultation to enable a decision on any changes to the school budget formula
- an update on the Growth Fund allocation 2023/24
- an update on the proposed de-delegation rates for 2023/24 (maintained schools only)
- an introduction to the planned Early Years consultation 2023/24

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Schools Forum notes the contents of the report and:

- i) within the limits of the school budget allocation 2023/24 agrees to the factor changes
- ii) agrees to the proposed funding approach for 2023/24
- iii) agrees to the Central School Services Block budgets 2023/24
- iv) votes on the proposed de-delegation rates for 2023/24 as set out in paragraph 6 and table 5 primary maintained schools and secondary maintained schools must vote separately for each phase (maintained schools only);
- v) notes the planned Early Years formula consultation 2023/24

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

Options

Table 1: Options arising from this report

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

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

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

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

1.3 At the Schools Forum on 17 November 2022 it was agreed that a consultation would be undertaken on the principles relating to a number of formula factors impacting on the Schools Budget allocation, funding formula for 2023/24 and migration towards the National Funding Formula (NFF).

2. KEY IMPLICATIONS

2.1 The key implications of this report are set out in Table 2.

Table 2: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Schools Forum to note the contents of the report, consultation results and vote on the de-delegated	Decision on de-delegation rates not undertaken	De-delegation rates approved	Non-applicable	Non-applicable	15 December 2022

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
rates for 2023/24					

3. RESPONSES TO THE SCHOOLS CONSULTATION

3.1 For each question included in the consultation a summary and brief analysis of the results with schools feedback is set out in appendix A.

3.2 An extract of the original consultation document is attached as appendix B.

4. ANALYSIS OF CONSULTATION RESULTS

4.1 The results of the consultation is shown in detail in appendix A. Consultation was on an individual school basis with a total of 26 schools (43%) responding, which was a significant improvement on the 2022/23 response rate of 20%. Respondents were across all sectors including academy and maintained schools. The percentages set out in 4.2 to 4.9 are based on those schools that responded to the consultation.

4.2 The proposal to retain the Minimum per pupil level funding (MPPL) guarantee at 0.5% was supported by 89% of schools.

4.3 The continuation of capping and scaling to fund minimum funding guarantees was supported by 65% of schools. The 27% of schools against this approach were all from the primary sector with comments mainly focused on the view that the funding should directly link to pupils and this adjustment should be no longer be undertaken.

4.4 The options to introduce the new compulsory sparsity factor at 10% was most strongly supported by 62% of schools, with an increase of 25% and 50% receiving 19% respectively.

4.5 The application of any headroom received a mixed response. From the results it can be see that the preferred option was for adjusting the lump sum with 42% of responses supporting this approach. Combining the lump sum and IDACI received 69% of responses. Results are as set out below:

Allocation	%
Lump Sum Only	42
Lump Sum & IDACI	27
IDACI Only	19
Not Sure	12

4.6 Increasing FSM Ev6 unit rates to NFF level for 2023/24 received 100% of the votes.

4.7 Increasing the IDACI bands C to F unit rates to NFF 2023/24 levels was supported by 52% of schools with comments stating the need to continue to support the most deprived and in need of support. There were 36% of schools in favour of a slower migration towards NFF rates.

4.8 In respect of the preferred model schools provided a mixed response. The main feedback from the consultation recognised the two indicative models were very similar in most factors, therefore, either would be acceptable. Results are as set out below:

Model	%
One	44
Two	28
Not Sure	18

4.9 The proposed changes to the Notional SEN factors within the local formula were supported by 42% of schools, with 12% opposed. The remaining 46% of schools were not sure on this matter, therefore, guidance is included in the following link:

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/the-notional-sen-budget-for-mainstream-schools-operational-guidance>

If any school would like further advice contact the Bursar Support Team at the following email address:

Bursar.support@achievingforchildren.org.uk.

4.10 Depending on the October 2022 data set and the subsequent affordability once all minimum funding levels have been met, we will aim we aim to reflect the consultation responses as close as possible. This is the recommended approach.

5. GROWTH FUNDING

5.1 The growth fund for 2022/23 is £705,000 with a forecasted expenditure of £208,000, the reported underspend is reflected in the latest monitoring reported to Schools Forum December 2022. The indicative level of funding for 2023/24 will be advised by the ESFA in December 2022.

6. CENTRAL SCHOOL SERVICES BLOCK

6.1 In accordance with guidance for Schools Forum local authorities are to be informed of elements of the proposed Central School Services Block (CSSB) budgets for the coming financial year.

6.2 Section A of table 3 below lists the proposed central spend for 2023-24. Under Schools Forum powers and responsibilities Schools Forum members are requested to approve the draft 2023-24 base budgets listed in section A. Section B lists the historic elements funded by the ESFA annually. This section is for information only.

Table 3: Key Implications

	Budget 2022- 23	Budget 2023- 24	Note
	£	£	
A) Central Spend			
Places in Independent schools for Non SEN Pupils	31,100	11,800	No placements for 3 years. Reduction is CSSB funding.
Admissions Team	188,200	188,200	Excludes RBWM recharges
Servicing of Schools Forum	1,900	1,900	Excludes RBWM recharges
B) Contributions to Combined Budgets - Historic elements (contributions approved before April 2013):			
Information and advice service	30,610	24,490	ESFA 20% reduction each year
Early Help Social Work	53,300	42,640	ESFA 20% reduction each year
Educational Psychologist Service	53,300	42,640	ESFA 20% reduction each year

7. DE-DELEGATION RATES

7.1 In accordance with the Schools Revenue Funding 2023/24 Operational Guidance de-delegated services are for maintained schools only; funding for de-delegated

services must be allocated through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with schools forum approval.

7.2 Schools Forum members for primary maintained schools and secondary maintained schools must vote separately for each phase whether the service should be provided centrally; the decision will apply to all maintained mainstream schools in that phase. They must vote on fixed contributions for these services so that funding can then be removed from the formula before school budgets are issued. There may be different decisions for each phase.

7.3 Any underspend on the de-delegated budgets will be retained within the Dedicated Schools Grant (Schools Block) and will be carried forward into the next financial year.

7.4 The proposal is for 2023/24 to retain the maintained schools de-delegated unit rates at the current level for Contingency and Staff Costs. The largest fund within the de-delegation is the Maternity Pay estimated funding at £179,000 for 2023/24, however, although salaries and on-costs have increased, the overall charges to this account continue to decrease in recent years. From 23-24 onwards the de delegation of the Behaviour Support service from Primary school budgets will cease. This service is to be combined with the Social, Emotional and Mental Health (SEMH) team.

7.5 The proposed de-delegation rates for 2023/24 are shown in table 4. The final de-delegated budgets for 2023/24 will be known on the completion of the school formula Authority Pupil Tool (APT) due to be sent out to local authorities in December 2022.

Table 4 Proposed de-delegation unit rates 2023/2024

	Data	Unit Rate	Estimated Budget 2023/24
		£	£000
Primary			
Contingency	Pupil	15	107
Behaviour Support	IDACI	N/A	N/A
Staff Costs (maternity and divisional reps)	Pupil	25	179
Secondary			
Contingency	Pupil	N/A	N/A
Behaviour Support	IDACI	N/A	N/A
Staff Costs (maternity and divisional reps)	Pupil	25	18

8. EARLY YEARS NATIONAL FUNDING FORMULA

8.1 The 2023/24 initial allocations for the Early Years block are due to be announced in December 2022. The current hourly rates for two year olds and for three and four year olds is £6.25 and £5.31 respectively.

8.2 Local authorities are required to consult providers on annual changes to their local formula. Schools forums must also be consulted on changes to local early years funding formulas, including agreeing central spend. The final decision rests with the local authority.

8.3 There will not be any significant changes to the local formula for 2023/24, therefore, RBWM expects to budget to pass through 95% of DfE funding for 3-4 year olds to providers, with 5% of funding centrally retained, and to continue to pass through 100% of funding for 2 year olds to providers. On this basis, a short consultation is planned to be undertaken during the spring term 2023. Only one submission will be accepted per setting and school, responses will be collated and anonymised before being considered by the appropriate Schools Forum.

8.4 As part of the consultation period a document providing guidance, context and the process for submission will be distributed to all settings and schools.

9. FINANCIAL DETAILS / VALUE FOR MONEY

9.1 The financial implications are set out in sections 2 to 8.

10. LEGAL IMPLICATIONS

10.1 The DfE Schools Operational guide states local authorities must continue to do their best, within the circumstances, to engage in open and transparent consultation with all maintained schools and academies in their area, as well as with their schools forums, about any proposed changes to the local funding formula, including the principles adopted and any movement of funds between blocks.

11. LEGAL IMPLICATIONS

11.1 This report complies with the DfE statutory operational guidance 2023/24.

12. RISK MANAGEMENT

12.1 The risks and their control are set out in table 7.

Table 5: Impact of risk and mitigation

Risk	Level of uncontrolled risk	Controls	Level of controlled risk
Poor financial management resulting in lack of accuracy and reliance upon reported position	MEDIUM	Robust financial management within services to enable effective and timely reporting	LOW

13. POTENTIAL IMPACTS

13.1 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. There are no Equality Impact risks arising from this report.

13.2 Climate change/sustainability. There are no climate change/ sustainability risks arising from this report.

13.3 Data Protection/GDPR. There are no data protection/ GDPR risks arising from this report.

14. BACKGROUND DOCUMENTS

14.1 This report is supported by the following background documents:

- Schools revenue funding 2023 to 2024 Operational guide:

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/schools-operational-guide-2023-to-2024>

15. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officers (or deputies)</i>			
Adele Taylor	Executive Director of Resources/S151 Officer	06-12-22	
Emma Duncan	Director of Law, Strategy & Public Health/ Monitoring Officer	06-12-22	06-12-22
<i>Deputies:</i>			
Andrew Vallance	Head of Finance (Deputy S151 Officer)	06-12-22	
Elaine Browne	Head of Law (Deputy Monitoring Officer)	06-12-22	
Karen Shepherd	Head of Governance (Deputy Monitoring Officer)	06-12-22	05-12-22
<i>Mandatory: Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>			
Lyn Hitchinson	Procurement Manager	06-12-22	06-12-22
<i>Mandatory: Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>			
Vacant	Data Protection Officer	06-12-22	

Mandatory:	<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>		
Ellen McManus-Fry	Equalities & Engagement Officer	06-12-22	
Other consultees:			
Directors (where relevant)			
Tony Reeves	Interim Chief Executive	06-12-22	
Andrew Durrant	Executive Director of Place	06-12-22	
Kevin McDaniel	Executive Director of People Services	06-12-22	

Confirmation relevant Cabinet Member(s) consulted	Cabinet Member for Children's Services, Education, Health, Mental Health, & Transformation	Yes
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information & decision making	No	No

Report Author: James Norris, Head of Finance AFC (RBWM), 07824478100
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APPENDIX A - EQUALITY IMPACT ASSESSMENT

Essential information

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

Strategy		Policy		Plan		Project		Service/Procedure	x
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Responsible officer	James Norris	Service area	Finance	Directorate	Children's (Achieving for Children)
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Stage 1: EqIA Screening (mandatory)	Date created: 06/12/2022	Stage 2 : Full assessment (if applicable)	N/A
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Approved by Head of Service / Overseeing group/body / Project Sponsor:

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

Signed by (print): Kevin McDaniel

Dated: 06/12/2022

Guidance notes

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

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

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

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

What are the “protected characteristics” under the law?

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

What's the process for conducting an EqIA?

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

Openness and transparency

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

Enforcement

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

Stage 1: Screening (Mandatory)

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

The overall aim of the report is to provide the Schools Forum with:

- a summary and brief analysis of the results of the consultation
- details from the consultation to enable a decision on which budget model should be implemented
- an update on the Growth Fund allocation 2023/24
- an update on the proposed de-delegation rates for 2023/24 (maintained schools only)

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

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

Outcome, action and public reporting

Screening Assessment Outcome	Yes / No / Not at this stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No	None	N/A	N/A
Does the strategy, policy, plan etc require amendment to have a positive impact?	No	None	N/A	N/A

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

Stage 2 : Full assessment

2.1 : Scope and define

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

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

2.2 : Information gathering/evidence

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

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

Eliminate discrimination, harassment, victimisation

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

Advance equality of opportunity

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

Foster good relations

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

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

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

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Consultation Document Schools Funding Formula 2023-24

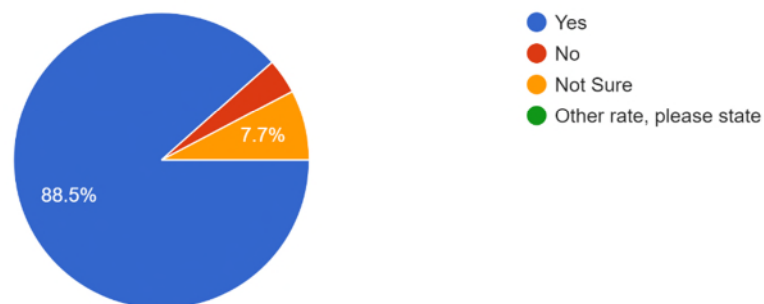
Question 1:

Do you agree that the Minimum Funding Guarantee top up should remain at +0.5%? The allowable range is 0.0% to +0.5%

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

Question 1 - Minimum Funding Guarantee (MFG)

26 responses



Summarised comments on question 1:

The DfE protection range of 0.0% to 0.5% was noted by schools and therefore the proposal to retain the RBWM model at 0.5% was recognised as being at the upper end of the range.

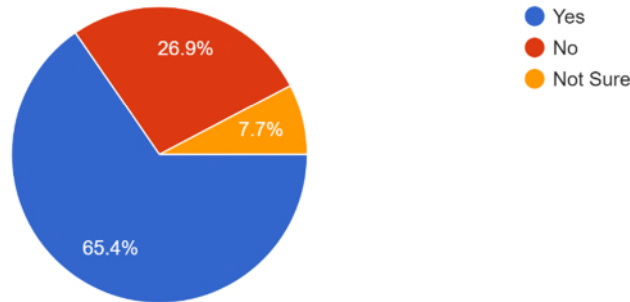
Question 2:

Do you support the capping and scaling of school budgets to fund the minimum funding guarantee as in previous years? For 2022-23 the minimum funding guarantee total cost in total less than £38,000. Models 1 and 2 have no cost for MFG in 2023-24.

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

Question 2 - Capping and Scaling

26 responses



Summarised comments on question 2:

Capping and scaling of school budgets has been applied for many years resulting in cross subsidising of pupils between schools with funding not fully following the pupils. There should be a plan in place by now to address this issue rather than shuffling money from one school to another.

Capping and scaling avoids undue turbulence for schools.

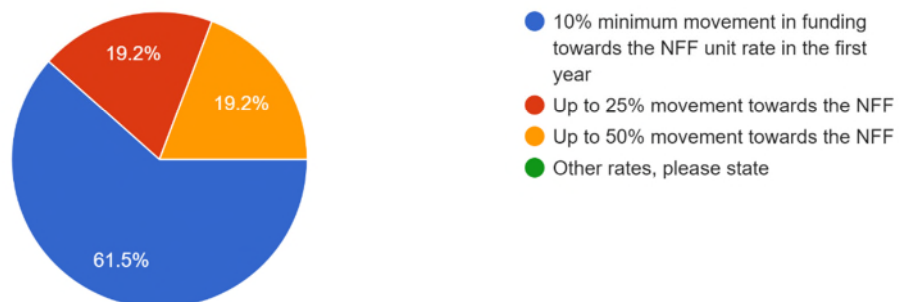
Question 3:

The Sparsity factor will be part of the RBWM local formula from 2023-24. For the first year what level of funding do you support. Based on October 2021 Census data 6 schools qualify for this element of funding?

- 10% minimum movement in funding towards the NFF unit rate in the first year
- Up to 25% movement towards the NFF
- Up to 50% movement towards the NFF
- Other rate

Question 3 - Sparsity Factor

26 responses



Summarised comments on question 3:

The sparsity factor should be gradually introduced as was the approach for other factors.

School funding should be pupil led as much as possible.

RBWM is not a rural authority so, whilst some schools meet this criteria, it is not a borough wide issue.

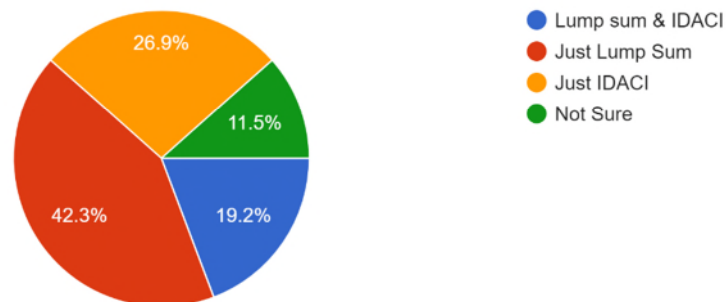
Question 4:

Do you support the proposal that positive or negative headroom resulting from Census data updates should be adjusted via school lump sum and IDACI?

- a) Lump sum & IDACI
- b) Just Lump sum
- c) Just IDACI
- d) Not sure

Question 4 - Headroom

26 responses



Summarised comments on question 4:

Headroom should be used to fund disadvantaged pupils.

Agree with lump sum being used to allocate headroom.

An increase in the lump sum will help support smaller schools.

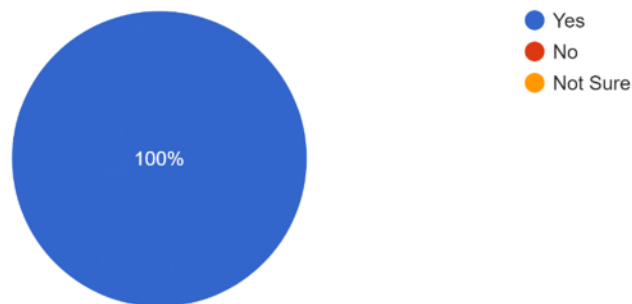
Question 5:

Do you support increasing FSM Ev6 unit rates to NFF level for 2023-24?

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

Question 5 - FSM6

25 responses



Summarised comments on question 5:
Agreement to moving to the full FSM6 rate.

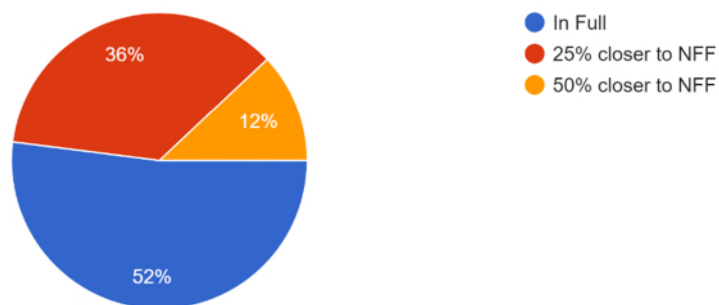
Question 6:

Do you support migrating IDACI bands unit rates C to F closer to NFF levels in 2023-24?

- a) In full
- b) 25% closer to NFF
- c) 50% closer to NFF

Question 6 - IDACI

25 responses



Summarised comments on question 6:
Agreement to moving to full NFF rate.
Agreement to moving 25% closer to NFF.

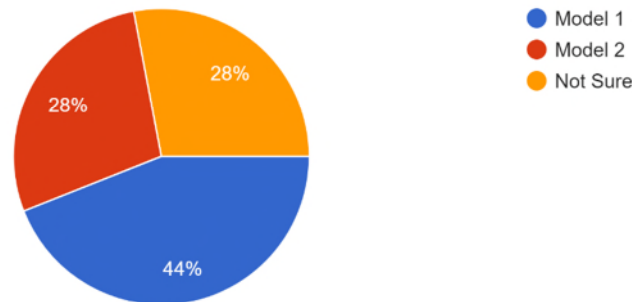
Question 7:

If affordable, which is your preferred model: model 1 or model 2?

- a) Model 1
- b) Model 2
- c) Not sure

Question 7 - Preferred model

25 responses



Summarised comments on question 7:

No massive difference between the models. Further analysis of impact would be beneficial. Preference for model 1, however, greater modelling of impact of the MFG would be beneficial.

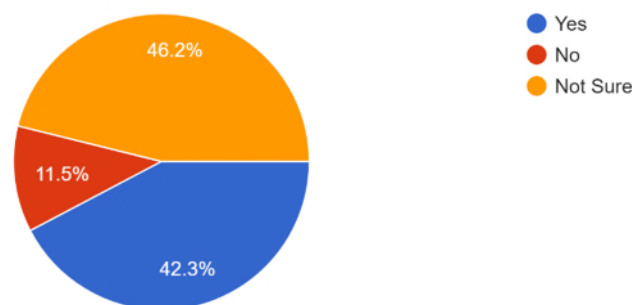
Question 8:

Do you support or have any comments relating to the proposed changes to the Notional SEN factors within the local formula?

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

Question 8 - Notional SEN

26 responses



Summarised comments on question 8:

The notional element of the budget is irrelevant really. No school has enough actual funding to fulfil their duty to use their "best endeavours" to secure special educational provision for their pupils with SEN. The funding for SEN needs to increase.

SEND is generally unfairly funded for the expectations on the support needed for the children; especially those with high levels of EHCPs. The £6,000 is absorbed by these children before even reaching the SEND next tier who also need substantial support.

The schools that are not inclusive always end up doing well financially and less additional pressure on their budget.