

Public Document Pack



The following reports are Information Items for the Education for Life Scrutiny Committee:

1. How Schools engage with the Public Health Wales 'Healthy Schools' Scheme.
2. Education & Lifelong Learning Grants 2019-20.
3. Financial Plan Education and Lifelong Learning 2019/20.
4. Improving School Attendance and reducing Exclusions.



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

**SUBJECT: HOW SCHOOLS ENGAGE WITH THE PUBLIC HEALTH WALES
'HEALTHY SCHOOLS' SCHEME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE
SERVICES**

1. PURPOSE OF REPORT

1.1 The purpose of this report is to highlight to members how schools are engaging in the Healthy Schools Programme. It also considers comparative performance against other Local Authorities in Wales.

2. SUMMARY

2.1 This report looks at the support offered by the LA Healthy Schools Practitioners and breaks down the number of schools actively engaging with and working towards the National Quality Award. The report also includes comparative data identifying Caerphilly's position in relation to the 22 other Local Authorities. Priorities identified in the Service Improvement Plan are also referenced in the report. The final section makes reference to recent Estyn inspections.

3. RECOMMENDATIONS

3.1 That the Education Scrutiny Committee notes the contents of the report.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To ensure members are informed of the impact of the Healthy School scheme and priorities listed in the LA Service Improvement Plan.

5. THE REPORT

5.1 How does the LA provide support to schools?

The LA has 2 full time practitioners and 1 part time practitioner supporting schools across the Caerphilly region. Specific duties include:

- Continuing to support and progress schools through each phase of the Healthy Schools scheme and prioritise schools in phases 3, 5 and those working towards NQA accreditation.
- Working collaboratively with key partners to increase attendance and provision for wellbeing in schools.

- Producing and delivering high quality resources, guidance, policies, training and events, which are in line with national guidance and requirements to support schools to move through each phase.
- Developing, delivering and evaluating health promotion programmes in schools.
- Supporting school nursing service with immunisation programme.
- Representing the local authority at local partnerships to maximise the potential of health improvement.
- Promoting good practice within schools via social media and termly newsletters.

5.2 **What are the current indicators that health and wellbeing provision and outcomes across the Caerphilly region is good?**

In May 2019, 89 schools and settings are registered for the Healthy Schools initiative across Caerphilly LA = 100%

- Primary Schools: 73
- Secondary Schools: 11
- 3-18 school: 1
- Specialist Resource Schools: 1
- PRU: 1
- EOTAS Provisions

5.3 **Award Levels achieved broken down into Primary, Secondary and Other:**

Primary Schools:

- Phase 1 - 73
- Phase 2 - 73
- Phase 3 - 73
- Phase 4 – 69
- Phase 5 - 69
- Local Phase 6 - 14
- NQA – 12

Secondary Schools:

- Phase 1 – 11
- Phase 2 – 11
- Phase 3 – 10
- Phase 4 - 9
- Phase 5 - 8
- Local Phase 6 - 0
- NQA – 1

Other Schools:

- **Specialist Resource School:** Trinity Fields – NQA achieved March 2018.
- **Pupil Referral Unit:** The Learning Centre – Phase 2 – Achieved January 2018.
- **EOTAS provisions:** Innovate (Rhymney) – Achieved Phase 3 January 2019, Innovate (The Hangar) – Achieved Phase 2 April 2019

5.4 Review of Targets – Healthy Schools

(Summer 2019 – updated 07/06/19)

Performance Indicator	Target	RAG	Comment
% of schools achieving Phase 3 Award	95%	Green	In total 86 schools (100%) have achieved Phase 3 or above.
% of schools working towards the National Quality Award	20%	Green	Out of our remaining schools that haven't yet achieved the award, 19 schools (22%) are currently actively working towards achieving the award within the next 2-3 years.
% of schools achieved the National Quality Award	10%	Green	In total 14 schools (16%) have achieved the National Quality Award. With the following schools to have achieved the award.

5.5 Additional data

2017/18:

Number of School Visits: 132

NQA: (4) Trinity Fields School and Resource Centre, Cwmfelinfach Primary, Hendre Infants and Ysgol Ifor Bach

Local Phase 6: (3) Tynywern Primary, Llancaeath Juniors, Waunfawr Primary

Phase 5: (2) Cwm Ifor Primary, Ysgol Penalltau

Phase 3: (1) Newbridge Comprehensive

Phase 2: (2) The Learning Centre, Innovate Rhymney

2018/19:

Number of School Visits: 171

NQA: (1) Pengam Primary

Local Phase 6: (4) St James Primary, Machen Primary, Bedwas Infants, Gilfach Fargoed Primary

Phase 4: (2) Newbridge Comprehensive, St Martins Comprehensive

Phase 3: (2) Innovate Rhymney, St Martins Comprehensive

Phase 2: (1) Innovate – The Hangar

Future Accreditations:

NQA: (4) White Rose Primary, Libanus Primary, Ystrad Mynach Primary, Llancaeath Juniors, Cwm Glas Infants

Local Phase 6: (1) Rhiw Syr Daffyd Primary

5.6 **What are the current indicators that health and well being provision and outcomes across the Caerphilly region compare favourably against other authorities in Wales?**

The following table indicates that comparative data is favourable: All Wales Information provided by Public Health Wales (June 2019)

Local Authority	Total schools	95% achieved Phase 3 and above (actual number and %)¹		10% to achieve NQA (actual number and %)²	
Anglesey	48	44	91.6%	7	14.6%
Blaenau Gwent	No data provided to Public Health Wales				
Bridgend	60	58	96.6%	6	10.0%
Caerphilly	87	86	98.8%	14	16.0%
Cardiff	131	119	90.8%	7	5.3%
Carmarthenshire	114	105	90.5%	2	1.75%
Ceredigion	46	36	78.2%	3	6.5%
Conwy	69	69	100.0%	19	27.5%
Denbighshire	60	58	96.6%	10	16.7%
Flintshire	86	81	94.1%	13	15.1%
Gwynedd	No data provided to Public Health Wales				
Merthyr Tydfil	27	25	92.5%	1	3.7%
RCT	116	109	93.9%	6	5.1%
Monmouthshire	36	35	97.2%	4	11.4%
Neath Port Talbot	74	74	100.0%	3	4.05%
Newport	No data provided to Public Health Wales				
Pembrokeshire	73	72	98.6%	18	24.6%
Powys	95	93	97.8%	10	10.5%
Swansea	98	96	97.9%	10	10.2%
Torfaen	36	36	100.0%	2	5.5%
Vale of Glamorgan	60	58	96.6%	9	15.0%
Wrexham	75	74	98.6%	10	13.3%
Total:					

The table highlights that Caerphilly currently sits 4th in Wales of the number of schools that have achieved the National Quality Award.

5.7 Judgements made by Estyn linked to Healthy Schools (Estyn – From Autumn 2018)

School	Estyn Commentary:
<p>Llancaeach Junior School</p> <p>November 2018</p>	<p>Members of various pupil groups, such as the 'wellbeing warriors', talk passionately about their role to improve outcomes for pupils in the school. Most pupils develop well as ethical and informed citizens, for example through fundraising activities, such as the 'wear red' day, that they organise in support of a local hospital. Pupils display care for others in their community, for example when playing board games with the residents of a local residential care home.</p> <p>The school promotes the importance of healthy eating and drinking through a number of successful initiatives, for example during physical education sessions, weekly enrichment afternoons, annual 'healthy weeks' and extra-curricular sporting activities. Teachers regularly use topic work to encourage pupils to eat healthily and Year 3 pupils devise a questionnaire to ask canteen staff about healthy choices.</p>
<p>Phillipstown Primary School</p> <p>November 2018</p>	<p>The school supports the development of pupils' wellbeing successfully. Most pupils have a secure understanding of how to stay safe when using the internet and older pupils appreciate the need to protect their identity online. Many pupils understand the need to eat and drink healthily and to take regular exercise. They organise their own fruit tuck shop successfully and many benefit from taking part in the range of physical activities that the pupils themselves organise. For example, they run on the yard each day during break times. The 'iActive' pupil voice group encourages pupils to participate at strategic stations on the school yards in such activities as cheerleading, netball and parachute games. The 'iTech' group delivers internet safety assemblies for pupils and parents to ensure that pupils keep themselves safe online.</p>
<p>Risca Primary</p> <p>November 2018</p>	<p>Nearly all pupils know where to turn if they feel worried or upset. They develop a strong understanding of how to stay healthy and fit through exercise and having a well-balanced diet.</p> <p>Pupil leadership groups have a positive impact on school life. For example, members of the school council organise beneficial activities during anti-bullying week and the digital leaders lead internet safety assemblies reinforcing the need for pupils to keep safe online. Playground buddies support their peers very well.</p> <p>The school tracks pupils' wellbeing through a range of purposeful measures. It has beneficial strategies for pupils experiencing social or emotional difficulties and require support.</p>
<p>Rhydri Primary</p> <p>Feb 2019</p>	<p>The school is a calm and nurturing community that places a strong emphasis on pupils' wellbeing and happiness. Staff know pupils and their families very well and respond skilfully to their emotional and social needs. This is a strength of the school community and contributes to a warm, caring and nurturing learning environment.</p> <p>Opportunities for pupils to learn how to make good lifestyle choices are appropriate. For example, the school ensures that pupils know how to eat healthily, and provides worthwhile lessons about on-line safety. Activities such as attending the 'crucial crew' event, at which they learn about substance misuse and personal safety, support pupils' personal development successfully.</p>

Trinant Primary Feb 2019	Older pupils receive good advice regarding sex education, substance misuse and online safety. Arrangements for safeguarding pupils meet requirements and give no cause for concern.
Deri Primary March 2019	Pupils across the school have a sound understanding of how to live a healthy lifestyle and the importance of making healthy choices in relation to food and physical activity. For example, many pupils select healthy options of fruit and water from the 'Snack Shack' during break times.

5.8 The Service Improvement Plan identifies specific areas for additional focus during each cycle of improvement. This is in addition to the ongoing work to support schools via the Public Health Wales accreditation scheme. In 2019, the areas for improvement are:

- Improve tracking and monitoring of data with reference to pupils at risk of substance misuse issues. Make effective use of the data to improve performance of this vulnerable group.
- Support schools with the implementation of new anti-bullying programmes within KS2.
- Provide support for vulnerable pupils through effective implementation of the 'Period Dignity' initiative
- Increase the uptake of the flu immunisation within foundation and KS2 phases.

6. ASSUMPTIONS

6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Council Plan 2018 - 2023: Well-being Objective 1 – Improve Education for all; Well being Objective 2 'Enabling Employment'; Well Being Objective 5 'Creating a county borough that supports a healthy lifestyle in accordance with the Sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015'.

7.2 Education Service Improvement Plan 2019

7.3 LA Self Evaluation 2019

7.4 Shared Ambitions – Education Strategy

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report identifies the Local Authorities commitment to the long-term health and well-being of children and young people within the county borough by ensuring they have the best start in life and opportunities to achieve success as a young person and as an adult.

8.2 Strategies identified within the plan are aimed at prevention – preventing young people from falling into trends related to unhealthy lifestyles. The Healthy Schools programme aims to instil key health messages and appropriate decision making skills in relation to health and well-being.

8.3 Integration is fundamental to everything we do within Education – ensuring that all our children and young people are fully engaged in a health programme appropriate to their needs, maintaining an ethos and environment where they feel safe and secure and encouraged to make sound decisions.

- 8.4 Collaboration with schools, Headteachers, and PHW colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.
- 8.5 We actively involve children and young people in our decision making processes. Pupils have opportunities to contribute to policies, take an active role in healthy schools accreditations and action planning, and are consulted on health initiatives being implemented in schools.

9. EQUALITIES IMPLICATIONS

- 9.1 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications with respect to this report.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no personnel implications with respect to this report.

12. CONSULTATIONS

- 12.1 All responses from the consultations have been incorporated in the report.

13. STATUTORY POWER

- 13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

SUBJECT: EDUCATION & LIFELONG LEARNING GRANTS 2019-20

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To provide Members with details of grant funding available to the Education & Lifelong Learning Directorate in 2019-20. To update with regards to grant funding that will span financial years, particularly with regards to capital funding.

2. SUMMARY

2.1 The report provides brief details of the grant funding currently available, although Members need to be aware that further grants can be made available in year subject to new funding sources or the successful outcome of bids.

2.2 The report provides a brief description of the intended purpose of the grant funding. More detailed information on individual grants can be made available to Members, if requested.

3. RECOMMENDATIONS

3.1 Members are requested to note the contents of this report.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To ensure that Members are informed with regards to confirmed and indicative grant funding in 2019/20, both capital and revenue funding.

5. THE REPORT

5.1 The attached Appendix 1 provides summary details of grants currently available to the Directorate in 2019-2020. It includes a list of the grants, the grant funding bodies, the value of the grant, a brief description of the purpose of the funding, together with details of the responsible officer.

5.2 Members will note that there is a significant level of grant funding available to the Directorate in 2019-20, with the revenue figure currently estimated at £31m. The funding linked to capital, which spans a number of years is potentially estimated at £65m. Members will note that funding is made available from a number of different sources.

- 5.3 Members should note that at the end of financial year 2018-19, the Authority received some one off grant funding from Welsh Government linked to School Maintenance (£2.4m) and Period Products in Schools (£140k). Whilst this funding was received in financial year 2018-19, this was with a commitment to match this level of funding in 2019-20.
- 5.4 Each grant offer made to the Authority is dependant on adherence to a pre defined set of terms and conditions, as stipulated by the awarding body. The purpose of the terms and conditions is for the grant body to be able to satisfy itself that the grant has been spent within the scope and purpose of the funding.
- 5.5 In addition the terms and conditions will outline the period of the grant, how the grant will be paid, the timescale for submission of grant claims and reports and also whether the grant is subject to an annual audit review. The requirement for an audit review will stipulate whether this needs to be undertaken by either the Authority's Internal or External Auditors. The purpose of the audit review is to ensure compliance with the terms and conditions of the grant through a process of sample testing. The attached Appendix 1 identifies which of the 2019-20 grants require an audit review. During the review any queries raised are investigated and any further information required by Audit is provided prior to an Audit Report being produced. The details of the outcome of the audit are then made available to the awarding body as specified.
- 5.6 To be aware, even where a grant does not require a specific audit the Grant Body reserve the right to have access to documents and information relating to grant monies and may exercise this right, at all reasonable times, if deemed necessary.
- 5.7 Within the Directorate, the Finance Division maintains a database of all grants that have been awarded to the Directorate for the year. This provides key information for financial planning and also ensures that grant income and the associated expenditure are incorporated into the budget monitoring reports that are produced for the Directorate.
- 5.8 It is important to advise that the Education Achievement Service has a key role in the co-ordination of a number of regional grants, as identified in Appendix 1.

6. ASSUMPTIONS

- 6.1 Any assumptions are detailed within the report and appendix.

7. LINKS TO STRATEGY

- 7.1 The effective use of grant funding and resources within the Directorate is necessary to ensure that key strategies are achieved. This will support the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015, in particular as follows:
- A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and
 - A Wales of cohesive communities, improving the quality of life with attractive, viable, safe and well connected communities.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

9. EQUALITIES IMPLICATIONS

- 9.1 There are no direct equality implications to this report, therefore no Equality Impact Assessment has been undertaken. All grant schemes are implemented in line with the requirements of the Strategic Equality Plan 2016-2020 and in compliance with the Welsh Language Standards. All operational work undertaken to implement the Directorate's key strategies will be assessed individually as appropriate.

10. FINANCIAL IMPLICATIONS

- 10.1 In 2019-20 there is currently an estimated £31m due into the Education & Lifelong Learning Directorate in the way of revenue grant funding. The issue with regards to grant funding is the degree of uncertainty for future planning purposes, since in most instances the grants are awarded on an annual basis which poses issues for medium and long term planning. Estimated capital funding totals £65m but this would cover a number of financial years.
- 10.2 As mentioned previously, all grants are subject to specific terms and conditions and this could include a requirement that the grant is subject to External Audit. If this is the case the Authority's External Auditors will scrutinise financial and non financial data relating to the grant, as per the Audit Instructions, to ensure that all expenditure complies with the terms and conditions. If External Audit identify that there has been a failure to comply then potentially the grant funding body could claw back the grant funding previously awarded and paid, impacting directly on the Authority's budget in that year.
- 10.3 In 2019/20 Members should be aware of the following:
- As part of the Education Learning Grant, Welsh Government has increased the Authority's funding for Minority Ethnic Achievement / Gypsy Roma Travellers from £76k to £142k. The longer term funding position will be considered as part of the forthcoming Comprehensive Spending Review.
 - Local Authority Education Grant - PDG Access funding continues in 2019-20. The purpose of this grant is to provide assistance to families on low incomes. It is aimed at supporting pupils who are eligible for free school meals because of the benefits or support payments that their parents **currently** receive. In addition to supporting the purchase of school uniform, this funding can also be used for kit and equipment for extra curricular, enrichment, after and out of school activities. In 2019-20, this funding is available to year 3 and year 10 pupils, in addition to reception and year 7 pupils (only reception and year 7 in 2018-19). Funding of up to £125 is available for eligible learners in reception, year 3 and year 10, with funding of up to £200 for eligible learners in year 7.
 - A number of the Directorates Welsh Government funding streams have been brought together under the umbrella of the new Children & Communities Grant. This grant includes 7 previous funding streams, some of which were received in Education – notably Flying Start, Out of School Childcare and Families First Funding. The amalgamation of these grants is intended to provide greater flexibility within the Authority with regards to targeting funding. In 2019-20 the total grant amounts to £9,742,237 of which circa £6m is received into Education (as per details in appendix). In 2019-20, funding for the Education projects is comparable to 2018-19 funding.
 - Post 16 Funding into the Authority has reduced by £211k in 2018/19, due to a reduced number of predicted learners (3 year predicted average over 2018/19, 2019/20 and 2020/210).
 - Youth Support Grant Funding has increased significantly to £582k.
 - New European Project – NET (Nurture, Equip, Thrive).

11. PERSONNEL IMPLICATIONS

- 11.1 In circumstances where grant funding is reduced or withdrawn, employees placed at risk will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.
- 11.2 It is most likely that these redundancy costs would need to be met by the Authority.

12. CONSULTATIONS

- 12.1 Consultation discussions and responses have been reflected in this report.

13. STATUTORY POWER

- 13.1 Local Government Act 1972.

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Paul Warren, Strategic Lead for School Improvement
Councillor Philippa Marsden, Cabinet Member for Education and Achievement
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Appendices:

Appendix 1: Grants available to the Directorate in 2019-20

Responsible Officer	Grant Body	Grant Title	Description / Comments 2019-20	Revenue / Capital	Match Funding Required	Audit Req'd. Yes / No	Award in 2019-20 £
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REVENUE FUNDING

Education Achievement Service (EAS)	Welsh Government	Education Improvement Grant (EIG) - Regional	To support 3 national priorities for schools - improving standards in literacy; standards in numeracy; and reducing the impact of poverty on educational attainment. To support Welsh 1st & 2nd language in schools, grant needs to coincide with the authorities WESP (Welsh in Education Plan) Part of the Regional EIG Grant in 2019-20. This figure includes match of £631,961 funding provided by the Authority. Indicative allocation.	Revenue	Yes	Yes	6,895,627
Education Achievement Service (EAS)	Welsh Government	Education Improvement Grant (EIG) - Regional (Non-Maintained Early Years)	Part of the Regional EIG Grant, Distributed to Non-maintained Early Years Childcare Settings within the borough. Indicative allocation based on 2018/2019	Revenue	No	Yes	8,855
		Total Education Improvement Grant (Including Match Funding - circa £632k)					6,904,482
Education Achievement Service (EAS)	Welsh Government	Pupil Development Grant (PDG) - LAC & Adopted Pupils Grant	To raise the standards of LAC & Adopted pupils. Awaiting information for 2019-20, funding in 2018-19 was £267k.	Revenue	No	Yes	?
Education Achievement Service (EAS)	Welsh Government	Pupil Development Grant (PDG) - 5-15 (Pupil Deprivation Grant)	Allocation to Schools based on free school meals. Terms of the grant are very similar to EIG grant but the grant should only be spent on pupils identified as being in receipt of FSM. Part of the Regional Grant Funding. Indicative allocation.	Revenue	No	Yes	5,909,848
Education Achievement Service (EAS)	Welsh Government	Pupil Development Grant (PDG) - 3 - 4 (Pupil Deprivation Grant) Early Years Allocation (New)	To deliver activity to raise the attainment of learners who are eligible for free school meals or who are Look After Children, adopted from care or subject of a Special Guardianship Order. This additional PDG funding is for the extension of PDG to eligible 3 and 4 year olds in educational settings. Indicative allocation.	Revenue	No	Yes	647,500
Education Achievement Service (EAS)	Welsh Government	Pupil Development Grant (PDG) - EOTAS	Awaiting information for 2019-20, funding in 2018-19 was	Revenue	No	Yes	31,482
Education Achievement Service (EAS)	Welsh Government	Pupil Development Grant (PDG) - (Non-Maintained Early Years)	Part of the Regional PDG Grant, Distributed to Non-maintained Early Years Childcare Settings within the borough. Indicative allocation based on 2018/2019	Revenue	No	Yes	35,269
		Performance Development Grant (PDG) Total					6,624,099
Sarah Ellis - Lead for Inclusion & ALN	Welsh Government	Local Authority Education Grant	<u>To provide access to additional support for disadvantaged learners.</u> To include £360,376 for PDG Access (£6,345 Admin, £268,375 Grant Assistance to Families on Low Incomes and £85,656 to allow the LA to support schools & other settings to build up Stores of Equipment), £141,677 to support Minority and Ethnic Gypsy Roma Traveller learners, £461,187 to Assist with Teacher's Pay Pressures and £898,542 for Professional Learning to Support and Raise the Quality of Teachers. .	Revenue	No	To be confirmed	1,861,782

Responsible Officer	Grant Body	Grant Title	Description / Comments 2019-20	Revenue / Capital	Match Funding Required	Audit Req'd. Yes / No	Award in 2019-20 £
Education Achievement Service (EAS)	Welsh Government	Learning Network Schools	LNS Indicative and will be based on outcomes and input in 18/19	Revenue	No	Yes	264,820
Sarah Mutch - Early Years Manager	Welsh Government	Administration Grant for the Childcare Offer	Funding to support the implementation of the Childcare Offer. This funding is for the period of 15 months between April 2019 to 30th June 2020.	Revenue	No	No	202,660
Sarah Mutch - Early Years Manager	Welsh Government	Childcare Offer Grant - 3 & 4 yr old Childcare Pilot	The costs associated with the delivery of the early implementation of the childcare offer within the whole of Caerphilly.	Revenue	No	No	2,798,000
Paul O'Neil - Community Education Manager	Welsh Government	Youth Work Strategy Grant	To support youth engagement & progression; targeted and specific youth work to meet local need and target the most vulnerable young people; sustain the Engagement & Progression Co-Ordinator function. Also, to deliver a programme of mental health first aid & awareness to young people across the borough. promote the 5 ways to wellbeing, link into the DEAL across schools. Deliver a well being residential for early identification and support.	Revenue	No	Yes	581,572
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	Community Learning Provision (Adult Education)	To support Adult Community Learning in the Borough.	Revenue	No	No	312,710
Jane Southcombe - Finance Manager (Education, Lifelong Learning & Schools)	Welsh Government	Post 16 Provision in Schools	Funding for 6th Form Pupils (Years 12 & 13). Allocation is based on predicted learners (3 year average over 2017/18, 2018/19 and 2019/20). Reduction in funding of £211k linked to a reduction in predicted learners between 2018/19 and 2019/20. decrease by £9.8m across Wales (on a £92m budget) and consideration will need to be given to have this reduction will be applied. Indicative figures for Caerphilly show a small increase in predicted number of learners for 2019/20.	Revenue	No	No	3,792,288
Jane Southcombe - Finance Manager (Education, Lifelong Learning & Schools)	Welsh Government	Post 16 Superannuation award 7/12ths	Superannuation increase of teachers pay (additional 7.12%) from September 2019. Indicative, awaiting confirmation.	Revenue	No	No	125,516
Paul Warren - Strategic Lead for School Improvement	Welsh Government	Innovation in Small and Rural Schools	To encourage innovation, to support greater school to school working, to provide additional administrative support in schools where the head teacher has a significant timetabled teaching commitment of at least 10% of the timetable and to increase community use of the school buildings whether for educational or non-educational purposes.	Revenue	No	To be confirmed	103,539
Paul Warren - Strategic Lead for School Improvement	Welsh Government	Reduction of Infant Class Sizes	To reduce infant class sizes to below 29 in the schools identified in the proposals; to employ additional teachers at schools identified in the proposals; criteria for the funding is infant classes of 29 or more pupils, in schools that demonstrate at least one, or a combination of the following: 1. Significant levels of free school meals; 2. Below average outcomes and where a school is judged to be red or amber; 3. Significant levels of additional learning needs; 4. Significant levels of where Welsh / English is not the first language. Funding allocation of £961,983 for the period 2017/18 to 2020/21.	Revenue	No	To be confirmed	275,000

Responsible Officer	Grant Body	Grant Title	Description / Comments 2019-20	Revenue / Capital	Match Funding Required	Audit Req'd. Yes / No	Award in 2019-20 £
Jane Southcombe - Finance Manager (Education, Lifelong Learning & Schools)	Welsh Government	School Business Managers Pilot	Match funding to support innovative pilots encouraging the greater use of School Business Managers - providing dedicated support for leaders and teachers, so that they can better focus on raising standards in schools. 2 Pilots currently working in clusters - led by Heolddu & YG Cwm Rhymni.	Revenue	No		10,000
Jane Southcombe - Finance Manager (Education, Lifelong Learning & Schools)	Welsh Government	Community Focussed School Business Managers Pilot Scheme	The purpose of the funding is to support a number of community-focussed School Business Manager (SBM) pilot	Revenue	No		22,043
Paul Warren - Strategic Lead for School Improvement	Welsh Government	School Based Supply Cluster Grant	To explore alternative & innovative arrangements via school based cluster arrangements to cover teacher absence by making arrangements to recruit and employ one newly and / or recently qualified teacher in the critical first 3 years of their career post qualification. (Bedwas Cluster). Grant covered a period of 2 academic years ending August 19.	Revenue	No		11,000
Keri Cole - Chief Education Officer	Welsh Government	Provision of Feminine Hygiene Products	Provision of feminine hygiene products to women & girls from low income households who cannot afford them in the local authority area. This may be through partnerships with the third sector organisations, food banks, community hubs and other educational establishments.	Revenue	No	No	13,153
Paul Warren - Strategic Lead for School Improvement	Public Health Wales	Local development of the Welsh Network of Healthy Schools Scheme (WNHSS)	To facilitate implementation of school level measures, changes in curriculum/teaching, policy/practice and environment that is constant with good health outcomes.	Revenue	No	No	86,487
Fiona Santos - Early Years and Childcare Co-Ordinator	Public Health Wales	Healthy and Sustainable Pre-School Setting Scheme	To facilitate implementation of national guidance, changes in planning and delivery, policy/practice and environment that are consistent with good health outcomes.	Revenue	No	No	14,850
Sarah Mutch - Early Years Manager	Public Health Wales	Healthy and Sustainable Pre-School Setting Scheme (Childhood Obesity Prevention)	To accelerate implementation of evidence based action to prevent obesity in pre-school children measured by the Child Measurement Programme (Wales)	Revenue	No	No	15,000
Sarah Ellis - Lead for Inclusion and ALN / Sarah Mutch - Early Years Manager	Welsh Government Via Torfaen	ALN Transformation Grant	Funding is to enable the LA's to release staff as needed for the development of regional materials and to support the childcare sector for readiness for the ALN Act implementation. Values as per 2018/2019 financial year as funding levels for 2019/2020 are still to be confirmed. Total £132,000 came into the authority, however £44,000 distributed to 4 neighbouring authorities. Funding ends 2019/2020.	Revenue	No	Unknown	132,000
Sarah Mutch - Early Years Manager	Welsh Government	Children and Communities Grant - Flying Start Revenue Grant	To promote the welfare of children & their parents through the provision of childcare, health visiting, speech language support & parenting support in 2019-20. Part of the Children and Communities Flexible Funding in 2019/2020.	Revenue	No	Yes	5,120,443
Fiona Santos - Early Years and Childcare Co-Ordinator	Welsh Government	Children and Communities Grant - Childcare and Play (Formerly "Out of School Childcare Grant")	To support childcare provision in the Borough. Improving childcare provision / identifying & meeting gaps in provision based on the results of Childcare Sufficiency Assessments. Supporting the Assisted Places Scheme. Part of the Children and Communities Flexible Funding in 2019/2020.	Revenue	No	Yes	128,686
Clare Ewings - Community Education	Welsh Government (part of Families First Grant which is now administered by Social Services)	Children and Communities Grant - Families First - Targeted Youth and Family Engagement	To support young people and their families to build resilience, confidence and self-esteem, and equip them with skills which help them make a meaningful contribution to society. TYFE consists of: Youth Engagement, Family Engagement, Young Parents	Revenue	No	Yes as part of the FF grant Audit.	492,138

Responsible Officer	Grant Body	Grant Title	Description / Comments 2019-20	Revenue / Capital	Match Funding Required	Audit Req'd. Yes / No	Award in 2019-20 £
Sarah Mutch - Early Years Manager. Nia Parsons - Advisory Teacher (Outreach SRB) . Pauline Elcock - Basic Skills Manager (FLT)	Welsh Government (part of Families First Grant which is now administered by Social Services)	Children and Communities Grant - Families First - Outreach SRB & Families Learning Together	In 2019/2020 the Outreach SRB and Families Learning Together Schemes were amalgamated into one project to assist with continuity. The Outreach SRB is a service for Nursery children with severe and specific speech, language and communication needs. We identify / support appropriate children for the service within their own school. Some of these children could eventually access a part time assessment placement within a Specialist Resource Base for speech, language and communication needs. Family Learning Together identifies families with Essential Skills need and delivers programme of learning through groups in schools and in the community and on a 1-2-1 basis in the home. These programmes address the literacy, numeracy and language needs of parents and children and increases parents' understanding of how to support their children's learning and development.	Revenue	No	Yes as part of the FF grant Audit.	285,369
Fiona Santos - Early Years and Childcare Co-Ordinator	Welsh Government (part of Families First Grant which is now administered by Social Services)	Children and Communities Grant - Families First - Assisted and Supported Places	Assisted and Supported Places Grant Value is £59k, funded from the Families First Grant. To fund 50% Childcare Placement Officer, 2 PLANET events hosted by Parent Network and assisted and support places within childcare settings. The ISCAN Co-ordinator's post has been transferred to ABHB in 2018/2019.	Revenue	No	Yes as part of the FF grant Audit.	59,088
Lisa Davies - Community Education	Internal - Legacy	Children and Communities Grant - Legacy - Youth	To provide youth work support to young people within the legacy priority areas within Caerphilly - formerly part of the Communities First Grant	Revenue	No	Yes	89,190
Lisa Davies - Community Education	Internal - Soc Serv	Promoting Positive Engagement (formerly Youth Crime Prevention Fund)	The Project focuses on 8 to 25 year olds who are at risk of becoming involved in crime or anti social behaviour. Delivery relates to community engagement and development, family links, behaviour and accreditation opportunities. The Project works in partnership with Communities First, Families First and Caerphilly Community Safety.	Revenue	No	Yes	67,485
Sue Richards - Head of Service Education, Planning & Strat	European	Inspire 2 Work . Lead - Blaenau Gwent CBC.	To provide tailored support for young people aged 16-24 who are NEET to address and overcome their barriers, increase their self esteem, develop employability skills and move closer to the labour market. This will result in young people gaining valuable qualifications, entering further learning and gaining employment.	Revenue	Yes	Sample Testing WEFO	276,000
Sue Richards - Head of Service Education, Planning & Strat	European	Bridges into Work II. Lead - Torfaen CBC.	The project will support the reduction of poverty by increasing employment levels, particularly for underrepresented groups and those furthest from the labour market. The operation will target economically inactive and long term unemployed people aged 25+ living in non-Community First areas.	Revenue	Yes	Sample Testing WEFO & Lead Body	343,800
Sue Richards - Head of Service Education, Planning & Strat	European	Workings Skills for Adults II. Lead - Torfaen CBC.	The Project aims to target employed individuals outside of their employment context, supporting those unwilling to admit skills deficits to their employers or whose employers fail to engage.	Revenue	Yes	Sample Testing WEFO & Lead Body	135,500
Sue Richards - Head of Service Education, Planning & Strat	European	Nurture Equip Thrive. Lead - Torfaen CBC.	The Project aims to reduce underemployment or absence rates for employed individuals with work limiting health conditions and / or other barriers to sustainable engagement with the labour market	Revenue	Yes	Sample Testing WEFO & Lead Body	175,600
TOTAL ANTICIPATED REVENUE GRANTS							31,324,300

Responsible Officer	Grant Body	Grant Title	Description / Comments 2019-20	Revenue / Capital	Match Funding Required	Audit Req'd. Yes / No	Award in 2019-20 £
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CAPITAL FUNDING

Sarah Mutch - Early Years Manager	Welsh Government	Flying Start Capital Grant	To upgrade and to provide additional childcare facilities and space to deliver family support programmes etc.	Capital	No	Yes	194,750
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	21st Century Schools - Band A	In respect of the additional classrooms at Newbridge School and the demolition of Cwmcarn High.	Capital	Yes	Yes	754,005
Sue Richards - Head of Service Education, Planning & Strat and Sarah Mutch - Early Years Manager	Welsh Government	Childcare Offer Capital Grant	To enable the Authority or support the Authority to provide sufficient childcare places to meet demand generated by the Childcare Offer. This grant is for the period 2019/2020 to 2020/2021 financial years.	Capital	No	Yes	5,474,989
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	Welsh Medium Education Capital Grant and Capital Funding for Early Years Provision	To enable the Authority or support the Authority to provide sufficient Welsh Medium places and Early Years provision within schools. This grant is for the period 2018/2019 to 2022/2023 financial years.	Capital	No	Yes	6,306,000
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	Community Hubs Capital Scheme	To enable the Authority to provide an all weather athletics track in relation to Ysgol Rhiw Syr-Dafydd Community Athletics Club	Capital	No	Assuming Yes	755,000
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	21st Century Schools - Band B	To improve the standards of Schools within the Authority to meet the requirements of the Welsh Government 21st C Schools programme. There are currently 19 proposed schemes within the programme which has been given provisional approval by WG. The grant funding is matched to a rate dependant upon the schemes identified within the programme. CCBC's commitment is currently £26.861m. The grant is for the period 2018/2019 to 2025/2026.	Capital	Yes	Yes	51,599,376
TOTAL ANTICIPATED GRANTS							65,084,120

GRANTS RECEIVED 2018-2019 with MATCH SPEND 2019-2020

Keri Cole - Chief Education Officer	Welsh Government	Revenue Funding for the Provision of Period Products in all Schools	Provision of feminine hygiene products in all local Authority schools. Grant received in 2018/2019 to alleviate budget pressures with a commitment to spend the equivalent in financial year 2019-2020.	Revenue	No	No	140,254
Sue Richards - Head of Service Education, Planning & Strat	Welsh Government	Capital Funding towards Schools Maintenance Budgets	The aim of the grant is to address backlog Capital Maintenance in Schools. Grant received in 2018/2019 and supported by spend in 2018/2019 for utilisation in 2019/2020 and 2020/2021.	Capital	No	To be confirmed	2,424,833
TOTAL							2,565,087



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

SUBJECT: FINANCIAL PLAN EDUCATION AND LIFELONG LEARNING 2019/20

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To provide members with details of the Financial Plan for Education & Lifelong Learning for 2019/20.

2. SUMMARY

- 2.1 The Financial Plan outlines the details of how the Directorate's total available budget has been allocated for the financial year.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report, following budget approval at Council on 21st February 2019.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that Members are fully informed with regards to the details of the 2019/20 revenue budget for Education & Lifelong Learning.

5. THE REPORT

5.1 2019-20 Revenue Budget

- 5.1.1 The final 2019/20 Local Government Financial Settlement announced on the 19th December 2018 showed an overall cash increase in Aggregate External Finance (AEF) of £1.37m for Caerphilly CBC. It should be noted that after adjusting for new responsibilities and grants transferred into and out of the settlement the new position is an effective cash increase of £549k. Further details are available in Budget Proposals 2019/20 and Medium Term Financial Strategy 2019/2024 Report to Council (21st February 2019).
- 5.1.2 Members will recall that as a consequence of the financial settlement a package of savings totalling £13.921m was agreed to enable the Council to deliver a balanced budget for the 2019/20 financial year. As part of the £13.921m, specific savings for Education & Lifelong Learning total £3.354m.
- 5.1.3 The approved 2019/20 budget for Education & Lifelong Learning totals £130m.

5.2 Education & Lifelong Learning

- 5.2.1 As part of the Authority's budget process the Directorate has been given budgetary uplift of 3.5% for the impact of the Teachers pay award (September 2018), 2.2% (weighted average) for APT&C pay award costs, plus an uplift for the living wage and an increase of 2.4% for non-pay related inflation. In addition budgetary uplift was also provided to fund the 1% increase in pension contribution costs for APT&C staff following the most recent triennial valuation of the Pension Fund. The Authority has also uplifted the funding required linked to increasing employer pension costs for teachers from September 2019. The Directorate also received funding of £237k linked to an increase in costs relating to the new pay and grading structure from April 2019.
- 5.2.2 Growth of £800k has been allocated to Education to support the on-going financial pressures linked to supporting our EOTAS (Education Other Than At School) pupils; £290k linked to demographic growth at Trinity Fields; £391k relating to financial pressures in schools (notably NNDR & demographic changes in mainstream).
- 5.2.3 Members will be aware of the "No Public Impact" classification when reviewing savings proposals. The 2019-20 proposals for the Directorate include £610k of savings that are identified with a no public impact classification. The proposals in this category consist in the main of vacancy management, budget realignment and minor changes to service provision. The details are included as part of the Report to Special Education for Life Scrutiny on 17th December 2018.
- 5.2.4 The balance of the savings target (£2.744m) for the Directorate in 2019/20 relates to the following specific savings proposals:

Low Impact

- | | |
|---|------|
| • Reduction – LMS Contingency | £40k |
| • Outdoor Education – Support to FSM Pupils | £17k |
| • Education Welfare Service | £46k |
| • Music Service | £50k |
| • Staffing Model in Libraries | £50k |

Medium Impact

- | | |
|---|---------|
| • Schools | £2,126k |
| • School Improvement Initiatives | £243k |
| • Reduction – LMS Contingency | £45k |
| • Sensory Service – SENCOM | £17k |
| • Library Book Stock | £85k |
| • Youth Service – removal of contribution to GAVO for Holiday Scheme post | £25k |

Total	£2,744k
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Full details of these savings, along with Equality Impact Assessments are included in the Report to Special Education for Life Scrutiny on 17th December 2018.

- 5.2.5 In total the Directorate's net budget for 2019/20 is £130m (excluding Central Support Service Apportionments) of which £103m (which includes £4m Post 16 funding) forms the Individual Schools Budgets.

The detailed Financial Plan pages are included in **Appendix 1**. Members will notice that the budget details have been re-classified in the Summary page against the following 3 budget headings – Schools Related; Education and Lifelong Learning. This is an update on previous financial plans that reported against – Planning & Strategy; Learning, Education & Inclusion and Lifelong Learning (originally linked to Heads of Service). To assist when reviewing, the “revised estimate 2018-19”, provide a comparison against the details for financial year 2019-20.

5.3 Medium-Term Financial Strategy 2018/2023

5.3.1 The Authority’s potential savings requirement for the 5 year period 2019/20 to 2023/24 is £57.353m (as reported to Council on 21st February 2019). This is a total of £43.907m for the 4 year period following 2019/20.

5.3.2 Further work is currently being undertaken with regards to developing proposals in order to address the significant financial challenges in future years.

6. ASSUMPTIONS

6.1 All assumptions linked to the Authority’s budget strategy for financial year 2019/20 are detailed in the Report agreed by Council on 21st February 2019.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The report identifies how the Directorate intends using the allocated resources to ensure that key strategies are achieved. The content of this report is in accordance with the budget and medium term financial strategy, considered and approved by Council on 21st February 2019.

7.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular as follows:

A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement.

A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and

A Wales of cohesive communities, improving quality of life with attractive, viable, safe and well connected communities.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

9. EQUALITIES IMPLICATIONS

9.1 Equality Impact Assessments (EIA’s) have been completed for all the savings proposals that are anticipated to have a public impact. The EIA’s were appended to the Medium Term Financial Plans – Savings Proposals for 2019/20 Report, this was presented to Special Education for Life Scrutiny Committee on 17th December 2018, they are also available on the Councils website.

10. FINANCIAL IMPLICATIONS

10.1 As detailed throughout the report.

11. PERSONNEL IMPLICATIONS

- 11.1 For schools there is likely to be a requirement to reduce a small number of school based posts the majority of which will be through voluntary redundancies and early retirements.
- 11.2 In 2019-20 the Directorate will continue with the strategy of prudent vacancy management.
- 11.3 The budget proposals include provision to pay the living wage and provide growth to support the new pay and grading structure, as agreed by Council.
- 11.4 Where staff reductions are required as a consequence of savings proposals the Council will firstly try to achieve this through “natural wastage” and not filling vacancies. However where this is not possible then every opportunity will be taken to find alternative employment through the Council’s redeployment policy. The Council will also utilise other policies as appropriate e.g. voluntary severance.

12. CONSULTATIONS

- 12.1 The 2019/20 budget process involved extensive consultation, as detailed in a report to Council on 21st February 2019.
- 12.2 There are no consultation responses that have not been reflected in this report.

13. STATUTORY POWER

- 13.1 Local Government Act 1972.

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Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Service – Education, Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Councillor Philippa Marsden, Cabinet Member for Education and Achievement
Steve Harris, Interim Head of Business Improvement Services & Section 151
Rob Tranter, Head of Legal Services
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Finance, Performance and Governance
Mike Eedy, Finance Manager (Environment Directorate)
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
Julie Baker, Principal Finance Officer (Schools)
Mike Lewis, Principal Accountant Education
Dave Roberts, Principal Accountant (Financial Advice and Support)
Lynne Donovan, Head of People Services

Background Papers:

- Report to Council (21st February 2019) – Budget Proposals 2019/2020 and Medium Term Financial Strategy 2019/2024
- Report to Education For Life Scrutiny Committee (17th December 2018) – Medium Term Financial Plan – Savings Proposals 2019/20

Appendices:

Appendix 1: Financial Plan 2019-20

EDUCATION & LIFELONG LEARNING	Original Estimate 2018/19 £	Revised Estimate 2018-19 £	Original Estimate 2019-20 £
<u>SUMMARY</u>			
SCHOOLS RELATED	104,976,523	105,988,866	110,835,264
EDUCATION	15,237,131	14,338,021	15,343,426
LIFELONG LEARNING	4,350,049	4,236,816	4,026,904
TOTAL SERVICE EXPENDITURE (Revenue)	124,563,703	124,563,703	130,205,594

EDUCATION & LIFELONG LEARNING	Original Estimate 2018/19 £	Revised Estimate 2018-19 £	Original Estimate 2019-20 £
<u>SCHOOLS RELATED</u>			
Individual Schools Budget	102,404,172	102,404,172	106,956,137
Post 16 Initiative (Grant Income)	(4,003,381)	(4,003,381)	(3,792,288)
Earmarked Formula Funding (inc. Joint Use Sites)	214,064	214,064	202,728
Schools LMS Contingencies	192,687	192,687	112,311
Other Direct School Related			
Learning Support Staff Registration Fee	19,690	19,690	20,163
PFI Funding Gap	322,117	322,117	332,103
PFI Building Maintenance	48,230	48,230	49,388
Key Stage 2 Funding (Former Grant)	1,370,822	1,370,822	1,499,420
Secondary Additional Funding	1,059,471	1,059,471	1,084,898
School Meal Admin. Utility & Telephone	423,893	423,893	423,563
Relief Supply Cover (SRB's & Maternity)	467,077	467,077	490,420
Police Checks		59,399	60,825
Copyright and Licensing (Schools)	69,461	69,461	71,128
	3,780,761	3,840,160	4,031,908
Early Years (Rising 3's)	-	865,868	836,649
Education Improvement Grant - Match Funding		659,389	631,964
Early Retirement Pension Costs of School Based Staff	1,815,907	1,815,907	1,855,855
Management & Support Costs	572,313		
<u>EXPENDITURE TO DIRECTORATE SUMMARY</u>	104,976,523	105,988,866	110,835,264

EDUCATION & LIFELONG LEARNING	Original Estimate 2018/19 £	Revised Estimate 2018-19 £	Original Estimate 2019-20 £
EDUCATION			
Management & Support Service Costs		1,044,327	1,068,194
Social Inclusion			
Psychological Service	476,492	393,113	478,670
Behaviour Support	174,704	174,704	179,856
Education Welfare Service	404,597	404,597	368,657
Youth Offending Team	52,292	52,292	52,906
School Based Counselling	278,243	278,243	286,393
	1,386,328	1,302,949	1,366,482
Additional Learning Needs			
ALN Advisory Support Service	218,572	218,572	241,787
Learning Support	10,693	10,693	-
Professional/Statementing	63,760	63,760	99,649
Language Support Primary	428,848	428,848	443,881
Specialist Resources	42,239	42,239	43,378
ALN Improvement Initiative	349,478	349,478	357,865
Childrens Centre	46,900	46,900	32,300
SNAP Cymru	37,744	37,744	43,266
Outreach Trinity Fields	49,657	49,657	52,457
Speech Therapy	50,406	50,406	58,415
SENCOM (Sensory Service)	715,647	715,647	709,512
Autism	198,962	198,962	203,737
	2,212,906	2,212,906	2,286,247
Learning Pathways Partnership & EOTAS			
14 - 19 Initiative (Transport Costs)	166,967	166,967	154,013
	166,967	166,967	154,013
EOTAS, Additional Support & Out of County Provision	7,277,092	7,351,144	8,492,899
Early Years Provision & Support			
Early Years (Rising 3's)	865,868		
Early Years Central Team	373,198	373,198	370,840
	1,239,066	373,198	370,840

EDUCATION & LIFELONG LEARNING	Original Estimate 2018/19 £	Revised Estimate 2018-19 £	Original Estimate 2019-20 £
LEI Service Provision			
Service Support & Resources	312,802		
SACRE	2,490	2,490	2,570
Outdoor Education Advisor SLA	29,568	29,568	30,278
School Improvement	344,858	248,807	-
Music Service	499,949	499,949	511,322
WJEC & Subscriptions	35,704	35,704	39,561
	1,225,371	816,518	583,731
Education Achievement Service (EAS) & Regional Grant Match Funding			
Contribution to EAS Joint Working	1,070,012	1,070,012	1,021,020
Education Improvement Grant - Match Funding	659,389		
	1,729,401	1,070,012	1,021,020
EXPENDITURE TO DIRECTORATE SUMMARY	15,237,131	14,338,021	15,343,426
<u>LIFELONG LEARNING</u>			
Community Education (Adult & Youth)	1,663,832	1,550,599	
Adult Education			101,600
Youth Service			1,337,096
Library Service	2,595,826	2,595,826	2,496,123
LLL Insurance & Non Operational Property/Land	90,391	90,391	92,085
<u>EXPENDITURE TO SERVICE SUMMARY</u>	4,350,049	4,236,816	4,026,904



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

SUBJECT: IMPROVING SCHOOL ATTENDANCE AND REDUCING EXCLUSIONS

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To inform Members of the progress being made in improving attendance and reducing exclusions in schools across the Local Authority.

2. SUMMARY

The information contained in the National Statistics First Release *Absenteeism from Secondary Schools in Wales, 2017/18*, published as SFR 74/2018 and *Absenteeism from Primary Schools in Wales, 2017/18*, published as SFR 122/2018, gives a national overview of school attendance and absence rates. The information provided in the National Statistics First Release Permanent and Fixed-term Exclusions from Schools in Wales, 2016/17 provides further information on national rates of exclusion. These documents can be accessed via www.statswales.gov.uk and the Welsh Government website.

The foci on raising pupil attendance and reducing exclusions remains a key priority for The Local Authority (LA) and is one of the key priorities in the Directorate Plan for 2018 -2023.

2.1 Attendance

Statistical data identifies that secondary attendance for 2017-18 was 93.4% - an increase of 0.1% on the previous year. The LA ranking improved from 21st to 18th.

Primary attendance for 2017-18 was 94.5% - a decrease of 0.2 on the previous year. However, the national decline was 0.4%. Therefore Caerphilly improved the LA rankings from 17th to 14th – the LA's highest ever ranking.

A persistent absentee is a pupil who has missed at least 20% of half day sessions. Analysis of secondary data relating to persistent absenteeism identifies a three year downward trend of 0.2 percentage points. This indicates that there are fewer pupils who are persistent absentees. This compares favourably against trends in performance in Wales which has an upward trend of 0.2 percentage points. Analysis of primary data relating to persistent absenteeism identifies a slight three year upward trend of 0.1 percentage points. However, this is in line with national trends.

2.2 Exclusions

Data identifies that the number of permanent exclusions issued in secondary schools has shown an increase between 2014/15 and 2017 /18. There has been one permanent exclusion issued in primary school in a six year period to date.

At the secondary phase, there has been an increase in the number of fixed term since 2014/15 (with a slight drop in 2015/16). The current level of fixed term exclusions show a decrease compared with 2017/18 although greater than in 2015/16.

At the primary phase, there has been an increase in the overall number of fixed term exclusions for the period from 2014 to 2017 although this trend was reversed in 2017/18.

3. RECOMMENDATIONS

3.1 Members are requested to note the content of the report.

4. REASONS FOR THE RECOMMENDATIONS

4.1 Improving attendance and reducing exclusions is a priority at both a national and local level.

5. THE REPORT

5.1 The LA works with schools, parents, the EAS and other partners to ensure that a robust approach towards increasing attendance and reducing exclusions is taken.

5.2 Attendance

5.2.1 In addition to the information contained in the summary, analysis of secondary attendance for 2017-18 identifies an improving picture for individual schools.

7 out of the 13 schools were placed above the median position with 5 out of those 7 schools in benchmark quartile 1. This compares favourably to the 2016-17 performance of only 4 schools above the median. All schools maintained or improved on their benchmark position.

5.2.2 Unverified secondary data for 2018-19 indicates that pupil attendance continues to improve. Secondary attendance for 2018-19 was 93.9%. This is a 0.5% increase on the previous year (0.1% equates to 2894 teaching sessions). In 2018-19, 9 out of 12 schools improved their attendance (two of the schools had a small decline of 0.1%). Based on the previous year's benchmark data, this would place 10 out of 12 schools above the median benchmark.

5.2.3 As part of the Local Authority strategy to reduce the impact of poverty on educational attainment, the educational welfare service has taken an increasingly proactive stance on improving the attendance of pupils in receipt of free school meals. In 2018-19, the attendance of this group of vulnerable learners was 86.8%, an increase of 0.3pp. In addition, the attendance of 'Looked After Pupils' was 95.28%, an increase of 2.5pp.

5.2.4 Mid year analysis indicates that primary attendance has improved. At the end of February 2019, unverified primary data indicates 95.18%, an increase of 0.3pp on the previous year. The attendance of FSM pupils has also improved by 0.1pp to 92.64%

5.2.5 In 2017, the strategy for improving attendance was revised and modified. During this period, there has been a 0.6% improvement in secondary attendance. In line with the Service Improvement Plan, a number of regular, additional activities have taken place across the year to improve engagement with primary and secondary settings, facilitate training, share expertise and build overall capacity in schools. Activities have included:

- More effective targeting of schools demonstrating mid-year dips in attendance. This includes ten week intervention plans co-constructed between the school and the link EWO. This has resulted in an improvement in the school's attendance in a relatively short space time.

- Termly attendance meetings for school clerks, pastoral leads and family liaison officers. These meetings provide practical guidance in improving attendance. This includes case studies from schools, strategies for effective data collection and analysis and input from external agencies who can support with broader issues; e.g. Supporting Family Change.
- Liaise with schools to identify emerging issues for pupils at risk of dipping below 90%. Work with the family to support and identify solutions.
- Improved joined up approach across the Educational Welfare Service. On specific projects, officers work in pairs undertaking intensive support for schools a number of weeks. This raises the profile of attendance within the school community and provides additional training for key stakeholders; e.g. school clerks.

5.2.6 In order to further improve and maintain the upward trend in pupil attendance over time, the following actions will be put into place over the next twelve months:

- Improve tracking, monitoring of attendance data with reference to FSM and LAC pupils. Make effective use of the data to improve attendance of these vulnerable groups. Consider the comparison against the national average differential between FSM and non-FSM.
- Facilitate an action research project with all secondary school and targeted primary schools focusing on good practice to improve the attendance of pupils in receipt of free school meals.
- Increase engagement of stakeholders – specifically, pupils, parents and schools
- Increase opportunities for targeted intervention. Improve attendance in schools where there is a mid year dip in attendance.
- Continue to sharply monitor the progress of initiatives introduced over the last twelve months. Adapt as appropriate based on data collection and stakeholder feedback.
- Track the attendance of pupils with English as an additional language and boys. Increase scrutiny on improving the attendance of pupils receiving education other than at school.
- Consider strategies to collect attendance data relating to other vulnerable groups; e.g. young carers.
- Collaborate alongside the SEWC School Improvement Officers to implement the newly created regional strategy for attendance. Ensure that regional strategy impacts on levels of attendance across Caerphilly schools.

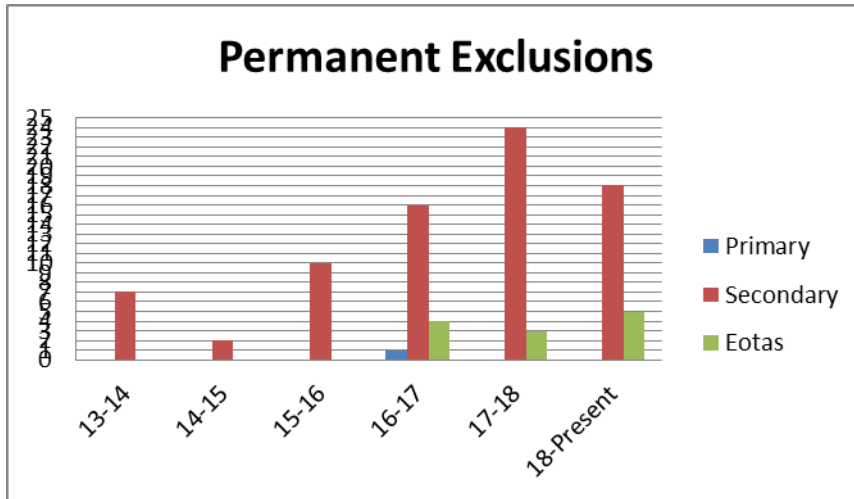
5.3 Exclusions

In 2017/2018 there were no permanent exclusions issued in 33% of secondary schools and 100% of primary schools. There were no fixed term exclusions issued in 45% of primary schools. 80% of primary schools issued exclusions of 5 or fewer exclusions.

5.4 In 2018/19 (to end May) 42% of secondary schools and 100% of primary schools have not issued permanent exclusions. There were no fixed term exclusions issued in 46% of primary schools. 85% of primary schools issued exclusions of 5 or fewer exclusions.

5.5 Figure 1 illustrates a fluctuating trend in the number of permanent exclusions issued in schools since 2013/14. The reasons for the permanent exclusions issued relate to: assault on a pupil, breach of school rules, possession of firearms or weapons, threatening/inappropriate behavior against a member of teaching staff, verbal abuse, theft, sexual remarks, racist abuse, vandalism and use of illegal substances.

Figure 1



- 5.6 Figure 2 shows the trend in the number of fixed term exclusions at the primary phase, there has been an increase in the overall number of fixed term exclusions for the period from 2014 to 2017 although this trend was reversed in 2017/18.
- 5.7 The overall number of days lost due to fixed term exclusions at primary has fluctuated with a slight decrease in 2017/18 and 2018/19 to date. The numbers of pupils receiving fixed term exclusions has decreased slightly at primary level since 2015/16.
- 5.8 At the secondary phase, there has been an increase in the number of fixed term since 2014 /15 (with a slight drop in 2015/16). The current level of fixed term exclusions show a decrease compared with 2017/18 although greater than in 2015/16. A similar trend can be seen with days lost and numbers of pupils with current figures indicating a decrease for 2018 /19 to date (figure 3 and 4).
- 5.9 The reasons for fixed term exclusions reflect similar themes to those for permanent exclusions, with the most prevalent being for assault and disruptive behaviour at primary and breach or school rules, disruptive behaviour, assault and verbal abuses at secondary.

Figure 2 – Fixed Term Exclusions – 6 year comparison

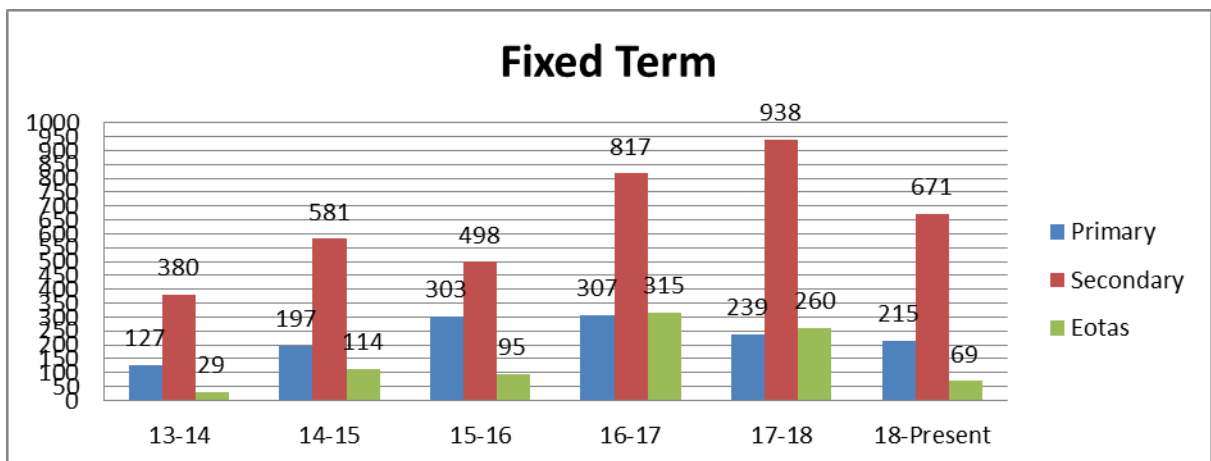


Figure 3 Days lost – 6 year comparison

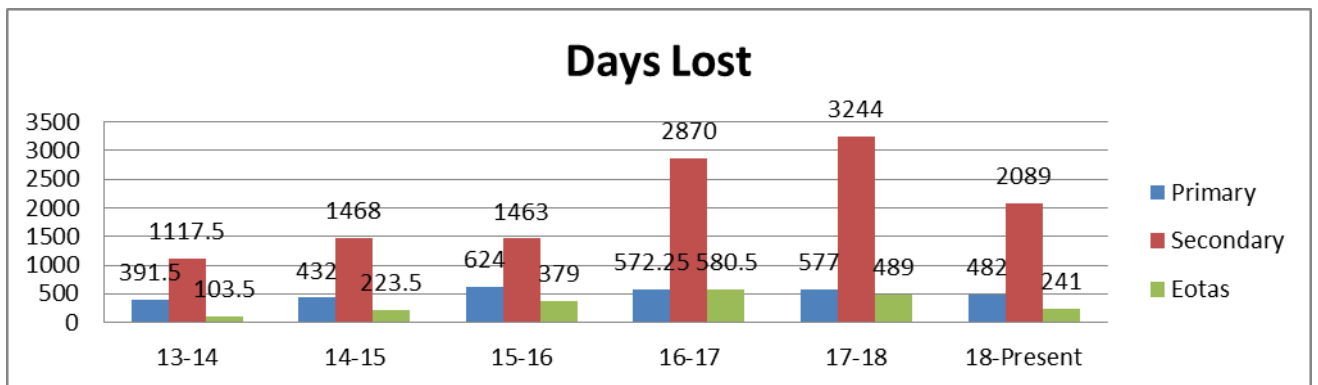
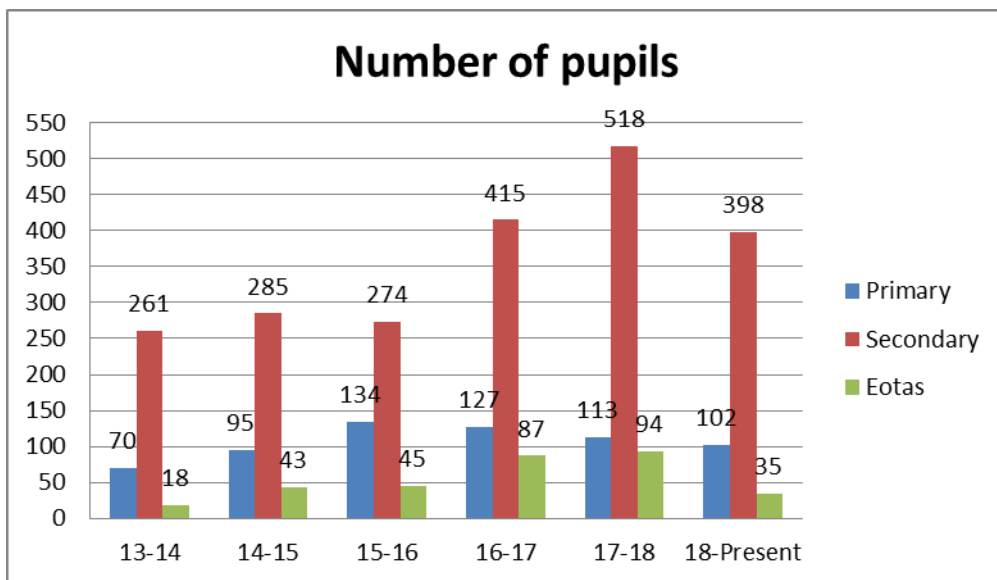


Figure 4 Number of pupils receiving fixed term exclusions – 6 year comparison



- 5.10 In relation to specific groups data indicates that there are more exclusions issued to boys compared with girls both in relation to permanent and fixed term exclusions. There were less exclusions issued to children who were eligible for free school meals (FSM) compared with those who were not eligible for FSMs in primary and secondary and shown in Appendix 1.
- 5.11 There were fewer exclusions issued to children in vulnerable groups including children who are Looked After and those with Statements of Special Educational Needs compared with those who were not in these groups as shown in Appendix 1.
- 5.12 As indicated there are examples where schools issue few or no exclusions and data indicates that the trend is beginning to show a reduction in indicators for fixed term exclusions. However reducing exclusions remains a priority within the LA as indicated within key plans with particular focus on those in vulnerable groups. In this respect the LA will continue to work with EAS and schools to support with interventions and provide appropriate challenge.

6. ASSUMPTIONS

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Corporate Council Plan 2018 - 2023: Well-being Objective 1 – Improve Education for all; Well being Objective 2 ‘Enabling Employment’; Well Being Objective 5 ‘Creating a county borough that supports a healthy lifestyle in accordance with the Sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015’.
- 7.2 Education Service Improvement Plan 2019
- 7.3 LA Self Evaluation 2019
- 7.4 Shared Ambitions – Education Strategy

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 This report identifies the Local Authorities commitment to the long-term health and well-being of children and young people within the county borough by ensuring they have the best start in life and opportunities to achieve success as a young person and as an adult.
- 8.2 Strategies identified within the plan are aimed at prevention – preventing young people from falling into trends related to poor attendance and attainment. The Education Welfare Service and Inclusion team aim to instil key messages and appropriate decision making skills in relation to promoting pupil attendance and reducing exclusions.
- 8.3 Collaboration with schools, Headteachers, and EAS colleagues will further assist us in driving up standards and securing progress in all of our priority objectives.
- 8.4 We actively involve children and young people in our decision making processes. Pupils have opportunities to contribute to policies and feedback on attendance strategies being implemented in schools.

9. EQUALITIES IMPLICATIONS

- 9.1 This report is for information purposes only, so the council’s full Equalities Impact Assessment process does not need to be applied.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications with respect to this report.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no personnel implications with respect to this report.

12. CONSULTATIONS

- 12.1 All responses from the consultations have been incorporated in the report.

13. STATUTORY POWER

- 13.1 ‘Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015’, and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

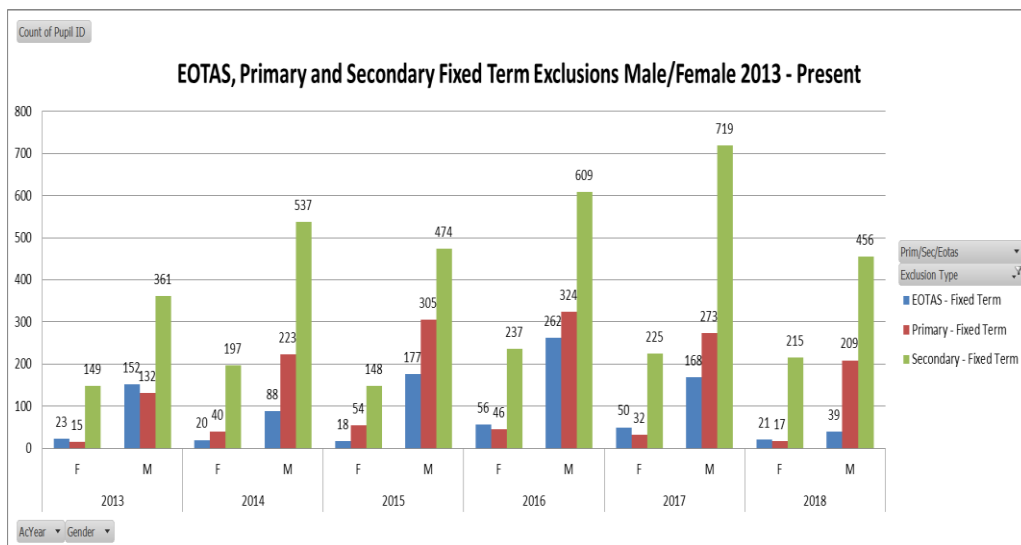
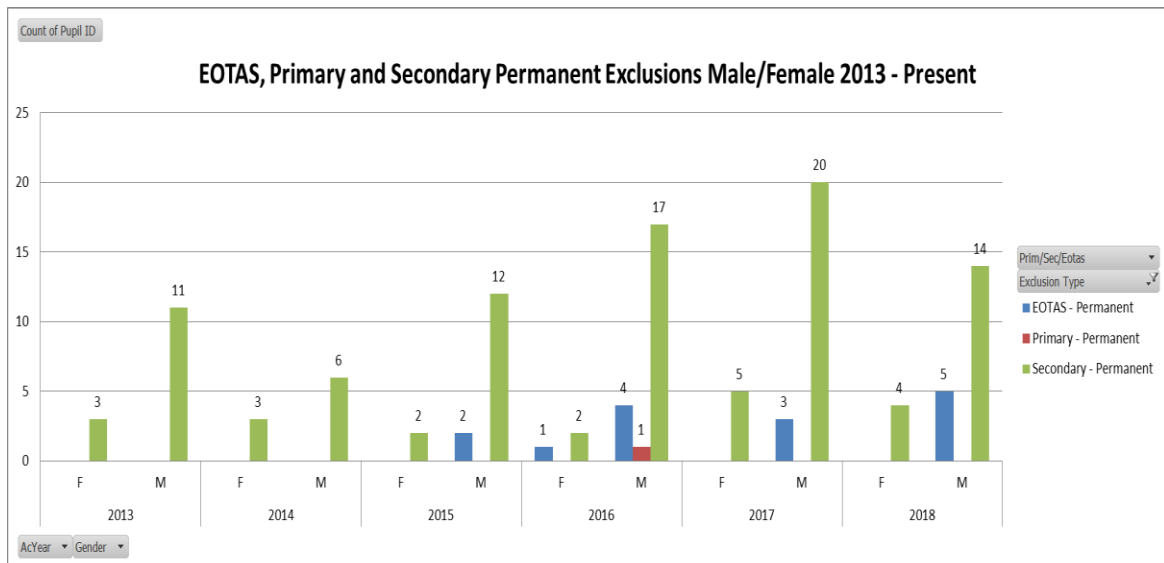
Author: Paul Warren – Strategic Lead for School Improvement (Attendance)
Sarah Ellis – Lead for Inclusion and ALN

Consultees: Directorate Senior Management Team
Richard Edmunds, Corporate Director, Education and Corporate Services
Christina Harray, Interim Chief Executive
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Teresa Parry, Chair Education for Life Scrutiny Commit
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Julie Wood, Assistant Director of Education Achievement Service
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Ros Roberts, Performance Manager

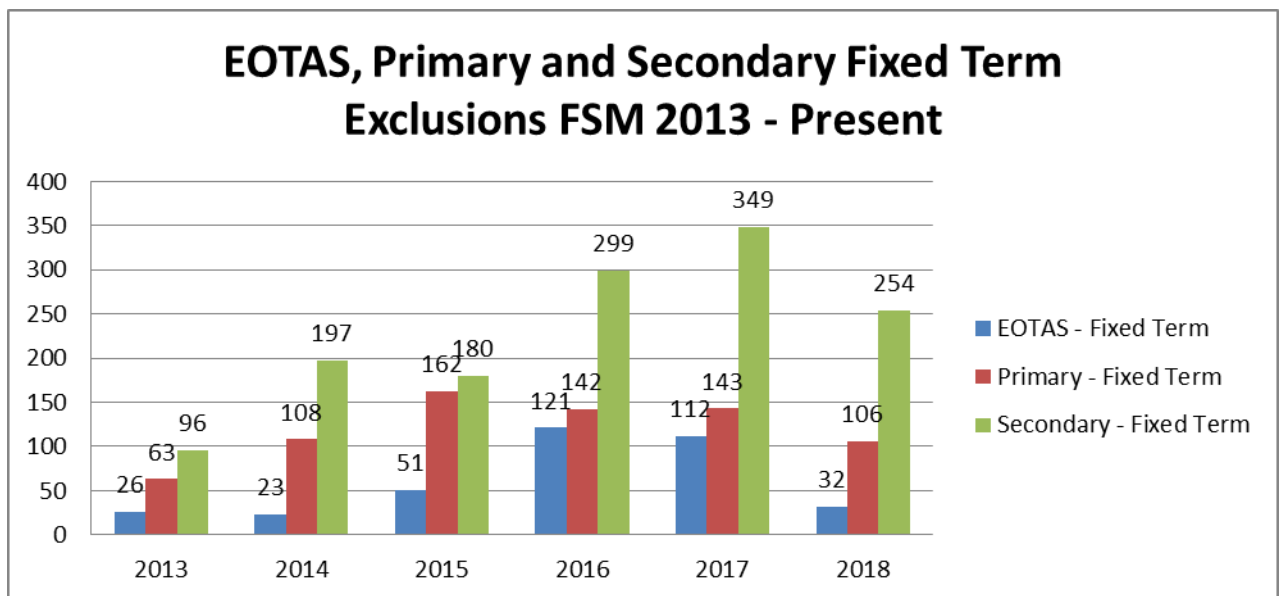
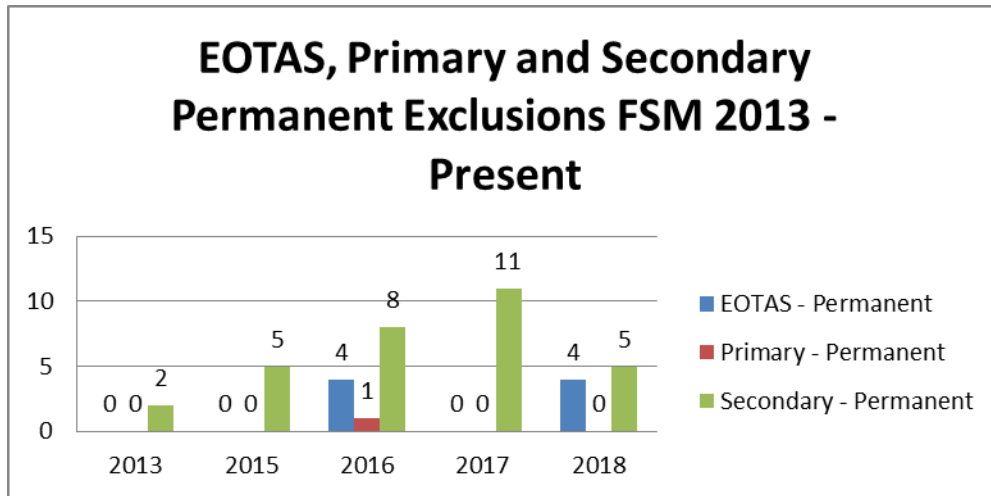
Appendices:
Appendix 1 Exclusion information for specific groups

Appendix 1 – Exclusion information for specific groups [gender, free school meals (fsm) Looked after children (LAC) and special educational needs (SEN)] groups

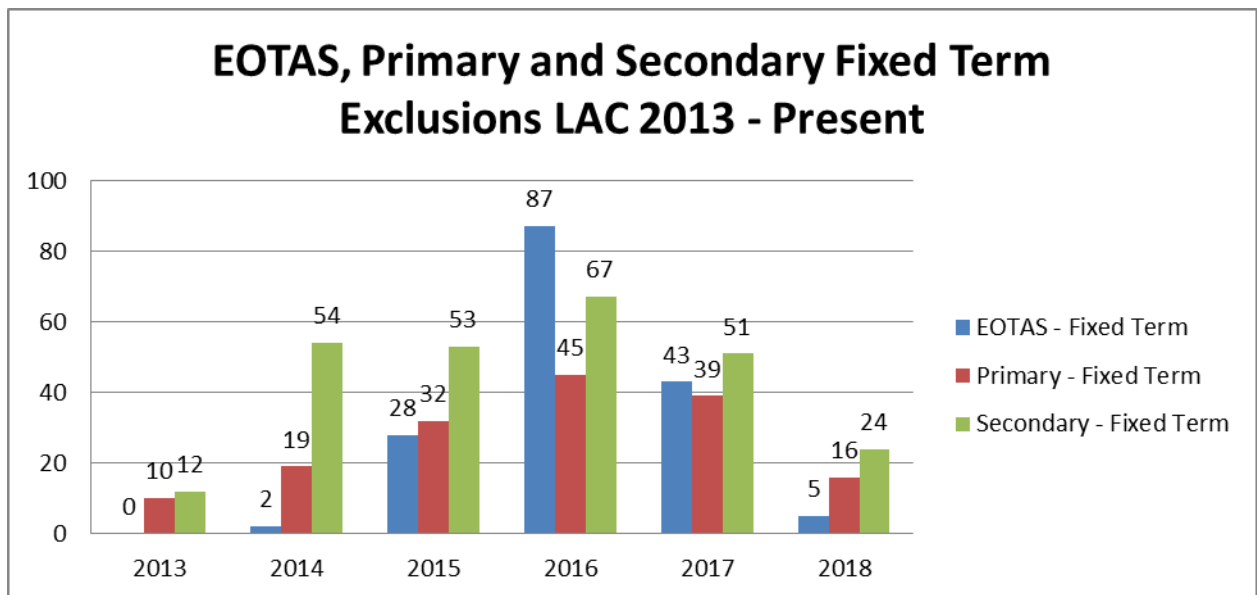
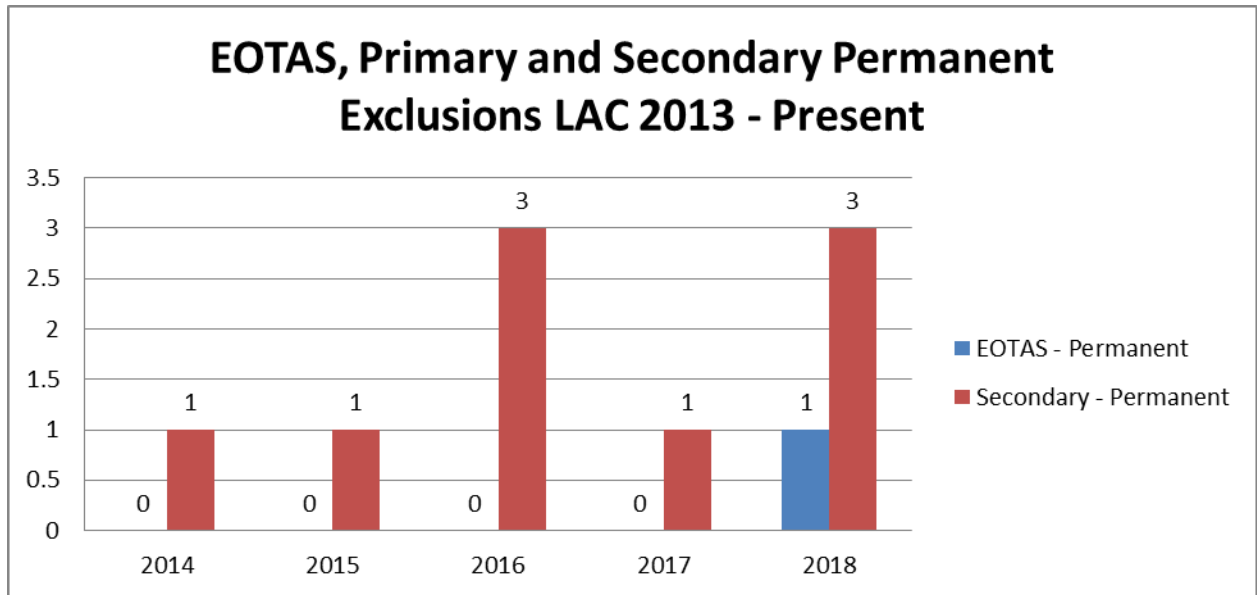
Exclusions linked to Gender



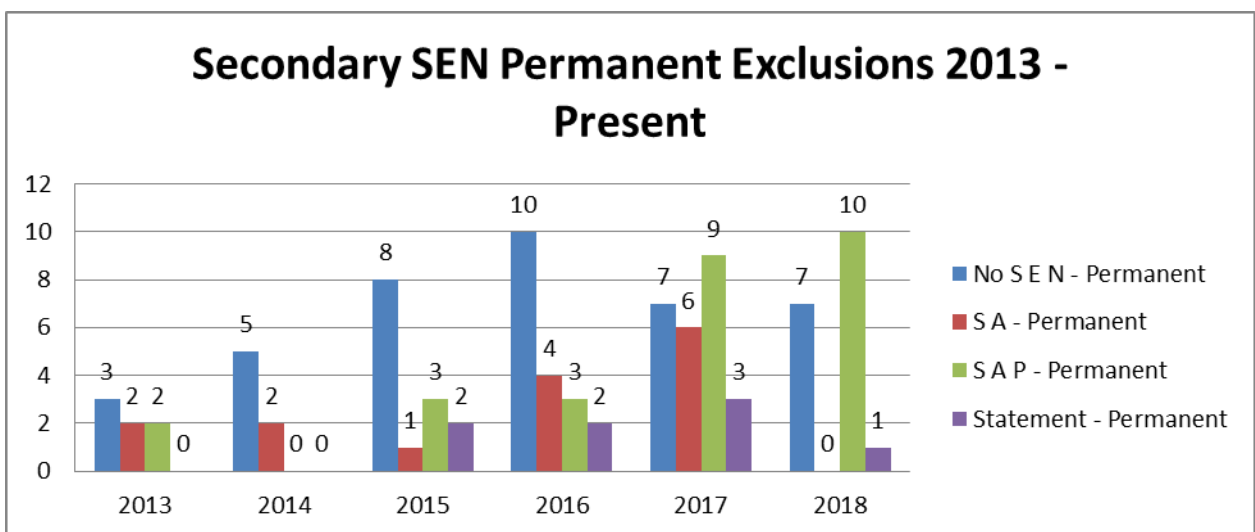
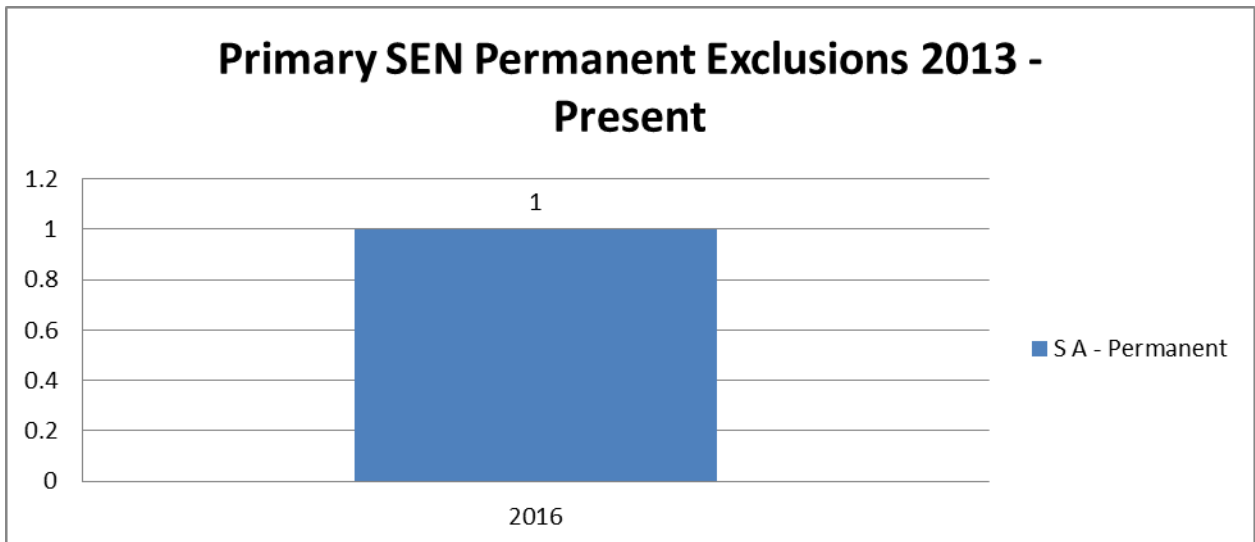
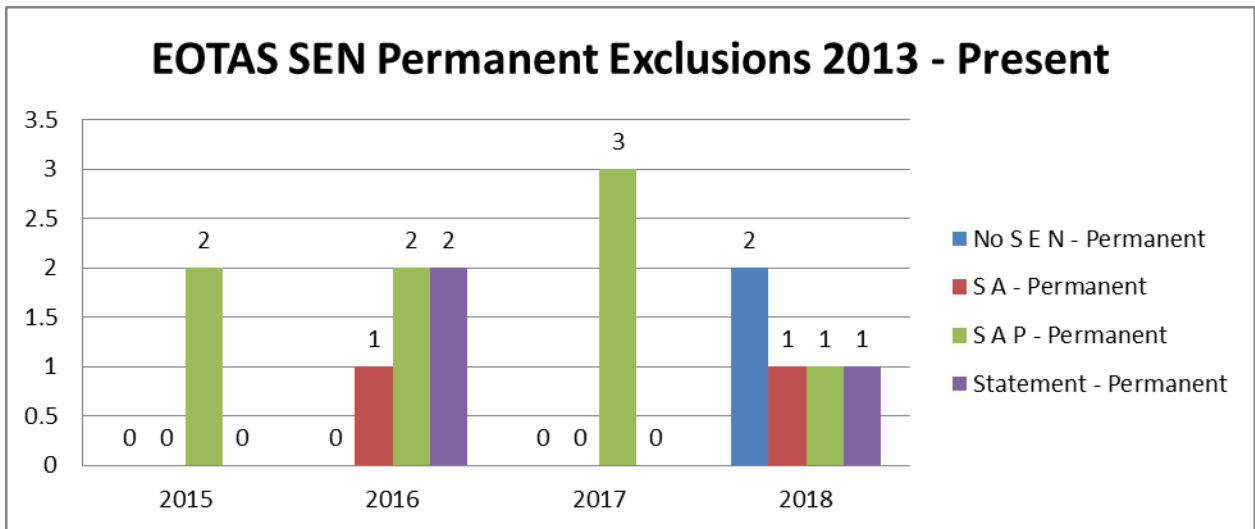
Exclusions linked to FSM



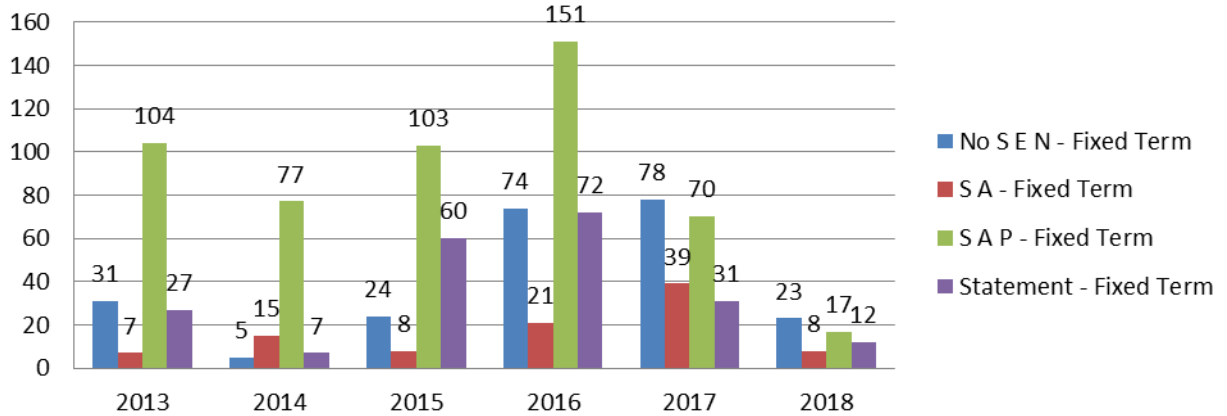
Exclusions linked to LAC



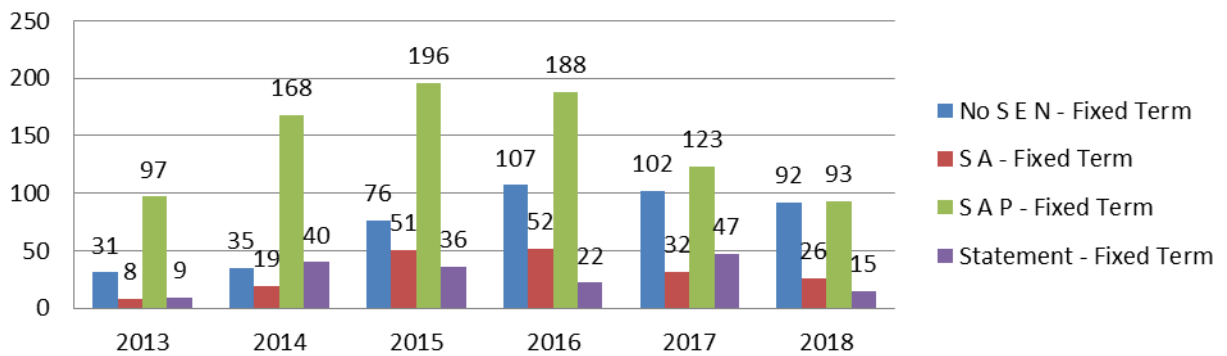
Exclusions linked to SEN



EOTAS SEN Fixed Term Exclusions 2013 - Present



Primary SEN Fixed Term Exclusions 2013 - Present



Secondary SEN Fixed Term Exclusions 2013 - Present

