

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 24 March 2020
Time: 4.00 pm
Place: Committee Room 2 - Tameside One

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for absence from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 14 January 2020.	1 - 6
4.	ANNUAL CHILDCARE SUFFICIENCY REPORT To consider a report of the Assistant Director, Education.	7 - 38
5.	IMPROVING SCHOOLS THROUGH PARTNERSHIPS To consider a report of the Assistant Director, Education.	39 - 62
6.	END OF KEY STAGE 4 DATA To consider a report of the Assistant Director, Education.	63 - 70
7.	SCHOOLS FUNDING UPDATE 2019/20 - 2020/21 To consider a report of the Assistant Director, Finance and Assistant Director, Education.	71 - 78
8.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

14 January 2020

Commenced: 3.35 pm

Terminated: 5.10 pm

Present: Councillors M Smith (In the Chair), L Boyle, Fairfoull and Patrick Paul Jacques, Andrea Radcliffe and Elizabeth Turner

In Attendance:

Sandra Stewart	Director of Governance and Pensions
Richard Hancock	Director of Children's Services
Catherine Moseley	Head of Access and Inclusion
Jane Sowerby	Lead Primary School Performance and Standards Officer
Tony Shepherd	Head of Improvement and Partnerships
Christine Mullins	Finance Business Partner
David Berry	Head of Employment and Skills

Apologies for Absence: Councillors Feeley and Cooper

17 APPOINTMENT OF CHAIR

RESOLVED

In the absence of the Chair, Councillor Feeley, that Councillor Michael Smith be appointed as Chair for this meeting.

18 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by members of the Board.

19 MINUTES

The Minutes of the Education Attainment Improvement Board held on 22 October 2019 were approved as a correct record.

20 ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT

The Head of Employment and Skills submitted a report providing details of the Tameside Council Adult Community Education (ACE) Self-Assessment Report (SAR) for the academic year 2018/2019. The SAR provided a comprehensive assessment of performance and areas for development.

Members were informed about the key strengths of the service with particular attention paid to the effective curriculum offer aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities. Further strengths included the good information, advice and guidance offered to learners and the partnerships with a range of organisations to recruit harder to reach learners. It was also advised that there was a strong performance among learners progressing to higher level courses and moving up through the levels to employment.

Areas for improvement were also discussed, with Members informed that further improvement needed to be made in the retention of learners. Issues around the retention of learners was linked to the higher turnover of staff which had led to some courses being discontinued though a casual bank of tutors was available to try and ensure courses were not left understaffed. Despite some of the issues surrounding staff retention, most lessons were judged to be good with outstanding features.

A discussion ensued around the retention of learners and the possible causes of those deciding to leave their courses. Members were advised that there were a variety of reasons often connected with welfare/caring duties.

RESOLVED

That the content of the report be noted and the continual improvement of the Adult Community Education service be supported.

21 POST 16 SKILLS AND PARTICIPATION

Consideration was given to a report of the Head of Employment and Skills setting out an overview of Level 3 post 16 performance in Tameside.

It was reported that the overall picture of Level 3 performance (equivalent to A-Level) had improved in Tameside with high quality institutions and an increased number of residents engaged. Whilst the percentage of Tameside residents with qualifications was below the England average at all skill levels, the picture had improved with the percentage with no qualifications down from 10.9% to 10.1% in 2019. There had also been an increase in the population with level 2 and level 3 qualifications, up by 1.2% and 1.4% respectively.

The report highlighted the improved facilities for education in the Borough, notably the opening of the Tameside One campus that included an Advanced Skills Centre alongside Clarendon College. It was also hoped that the level 4 (degree equivalent) offer within the Borough could be improved through the Vision Tameside Campus.

Members enquired as to the availability of next steps guidance outside of the colleges. The Head of Employment and Skills advised that the service worked with specific cohorts in years 9 to 11 at secondary schools as well as looked after children, care leavers, teenage parents and youth offenders. Those with special educational needs up to the age of 25 and those wards with higher levels of need were also targeted. Members were keen that such advice was also available over the summer months in case young people changed their minds about further education and wanted to be ready for courses commencing in September.

Discussion ensued with regard to Tameside's performance in comparison to the England average and the Borough's position in relation to neighbouring Greater Manchester authorities. Members further highlighted that a high proportion of students at Tameside College travelled from other boroughs to take advantage of the excellent facilities. Due to the level of popularity they were keen to ensure that young people from within the Borough were still selected for apprenticeships.

RESOLVED

That the content of the report be noted and the continued good performance and participation post 16 be supported.

22 PUPIL PLACE PLANNING ANNUAL REVIEW

The Assistant Director, Learning, submitted a report outlining the process for school place planning in Tameside.

It was explained that all local authorities had a statutory duty to ensure that there were sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools.

Planning for fluctuations in demand for school places was an important function which needed to be carried out a local level and would differ depending on the phase of learning, for example, pupils would travel further to secondary schools than primary schools. The compact geography of Tameside and the mix of types of school, e.g. single sex, meant that place planning happened at a level higher than wards or towns.

It was further explained that school place planning was a complex process that accounted for a range of factors including the birth rate, in year movement, housing developments and parental preference. Members were informed that primary school numbers would reduce over the next few years following a peak in 2014/15 as there was predicted to be a decline in the birth rate. However, the position at secondary level was very different with more children coming into secondary schools. The rising number of pupils in primary school had necessitated additional places to be made available in the secondary sector for four years from September 2021 to September 2024. It was reported that officers from the Council had been talking to headteachers at all schools in Tameside, but particularly from voluntary aided schools and academies, for a number of years to encourage them to put forward proposals to increase their admission numbers. It was explained that as Tameside Council was the admission authority for four community schools in the Borough it could propose increases in published admission numbers at its own schools.

Members enquired as to the percentage of parents who secured their first choice preference at primary and secondary level. It was explained that the percentage of those parents achieving their first preference at primary level had increased from 96.5% in 2015 to a high of 98.1% in 2018. However, in line with the increased demand at secondary level, the percentage of parents obtaining their first choice preference at this level had decreased from a high of 87.6% in 2016 to 83.9% in 2019. It was also highlighted that there was a pressing need to develop specialist education provision within Tameside.

RESOLVED

That the content of the report be noted.

23 SCHOOL IMPROVEMENT AND PARTNERSHIPS – POLICY UPDATE

A report was submitted by the Assistant Director, Education, which outlined a strategy of developing a school to school model of improvement.

It was reported that the prime responsibility for school improvement was that of headteachers and governing boards but the local authority had an aspiration for all children in the Borough to attend a good school. Consequently, the Council was there to guarantee oversight and a collaborative approach for ensuring improvement. In order to achieve this aspiration, the local authority would champion education excellence by:

- Understanding the performance of schools
- Ensuring a relentless commitment to raising standards
- Supporting and encouraging collaboration between schools within and beyond the Borough boundaries
- Working in constructive partnerships
- Taking swift and appropriate action
- Building trust with and within the system

Members were advised that the Council used a categorisation process that ensured, in partnership with schools, limited resources were targeted at improving the school system to raise standards and performance. Schools judged to be inadequate and those not making sufficiently rapid

progress were classified as 'schools causing concern' and the use of intervention powers were considered.

It was highlighted that 21 of Tameside's schools were categorised as category 3 or 4 (vulnerable or significantly struggling) but as a result of the targeted approach this had been reduced to 14 this year.

RESOLVED

That the content of the report be noted and the approach endorsed.

24 END OF KEY STAGE DATA

The Assistant Director, Education, submitted a report detailing the validated key stage 2 results and the unvalidated key stage 4 results of schools in the 2018/19 academic year. The report also detailed the Borough's position in the context of Greater Manchester and the North West.

It was reported that key stage 2 results for Tameside were broadly in line with neighbours in Greater Manchester and the North West. In reading, writing and maths combined, 63% of pupils achieved the expected standard, marginally lower than the figure of 64% for 2018 and just below the averages for the North West and Greater Manchester at 65% and 64% respectively.

Tameside had made significant improvements in key stage 2 reading progress having climbed from seventeenth to seventh out of 23 North West local authorities between 2017 and 2019 and from seventh to fourth out of 10 Greater Manchester local authorities over the same period.

Members were informed that the publication of validated GCSE results had been delayed by the Department for Education because of the General Election in December 2019. As a consequence, only unvalidated results were available for schools at the end of key stage 4 and these results were subject to change. Revised figures were due to be published in January 2020.

Key stage 4 attainment was strong and stable in comparison with Greater Manchester and statistical neighbours, but below the national average. Concerns were raised about the percentage of girls achieving a strong pass in English and Maths which had declined 4% from 44% to 40%. In 2019 girls within the Borough were 6% below the national average for girls whilst boys in the Borough were in line with the national average at 40%. Members queried why the percentage of both boys and girls achieving strong passes was so low. It was explained that it could depend on the cohort of pupils but it was agreed that more stringent standards were needed for all progression routes. It was emphasised that progress rather than just attainment was also a measure of success.

Discussion ensued with regard to the impact of resources and the effect this had upon attainment. Whilst Tameside was generally compared to neighbours in Greater Manchester and across the North West, it was highlighted that young people in the Borough were not just competing locally or regionally but nationally and that it was important to strive for the highest standards.

RESOLVED

That the content of the report be noted.

25 URGENT ITEMS

The Chair reported that there were no urgent items for consideration at this meeting.

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Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	24 March 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	SCHOOLS FUNDING UPDATE 2019-20 AND 2020-21
Report Summary:	<p>The following report outlines the outcome of the childcare sufficiency annual report 2019. The report includes an analysis of the supply and demand for childcare within the borough collated during 2019 and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough. The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.</p>
Recommendations:	<p>That the Board note the content of the report and endorse its recommendations set out in the Conclusion section and approve it for publication on the Council's website.</p>
Corporate Plan:	<p>The report supports two elements of the Community Strategy - Prosperous and Learning Tameside.</p>
Policy Implications:	<p>There are none arising from this report.</p>
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>There are no direct financial implications as a result of this report. Early year's education is funded from ring-fenced Dedicated Schools Grant.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The Education Attainment Improvement Board has no decision making authority it's a leadership Board therefore any governance required will need to be obtained from Cabinet. As the report explains, section 6 of the Childcare Act 2006 introduced statutory duty on local authorities to ensure sufficient childcare to meet demand. Additional requirements are placed by virtue of section 2 of the Childcare Act 2016 which places further requirements on local authorities to deliver childcare provision. Account is required of the Public Sector Equality Duty in the provision of services and those groups within the local community that have protected characteristics. Members should be satisfied that the council is complying with this duty, and is sufficiently resourced to meet the identified recommendations as non-compliance of any statutory duty means the Council cannot robustly defend and legal/judicial review/ombudsman challenge.</p>
Risk Management:	<p>The risk of not complying with the statutory duty identified in the report is balanced by regular analysis and assessment, which does take place, as described in the report.</p>

Access to Information: This report does not contain information which warrants its consideration in the absence of the Press or members of the public.

Background Information: The background papers relating to this report can be inspected by contacting, Jacqueline Nurney, Early Education Funding and School Organisation Manager:



Telephone: 0161 342 2384



e-mail: jacqueline.nurney@tameside.gov.uk

1. INTRODUCTION

- 1.1 The Early Education and Childcare statutory guidance for local authorities sets out the outcome for securing sufficient childcare, which is to ensure that parents are able to work because childcare places are available, accessible and affordable and delivered flexibly in a range of high quality settings. In order to carry out this statutory duty the council needs to carry out an annual sufficiency audit which includes all types of early years providers located within the borough who provide childcare services to families.
- 1.2 The guidance is not prescriptive on the method of reporting but indicates that as part of the process local authorities should collate an annual report to elected council members on how they are meeting their duty.
- 1.3 The report sets out how the childcare market is assessed and where there is a need for additional places details any actions recommended or taken for this to be achieved.

2. CHILDCARE SUFFICIENCY

Context

- 2.1 The report includes the supply and demand for childcare within the borough and any changes from the previous year e.g. whether any new provision has been established or childcare closures. These changes can indicate any change in the stability of the childcare market in the borough.
- 2.2 The childcare sufficiency report is compiled by the Early Years Funding Team using a range of information to assess supply and demand. The primary source of information is the assessment from previous years available on the Council's website which is updated (<https://www.tameside.gov.uk/childcare>). Information from parents and carers is obtained through enquiries to the Families Information Service and collated to give an assessment of where demand is greater than supply. Other primary information used includes annual birth rate information, national census data; information on the local economy and school readiness. Information on the supply of places and numbers and types of providers is generated through the Early Years Funding Team and the Families Information Service. All of this is considered within the Childcare Sufficiency Assessment, analysed and recommendations made.
- 2.3 It includes a more detailed analysis of places for free early education places for 2, 3 and 4 year olds which includes places available at the time of the snapshot, the take up of places and the number of vacancies available within each ward within the borough.

3. CONCLUSION

- 3.1 The 'Childcare Sufficiency Annual Report 2018' was approved at the Education and Attainment Board, June 2019 and the attached report provides an updated position on the assessment of childcare sufficiency during 2019.
- 3.2 The data indicates that the childcare market in Tameside has remained stable and overall the number of childcare places available across the borough has increased since the previous assessment which impacts positively on parental choice.

3.3 The report provides a number of recommendations but these are based on the data provided during the assessment which for some providers is voluntary. It is worth noting that not all providers within Tameside who offer childcare services contributed to the audit therefore a full assessment of all childcare available was not possible.

3.4 **Report Recommendations/Actions**

The report does not highlight any major gaps in provision within the borough based on the data available during the snapshot period however it does provide brief recommendations for action which include:

1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges. This will be implemented by circulating the approved report to all providers and by updating them prior to the next data collection to underline the importance of submitting timely and accurate information to improve the sufficiency assessment and to ensure gaps are not identified where incorrectly.
2. To promote to all providers to regularly report on their vacancies and to ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided. Achieved by Families Information Service requesting providers to regularly update their information to ensure online information is up to date and relevant which will also ensure improved marketing of providers and to promote use of the Sufficiency Module to provide real time vacancy data.
3. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required. This will be achieved by data analysis, collecting termly data on 2 year eligibility, take up and monitoring progress and any trends.
4. To follow up on the capital projects that are currently underway to ensure the new places are available as soon as possible. Both schemes are now completed but one is awaiting its Ofsted registration which has taken 6 months, it is anticipated this scheme should be open early summer and will continue to be progress chased.
5. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available. Achieved by Data Analysis using termly headcount data, monitoring take up and any trends.
6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare. A range of additional support is available to providers from the Early Years Funding Team and also the Early Years Provider Development team.
7. To support provider's to embed strategies for delivery of high quality early years childcare/education in both the maintained and non-maintained childcare settings. This will be achieved by the Early Years Quality Improvement Team engaging with PVI settings and schools at training, networks, setting visits, consultations, forums. To have a positive outcome in relation to the 'Good Level of Development' (GLD) in Tameside.

Approval of the attached Childcare Sufficiency Annual Report 2019 is requested and for the board to approve this report for publication on the Councils website.
<https://www.tameside.gov.uk/childcare>

4. **RECOMMENDATIONS**

As set out at the front of the report.

Childcare Sufficiency
Annual Report 2019



Contents

1. Introduction
2. Legislation
3. The Borough of Tameside
4. Review of the Local Childcare Market
5. Highlighted Extracts of Previous Full Sufficiency Report
6. Conclusion
7. Recommendations
8. Appendices

1. Introduction

Section 6 of the Childcare Act 2006 introduced a new statutory duty on local authorities to ensure sufficient childcare to meet demand. The act defines sufficient childcare as:

“As far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in the area who require childcare in order to enable them:

- a) *To take up or remain in work*
- b) *To undertake education or training which could reasonably be expected to assist them to obtain work”*

The duty also applies to the provision of free early education and childcare for 3 and 4 year old children.

A sufficient childcare market is defined as one that develops sustainable childcare that is affordable and of high quality.

The assessment published in March 2011 reported that Tameside had a healthy and vibrant childcare market that was successfully meeting the needs of its population.

2. Legislation

Local Authorities are required to secure sufficient childcare so far as reasonably practicable for working parents or those studying or training for employment with children aged 0-14 (or up to 18 for disabled children).

Local Authorities should take into account where it is ‘reasonably practicable’ when assessing what sufficient childcare means in the area and include:

- The state of the local childcare market, including supply and demand
- The state of the labour market
- The quality and capacity of childcare providers including funding, staff, premises and experience

The Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare (2018) suggest that Local Authorities should “report annually to elected council members on how they are meeting their duty to secure sufficient childcare”

3. The Borough of Tameside

3.1 Description

Tameside Borough was created on 1 April 1974 and is one of the ten metropolitan districts of Greater Manchester. It consists of nine towns in a mainly urban area, stretching from the city of Manchester to the Peak District and shares its borders with Stockport, Oldham, Manchester and the Borough of High Peak.

Tameside is comprised of 19 wards and is characterised by some of the worst 5% of deprived areas nationally. Tameside is noted to be the 42nd most deprived borough nationally on the Index of Multiple Deprivation 2010.

See Appendix 1 Indices of Multiple Deprivation 2010 - for further information.

3.2 Population

In 2018 the total population of Tameside was estimated to be 225,197 (estimated via the Office for National Statistics). However, the Census 2011 recorded a population of 233,763 which shows a difference of 8,566 or approximately 3.8%.

3.3 Ethnicity

The following table shows that the majority (91%) of residents in Tameside describe themselves to be White British. The remaining 9% being of Black and Minority Ethnic origins.

	White		BME	
	No.	%	No.	%
Tameside	199,429	90.9	19,895	9.1
East	55,386	95.5	2,604	4.5
North	36,360	79.8	9,196	20.2
South	41,678	90.1	4,555	9.9
West	66,005	94.9	3,540	5.1

Source: Census 2011

3.4 Age

Using data extracted from the Census 2011 the following table shows the breakdown of age across the borough and also by the administrative neighbourhoods – north, east, south and west:

- North - Ashton
- East - Mossley, Stalybridge, Dukinfield
- South - Hyde and Longdendale
- West - Denton, Droylsden, Audenshaw

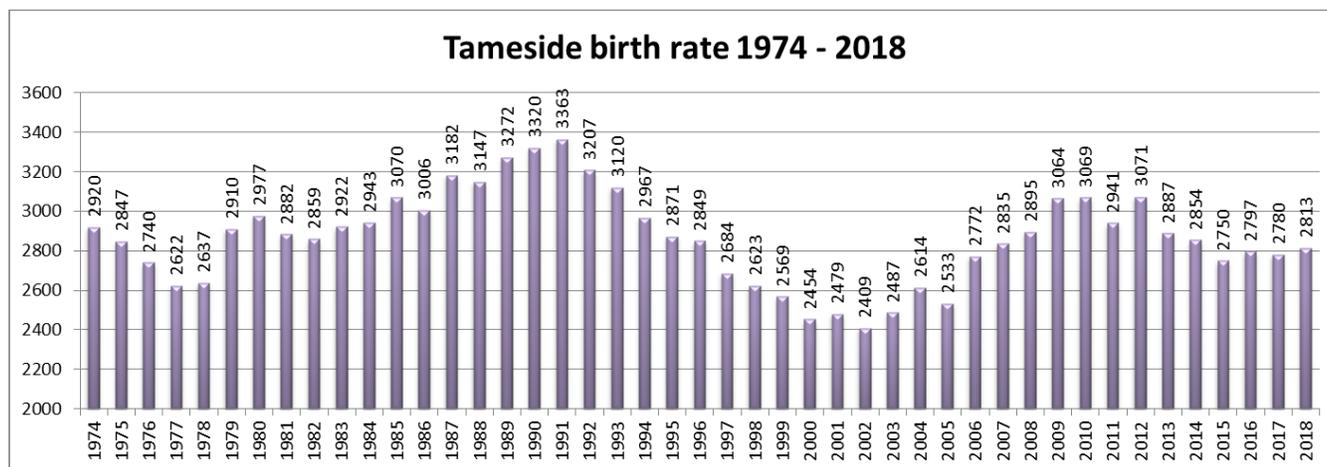
Notably from a childcare demand perspective, approximately 65% of the population is of working age: 16 to 64 years. This figure becomes significant when considered in conjunction with Birth Rate data.

	0 to 4		0 to 15		16 to 64		65+	
	No.	%	No.	%	No.	%	No.	%
Tameside	14,439	6.6	42,708	19.5	142,415	64.9	34,201	15.6
East	3,797	6.5	11,230	19.4	38,343	66.1	8,417	14.5
North	3,263	7.2	9,288	20.4	29,767	65.3	6,501	14.3
South	3,305	7.1	9,545	20.6	29,636	64.1	7,052	15.3
West	4,074	5.9	12,645	18.2	44,669	64.2	12,231	17.6

Source: Census 2011

3.5 Birth Rate

The graph shows Tameside births from 1974 to 2018 and illustrates there has been an upward trend for births across the borough from 2005 onwards, which caused an increase in demand for childcare places for early years and school age children. The current trend for the last 3 years shows that the birth rate, following a notable decrease has remained fairly static, however traditionally the birth rate tends to follow a fluctuating 25 year cycle. It is expected therefore that this trend will repeat again in future years. During 2018 the birth rate increased slightly to 2813 from 2780 the previous year. Birth rates will continue to be monitored and remain one of the key factors in determining demand for childcare.



3.6 Economic Growth

Since 2008 Tameside's economy has been adversely affected by the global recession and has suffered to a greater extent than most other parts of Greater Manchester. Key indicators and information from Job Centre Plus indicates that Tameside is likely to experience a slower recovery than its neighbouring authorities.

Due to the rollout of Universal Credit and it replacing Jobseeker's Allowance (JSA) and other benefits for a lot of claimants, the following table illustrates the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work. This data set replaces the number of people claiming Jobseeker's Allowance as the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

Claimant

	North Total	West Total	South Total	East Total	Tameside Total
January 2018	1,020	815	820	1,065	3,720
February 2018	1,110	840	850	1,095	3,895
March 2018	1,115	870	860	1,090	3,935
April 2018	1,100	895	865	1,075	3,935
May 2018	1,115	920	910	1,065	4,010
June 2018	1,135	1,010	1,000	1,140	4,285
July 2018	1,210	1,005	1,005	1,190	4,410
August 2018	1,235	1,075	1,065	1,265	4,640
September 2018	1,285	1,120	1,125	1,265	4,795
October 2018	1,350	1,165	1,120	1,305	4,940
November 2018	1,360	1,130	1,140	1,345	4,975
December 2018	1,410	1,120	1,115	1,345	4,990

Count 2018

Claimant count represented as a percentage of 16-64 population

	North Total	West Total	South Total	East Total	Tameside Total
January 2018	2.6	1.5	2.2	2.2	2.1
February 2018	2.9	1.5	2.2	2.3	2.2
March 2018	2.9	1.6	2.3	2.3	2.2
April 2018	2.9	1.6	2.3	2.3	2.2
May 2018	2.9	1.7	2.4	2.2	2.2
June 2018	2.9	1.8	2.6	2.4	2.4
July 2018	3.1	1.8	2.7	2.5	2.5
August 2018	3.2	1.9	2.8	2.7	2.6
September 2018	3.3	2.0	3.0	2.7	2.7
October 2018	3.5	2.1	3.0	2.7	2.8
November 2018	3.5	2.0	3.0	2.8	2.8
December 2018	3.7	2.0	2.9	2.8	2.8

Source: NOMIS (ONS)

3.7 Economic Activity

The following table indicates the breakdown of the borough according to economic activity which highlights at the time of Census 2011, 68.8% of the borough is economically active.

	Economically Active		Economically Active: Employees		Economically Active: Self Employed		Economically Active: Unemployed		Economically Active: Full Time Student		Economically Inactive	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Tameside	111,016	68.8	86,923	78.3	12,022	10.8	8,052	7.3	4,019	3.6	50,443	31.2
East	30,616	71.0	24,083	78.7	3,442	11.2	2,085	6.8	1,006	3.3	12,505	29.0
North	21,967	65.8	16,918	77.0	2,261	10.3	1,929	8.8	859	3.9	11,429	34.2
South	22,656	67.4	17,476	77.1	2,677	11.8	1,709	7.5	794	3.5	10,943	32.6
West	35,777	69.7	28,446	79.5	3,642	10.2	2,329	6.5	1,360	3.8	15,566	30.3

Source: Census 2011

3.8 School Readiness

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are school ready and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (*Statutory Framework for the Early Years Foundation Stage, page 5*).

Tameside accepts that being school ready is about more than just the child being ready for school. This transition needs the support and cooperation of all individuals involved, to create a holistic approach so a child has an enjoyable and positive experience. Schools should be ready for the child as much as the child is ready for school, helping smooth the transition between play based early learning and more formal classroom based teaching. Parents are encouraged to recognise that they are key to preparing their children for school. Key to this successful transition is positive cooperation between parents, childcare professionals and teachers.

Since the 2013 annual report, there has been a change in how data is collected on the number of children who are identified as school ready and is now collated for the borough as a whole and is not available by area.

In July 2019, 67% of children attending in the Early Years Foundation Stage (using Early Years Foundation profile data completed at the end of the year) were identified in Tameside as having a good level of development. This is an increase on the previous year by 1%. The provisional National Average for 2019 has remained at 72% so although the gap is narrowing Tameside remains below the National Average. In the North West in 2019, 69% of children achieved a good level of development which has remained the same. In Greater Manchester combined authorities in 2019 the average was 68%.

Tameside is one of four local authorities in the North West to have improved their Early Years Foundation Stage profile by more than 1% in 2019.

4. Review of the Local Childcare Market

4.1 Childcare Supply

The amount of childcare provision that is currently available has seen some changes since the last annual sufficiency report completed in 2018, notably a decrease in the number of registered childminders within the borough. Out of School Clubs appears to have increased significantly however this year the data collection has improved to include some clubs who previously we had no recorded data for. Overall the childcare market and the number of childcare places have remained stable. With the introduction of 30 hours free childcare from September 2017 for eligible parents, it is anticipated that the childcare market will evolve to meet demand.

Further analysis of the sufficiency of current 2 year and 30 hour provision in the borough is detailed later in this report.

Type	2014	2015	2016	2017	2018	2019	Difference + -
Childminders	329	308	285	280	271	254	-17
Pre-school playgroups	22	21	21	20	17	16	-1
Private nurseries	45	48	49	51	55	54	-1
Out of school clubs	55	54	53	57	54	84	+30
Maintained School Nursery Classes	64	65	66	66	66	66	-
Independent School with Early Years	1	1	1	1	1	1	-

(The figures given above are for providers who are listed with the Families Information Service, some providers are not listed e.g. crèches that are not required to be registered with Ofsted as they offer less than 2 hours of provision).

4.2 Breakdown of Current Childcare by Area

This year following the collection of sufficiency audit and analysis of all the responses received we have collated more accurate data from providers around not just their Ofsted registered number but how the provision manages and allocates its places. This has highlighted a number of changes to place numbers within some areas and moving forward these figures will be used as a benchmark to compare future sufficiency audit questionnaires from providers. The analysis provides more of an accurate reflection of available places. In addition this year we have also received more information from Out of School Clubs to include within the report which will account for some of the changes in some areas.

Ashton Area

Type	2016 No of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	12	994	11	977	13	1052	13	1021
Childminder	46	138	51	153	48	144	46	138
Playgroup/ Pre-School	5	167	6	213	4	163	4	193
Out of School (Registered)	10	265	10	275	7	191	16	192
Maintained	16	554	16	598	16	598	16	598
Totals	89	2118	94	2216	90	2148	94	2142

In Ashton-under-Lyne apart from more data being available to report more accurately on all Out of School Clubs there has been a decrease in the number of childminders. The place numbers for pre-school/playgroups also shows an increase again due to more accurate reporting. All other areas remain relatively the same.

Denton/Droylsden/Audenshaw Area

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	11	853	12	931	13	990	13	1064
Childminder	109	327	108	324	108	324	101	303
Playgroup/ Pre-School	7	275	7	275	7	280	7	286
Out of School	17	440	19	475	18	504	30	609
Maintained	18	728	18	780	18	780	18	780
Totals	162	2623	164	2785	164	2878	169	3042

This area highlights a decrease in the number of childminders but shows an increase in Out of School Places, the increase is due to more accurate data available on place numbers.

Overall the total number of places available in this area has increased.

Dukinfield/Stalybridge/Mossley Area

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	15	1076	17	1216	17	1240	17	1278
Childminder	84	252	80	240	77	231	73	219
Playgroup/ Pre-School	5	133	4	97	3	67	2	47
Out of School	19	532	19	544	20	560	25	667
Maintained	17	572	17	546	17	546	17	546
Independent School	1	20	1	20	1	20	1	20
Totals	140	2565	137	2643	135	2664	135	2771

In this area again it shows a decrease in the number of childminders, and preschools/playgroups, however despite the decreases the overall effect is a similar picture as the number of total places has increased slightly.

Hyde/Longdendale

Type	2016 Number of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	11	804	11	804	12	1050	11	885
Childminder	46	138	41	123	38	114	34	102
Playgroup/ Pre-School	4	122	3	77	3	77	3	84
Out of School	7	179	9	208	9	218	13	313
Maintained	15	546	15	494	15	494	15	494
Totals	83	1789	79	1706	77	1953	76	1878

In this area the number of childminders has increased but we have seen a reduction in the number of private day nurseries. Again an increase in the reporting of out of school places increases the number of available places within this sector. However with the reduction of provision within two sectors the overall number of provision and places that are available across the area has decreased slightly.

Totals for Tameside

Type	2016 No of Providers	2016 No of Places	2017 No of Providers	2017 No of Places	2018 No of Providers	2018 No of Places	2019 No of Providers	2019 No of Places
PDN	49	3727	51	3928	55	4332	54	4248
Childminder	285	855	280	840	271	813	254	762
Playgroup/ Pre-School	21	697	20	662	17	587	16	610
Out of School	53	1416	57	1502	54	1473	84	1781
Maintained	66	2400	66	2418	66	2418	66	2418
Independent School	1	20	-	-	1	20	1	14
Totals	474	9095	474	9350	464	9643	475	9833

Across the borough the total number of childcare places available has increased due to more accurate and complete reporting. The childcare market is evolving continually but despite the number of childminders, pre-schools/playgroups and Private Day nursery places decreasing slightly, the overall number of places across the borough has increased, which will also impact positively for parental choice for childcare. The number of childminder places is an estimated number based on each childminder having the capacity to take three children under the age of 5 (as per Ofsted guidance) so this will depend on how many children childminders elect to take under the age of 5.

See Appendix 2 – Maps highlighting Group Provision, Out of School clubs and Childminders

4.3 Demand for Childcare

During 2018 the Families Information Service (FIS) received a total of 3098 enquiries of various types. Of these 1,209 were enquiries where full details were taken. A further breakdown confirmed that a large proportion of these full enquiries initiated, related to childcare, nursery education or 2 year funded places, totaling 88% of the enquiries, which highlights continued demand for formal childcare.

On analysis of the short enquiries where full details were not provided, 81% of this type of enquiry related to childcare, nursery education, 2 year funded places or from childcare providers.

Many parents search online and Tameside provides an 'Online Childcare Finder'. Statistics inform that during the period between January to December 2018 there were 2,420 searches for childcare on the Families Information Service Online service.

This can be accessed from the following web link: <https://www.tameside.gov.uk/childcarefinder>

The Tameside website also provides access to a Service Information Directory which is a much wider online search function providing parents with information on services for children, young people and their parents/carers e.g.

- Activities
- Children Centre Activities
- SEND – Special Educational Needs and Disabilities

- Parenting
- Youth Clubs
- Toddler Groups and more.

This site can be found by accessing the following link <https://www.tameside.gov.uk/Tameside-Service-Information-Directory>

4.4 Free Places for Three and Four Year Old Children

In Tameside according to Department for Education national statistical release data, (provided to all local authorities in 2019 from data sourced from the January census) 98% of 3 and 4 year olds are taking up some or all of their free early education funding.

Year	2013	2014	2015	2016	2017	2018	2019
Percentage	97%	99%	98%	99%	99%	98%	98%

Take up for 2 year funding shows a decrease from the previous year however this could be due to the focus of 30 hours free childcare as most North West local authorities have shown a decrease in take up during 2019. To ensure that this trend is reversed there has been increased activity to assist families to apply and seek a place for their child and participation for autumn 2019 shows a slight increase on the previous term which is encouraging. There are no reported issues with families having difficulties accessing places and there appears to be plenty of choice and opportunity for parents to take up the offer.

Percentage of 2 year old children benefitting from funded early education places by local authority	
All providers - Percentage of population	
Year	2019
Percentage	77%

See Appendix 3 - Map of Childcare providers delivering free Early Education Funding.

4.5 Free Places for Two Year Old Children

From 1st September 2014, 40% of 2 year olds nationally have been entitled to a free 15 hour early education and childcare place. Eligibility is the same as for the entitlement to Free School Meals (e.g. they are families whose income is below £16,190 and on certain benefits) and also families who are in receipt of working tax credit with an annual income of below £16,190, universal credit of no more than £15,400, looked after children and children in receipt of DLA. Target numbers for potentially eligible 2 year olds from the DfE target lists have increased since summer term 2018 when the target number was 1,139 which rose to 1,296 in summer 19. A detailed assessment of the number of two year places was collated during summer 2019 to inform on the number of two year places available within the borough and to identify any further gaps following completion of the initial capital programme. In Tameside we have a good take up of places which are monitored term on term.

The information provided to collate this information was based on the following data sets:

- Potentially eligible families identified by the DFE during April 2019 by ward

- Total number of vacancies – Supplied from all providers delivering free early education (summer 19)
- Total number of 2 year olds attending provision by ward area (summer 19)

All ward areas were showing vacancies but a number of areas indicated minimal places available at the time of the audit e.g.

- Droylsden West
- Hyde Newton
- Ashton Waterloo
- Denton South
- Stalybridge North
- Stalybridge South

The eligible family data was collated, analysed and mapped according to their postal address, and additional data was added to pinpoint group provision and childminders delivering free early education to show location in relation to potentially eligible families.

Consideration was given to other provision located in bordering wards that were also within a reasonable walking distance (approx. half mile radius) to ascertain sufficiency of 2 year old provision.

Droylsden West - Take up on places in this area is 44%. A capital project is underway in the Droylsden area to provide additional places for 2 year olds within walking distance. Based on current information it is expected to open in spring 2020 creating sufficient places and choices for parents in this area.

Hyde Werneth - this area is showing an improvement in take up this year with 75% take up of places. During the 2018 assessment a shortfall of places was identified. A capital project is underway in the Hyde Werneth area to provide additional places for 2 year olds which is expected to be available during spring 2020.

Stalybridge North – this area is showing 62% take up of places. From the 2 year analysis there were vacancies in this area but the data highlighted a small deficit of available places. The amount of deficit places may not necessarily sustain a new provider however there are indications for further new provision to open in this area. In light of this places in Stalybridge South will continue to be monitored.

Stalybridge South - this area is showing 33% take up of places, with minimal vacancies available at the time of the data collection. There are a number of providers in the Dukinfield/Stalybridge that are approximately within half a mile walking distance of some families located on the border of Stalybridge North, which had recorded vacancies and could fill some of the gap. Due to the landscape of the Stalybridge area, which contains a lot of green space some of the provision is located on the outskirts of the ward. The data is highlighting a small deficit of available places within this ward when compared to those who are potentially eligible. With the general downward trend in births, the small number of deficit places may not necessarily sustain new provision. As indications for further new provision to open in neighbouring Stalybridge South, which would be within half a mile distance from some potentially eligible families, in light of this places in Stalybridge North will continue to be monitored.

Denton South – this area is showing 30% take up of places with minimal number of vacancies available. Data is highlighting vacancies in both of its neighbouring wards. Denton North East which has a high number of vacancies is within half a mile walking distance from Denton South for families residing on the border of this ward. Given the location of this ward which is on the outskirts of the borough and adjacent to green spaces, creating new provision may not be sustainable. Currently there are 2 group providers and 3 schools with nursery provision in this area and all will be contacted to identify if there is scope to take further 2 year olds.

Ashton Waterloo – this area is showing 52% take up of places with only a handful of vacancies leaving a potential shortfall of places in this area. Eligible families within this ward are concentrated within a 1 mile area and many border the 3 other Ashton wards. When analysing the data the location of around a third of the potentially eligible families are within a half mile walking distance to other provision in Ashton St Peters and St Michaels which are showing a higher level of vacancies which could support these families. Providers within this area will be contacted to see if there is further scope to increase their 2 year numbers as the number of vacancies required may not be sufficient to sustain new provision. This area will continue to be monitored.

Hyde Newton - this area is showing 53% take up of places with a reasonable amount of vacancies at the time of the data collection, which left a small deficit of places in this area. We are aware of plans to open new provision within the Hyde Godley, Hyde Werneth and Hyde Newton area, therefore until this new provision is on stream this area will continue to be monitored.

Further analysis was obtained to ascertain how families were taking up their places across Tameside and whether they chose provision located in their home ward or elsewhere in the borough. This data highlights that during the summer term which is the busiest of the 3, on average 54% of families took up a 2 year place within the ward in which they live, whereas 43% travelled to a neighbouring ward. The remainder which is around 3% is families who reside outside of Tameside but have chosen to take their 2 year place here.

See Appendix 4 – Analysis of 2 Year Free Places and Take up

Further Action – 2 Year Place Creation

Within the areas of Ashton Waterloo and Denton South further investigation will be carried out to see if there is scope for existing provision to expand their numbers. No further action is planned for place creation in Stalybridge North and South and Hyde Newton. Whilst more information is obtained about potential new provision, all areas will continue to be monitored.

In the Droylsden West area, a new provider will be opening within the Droylsden area which will create much needed 2 year places to bridge the identified gap. Following a delay during the Ofsted registration process it is anticipated that these places should be available during spring 2020 term.

In the Hyde Werneth area, a small gap was identified for further action and additional provision should be available during spring 2020, the delay was due to the feasibility of the original scheme to extend the provision.

At the close of 2019 approximately 134 childminders were registered to accept funded children, and the number of childminders looking to deliver early education places continues to rise, which provides alternative childcare options in all areas of the borough.

4.6 30 Hours Free Childcare

From 1 September 2017 parents/carers that qualify are entitled to a further 15 hours of free early education per week or a maximum of 570 hours per year, giving them up to 30 hours free early education per week over a maximum of 38 weeks. To apply parents/carers must apply directly to Her Majesty's Revenues and Customs (HMRC) and also renew their eligibility regularly as per their renewal dates. Further information can be located on the HMRC website

<https://www.childcarechoices.gov.uk/>

Since September the number of families taking up some or all of their additional entitlement either via their Private, Voluntary or Independent provider or via their school nursery has been steadily increasing.

Term	No's of Families taking all or part of their extended Entitlement
Autumn 2017	1123
Spring 2018	1465
Summer 2018	1742
Autumn 2018	1251
Spring 2019	1651
Summer 2019	1954

The majority of all group providers and childminders on the directory are registered to deliver the offer, plus 42 of the 66 primary schools with a nursery are also delivering the offer or registered to deliver the offer.

30 Hours Free Childcare

After analysis of the data provided during summer 2019, approximately half of all families (48%) taking up their offer sourced provision within their home ward, 44% took up a place in another Tameside ward and approximately 8% of families taking up a place came from outside of Tameside.

This makes it difficult to plan for the sufficiency of places as potentially families are sourcing provision which is convenient for either extended family, on routes into work or as a preference for a particular provider. (See Appendix 5)

The analysis during summer 2019 highlighted a total of 675 vacancies for universal 15 hour entitlement, with recorded vacancies in all wards of Tameside. For the 30 hours or the extended part of the entitlement there were a total of 392 vacancies, again with recorded vacancies in all wards, however there are 3 areas where the level of vacancies were minimal and this will continue to be monitored. (See Appendix 5) Approximately three quarters of these vacancies (280) were recorded in the Private, Voluntary and Independent childcare sector.

Further Action

There is no detailed statistical data available on qualifying numbers of families for 30 hours, so careful termly monitoring will be needed to see where and how families are taking up their place. Also as this offer is predominantly aimed at working parents/carers; to monitor how far parents are travelling from home to a provider e.g. they may source childcare near work or extended family.

The number of recorded vacancies across the whole sector remains at similar levels to the previous year. The analysis also highlights an increase in take up of the extended entitlement (30 Hours) compared to summer 2018 which has increased from 1,736 to 1,954 which represents a 12.55% increase.

Based on vacancy data available during summer 2019, it appears that there are sufficient places available, and no action is needed at present other than continued careful monitoring of places available, take up and vacancies available.

4.7 Childcare for Children Aged 5-11 and During School Holidays

In Tameside at the time of analysis there were 84 Out of School clubs, and an approximate increase of 300 places which appears to have increased dramatically from the previous year. This is largely due to an improved data collection where we obtained additional data for Out of School Provision within the borough to improve reporting within this sector.

Full and Part Time places for 4-8 year olds in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas the vacancies were minimal e.g. Denton West and Hyde Werneth.

The data also highlighted vacancies available for this age range in all wards within the borough of both full and part time for children to attend during the school holidays.

Maximum Number of Full Time and Part Time places for 8 year olds and over in School Holidays

The analysis of vacancy data highlighted that there were vacancies for both before and after school places within all wards within the borough, however in some areas, vacancies were lower e.g. Hyde Werneth and Longdendale. Again the data highlighted both full and part time places were available for school holiday clubs for this age range.

At the time of analysis there were no major gaps in provision however places will continue to be monitored. It is also worth noting that provision for children aged 5-11 can also be provided by primary schools who are not all included in the above numbers due to lack of data about their service.

4.8 Childcare for Disabled Children and Children with Special Educational Needs (SEND)

The Early Years Provider Development Team provides training and support to childcare settings to enable them to offer inclusive childcare provision. Since October 2013 all providers are able to access SENCO surgeries where they receive guidance to effectively deliver the SEN Code of Practice. The 2011 sufficiency assessment identified that parents of children with additional needs felt there was not enough childcare available to them. However it also found that many childcare providers were able to support children with disabilities and/or additional needs. There also appeared to be a misconception by parents that mainstream childcare settings could not meet their needs and that only specialist childcare settings could do this. This is an issue that is experienced nationally.

Data provided from the Census 2011 highlights that 3.9 % of children in the borough are identified as having a long term health problem or a disability (Age 0 to 15):

	Day-to-day activities limited		Day-to-day activities not limited	
	No.	%	No.	%
Tameside	1,655	3.9	41,053	96.1
East	406	3.6	10,824	96.4
North	387	4.2	8,901	95.8
South	326	3.4	9,219	96.6
West	536	4.2	12,109	95.8

Source: Census 2011

Since July 2017 there has been a dedicated Special Educational Needs Caseworker available for early years. In addition the Early Years Panel where individual cases are referred, meet more frequently to meet demand. Where a need is identified additional support e.g. equipment or additional funding is allocated to enable children to access provision for early years.

Since the last report two 'specialist' Early Years Quality Officers (EYQO) have been appointed to concentrate on SEND in early years provision across the borough. The EYQO will ensure the highest quality of care and education is offered to meet children's needs. They will support the Tameside SEND pathway making sure all early years practitioners are collecting relevant information in preparation for the Early Years SEN Panel, ensuring smooth transitions to the most appropriate educational setting for children with SEND.

From September 2017, two new measures have been introduced to support children with disabilities and special education needs:

- Disability Access Fund
- SEN Inclusion Fund

Both measures are to support providers to make reasonable adjustments and help them better address the needs of individual children to enable them to access their free entitlement.

4.9 Quality of Childcare

The DfE identify within current statutory guidance that they would like the outcome for all children to be able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children, leading to better outcomes.

The Early Years Quality Improvement Team offers support, advice and guidance to the Early Years childcare/education sector with a focus on raising and maintaining high quality childcare. Positive relationships between schools and the PVI settings are improving, becoming more 'joined up' allowing a consistent approach to teaching.

Legislation states Ofsted is the 'sole arbiter of quality'. Therefore the Early Years Quality Improvement Team uses Local Authority GLD (Good Level of Development) data to identify areas of concern to offer targeted interventions to support improvement and close the gaps.

The following table provides a breakdown of all the key types of providers according to their Ofsted rating (data collated as at summer 2019):

Group Settings and Independent Schools	Data Collated Autumn 2016		Data Collated Autumn 2017		Data Collated Autumn 2018		Data Collated Autumn 2019	
	Actual	Percentage %						
Inadequate	0	0	1	1.41	0	0	1	1.41
Requires Improvement	5	7.14	4	5.63	2	2.74	2	2.82
Good	37	52.86	40	56.34	52	71.23	51	71.83
Outstanding	12	17.14	12	16.90	14	19.18	12	16.90
Not Yet Graded	16	22.86	14	19.72	5	6.85	5	7.04

There are 71 group providers in total with approximately 89% rated as good or outstanding, which is about the same as the previous year. The number of providers who are awaiting their first inspection has decreased to 7.04% which does reduce the percentage of those good or outstanding. The number of settings rated inadequate or requires improvement has marginally increased on the previous year, which highlights sustained improvements in quality within this sector.

Out of School Clubs	Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2018		Data Collated Summer 2019	
	Actual	Percentage %						
Inadequate	0	0	0	0	0	0	0	0
Requires Improvement	4	7.55	2	3.51	0	0	3	3.57
Good	24	45.28	29	50.88	36	66.67	58	69.05
Outstanding	6	11.32	8	14.04	10	18.52	12	14.29
Await 1 st Inspection	19	35.85	18	31.58	8	14.81	9	10.71
Exempt	0	0	0	0	0	0	2	2.38

There are now 84 Out of School Clubs with 83.34% rated as good or outstanding, which is an increase on the previous year. In addition 14.81% are awaiting their first inspection. Therefore if those awaiting their first inspection were excluded, the total achieving good or outstanding is actually 100%.

Childminders	Data Collated Autumn 2016		Data Collated Summer 2017		Data Collated Summer 2018		Data Collated Summer 2019	
	Actual	Percentage %						
Inadequate	1	0.35	9	3.21	4	1.48	6	2.36
Requires Improvement	46	16.14	13	4.64	7	2.58	7	2.76
Good	148	51.93	174	62.14	174	64.21	164	64.57
Outstanding	12	4.21	12	4.29	16	5.90	15	5.90
Awaiting Inspection					40	14.76	36	14.17

Met	78	27.37	72	25.71	30	11.07	26	10.24
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(Included in Inadequate are 5 childminders classed as not met e.g. require actions)

In total there are 254 childminders within the borough, a decrease on the previous year. Of these 70.47% of the childminders are rated as good or outstanding, which remains the same as the previous year. There are 62 childminders who have not yet been inspected, or are classed as 'Met'. Therefore if those awaiting inspection are excluded, the total achieving a good or outstanding result is actually 93.22% which is a slight decrease on the previous year.

Schools	Data Collated Summer 16	
	Actual	Percentage %
Inadequate	0	0
Requires Improvement	6	9.09
Good	43	65.15
Outstanding	5	7.58
Yet to be Inspected	12	18.18

In total there are 66 primary schools within the borough that have a nursery class and provide early education, of these 72.73% are rated good or outstanding, however there are 12 schools awaiting inspection which if excluded, the total achieving a good or outstanding result is actually 88.88%. Of the 66 schools, 37 or, 56% are currently offering the 30 hours free childcare for 3/4 year olds which whilst this is a slight decrease of schools since September 2018 is still indicates stability.

4.10 Affordability of Childcare

Childcare costs vary from area to area within the borough and from type to type, however the tables below illustrate typical average childcare costs in Tameside collated for the '2019 Childcare Survey for Local Authorities in England' based on a full time attendance e.g. 50 hours of care per week and 25 hours:

Average cost for group providers offering up to 50 hours per week

Under twos per week attending 50 Hours	£183
Under twos per week attending 25 Hours	£132
Aged 2 plus per week attending 50 hours	£181
Aged 2 plus per week attending 25 Hours	£130

- The most expensive rate for under two's for 25 hours was £60
- The cheapest rate for under two's for 25 hours was £102

Childminders - The typical average weekly costs for a childminder in the area:

Under twos per week attending 50 Hours	£189
Under twos per week attending 25 Hours	£95
Aged 2 plus per week attending 50 hours	£189
Aged 2 plus per week attending 25 Hours	£95

Out of school provision can be offered at various providers however typical costs include:

Out of school club typical average weekly for a place for 15 hours per week	£53.00
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According to the Daycare Trust's annual childcare survey 2019 "*childcare prices for children under three have risen slightly above inflation this year. For more detail on the content of the 'Childcare Survey 2019 please refer to the full report on <https://www.familyandchildcaretrust.org/childcare-survey-2019>*

5. Highlighted Extracts from the Summary of the CSA 2011

The report of 2011 did not highlight any major geographical gaps in the borough however in order to determine the state of the market place a full gap analysis was recommended but given the current level of resources available this is no longer feasible. Where there were geographical gaps these were not necessarily reflected in the demand for places as often gaps can exist where there is a low population of people in a large area.

The report identified that half of the parents surveyed felt that while cost of formal childcare was a consideration, quality, location and opening hours were regarded to be more important.

Parents of disabled children reported that they found childcare expensive. Various reasons were given including personal financial circumstances and situations when providers passed on additional resource costs to parents. Parents of children with disabilities also expressed the view that there was not enough choice of childcare providers that they felt confident could safely look after their children. This situation is experienced nationally.

The general opinion of parents and employers is that there was adequate childcare at the times when most people needed it, with the majority using childcare for the working day over Monday to Friday. As expected there is less demand for full week care and limited need for care before 7.30 am or after 6pm.

It was reported that there was an adequate range of childcare for all age ranges although there was less demand for older children. For this age range it was noted there have been some issues with sustainability when expressed demand was not realised resulting in the provision closing in some cases.

6. Conclusion

During 2019 the childcare market in Tameside has remained stable, there has been a small reduction in the number of places at Private Day Nurseries and childminders however the number of places within pre-schools/playgroups and Out of School Clubs has increased. Overall the number of childcare places available across the borough has increased which impacts positively on parental choice.

The number of families that were potentially eligible for a 2 year place at the time of the data collection (summer 19) has increased which impacts on demand. At the time of the data collection the data highlights a slight reduction in participation since autumn 2018.

Further analysis of two year provision highlighted a number of areas to monitor. Two areas with a small identified gap are also identified for further action. With the need to ensure sustainability, all existing provision in both wards will be contacted to ascertain any scope for increasing their 2 year places.

Analysis of the sufficiency of two year places and the take up of the free entitlement for three and four year olds will remain under review. The DfE statistical release 2019 indicates that take up of 3 and 4 year olds is 98%; this is considered to be a high take up and is evident across the borough at maintained, private, voluntary and independent providers.

Changes are noted within the childcare market but from the information available no identified gaps in provision have been highlighted other than two specific wards within the borough where there appears to be a small gap in provision for the two year age range.

Not all sectors of childcare providers responded to the request to provide data, which prevents a full assessment of the sufficiency of childcare places in all areas. In particular at the time of concluding the report not all Out of School clubs and Childminders had responded, however from those that did respond, most were reporting vacancies. Without any other anecdotal information to highlight any specific gaps in provision for out of school club places and childminders, we have been unable to fully assess sufficiency of all places, but conclude from the vacancies available from those that did submit that there is still sufficient provision.

30 Hours Free childcare

The roll out of 30 hours free childcare is now in its second year and at this point there are no reported issues with parents experiencing insufficient provision. Approximately over half of the boroughs primary schools with a nursery have also offered 30 hours which provided much needed additional places. At the time of data collection during the busiest reported term, (summer) there were vacancies for 30 hours in all areas of the borough. This will be continually monitored and reported upon annually.

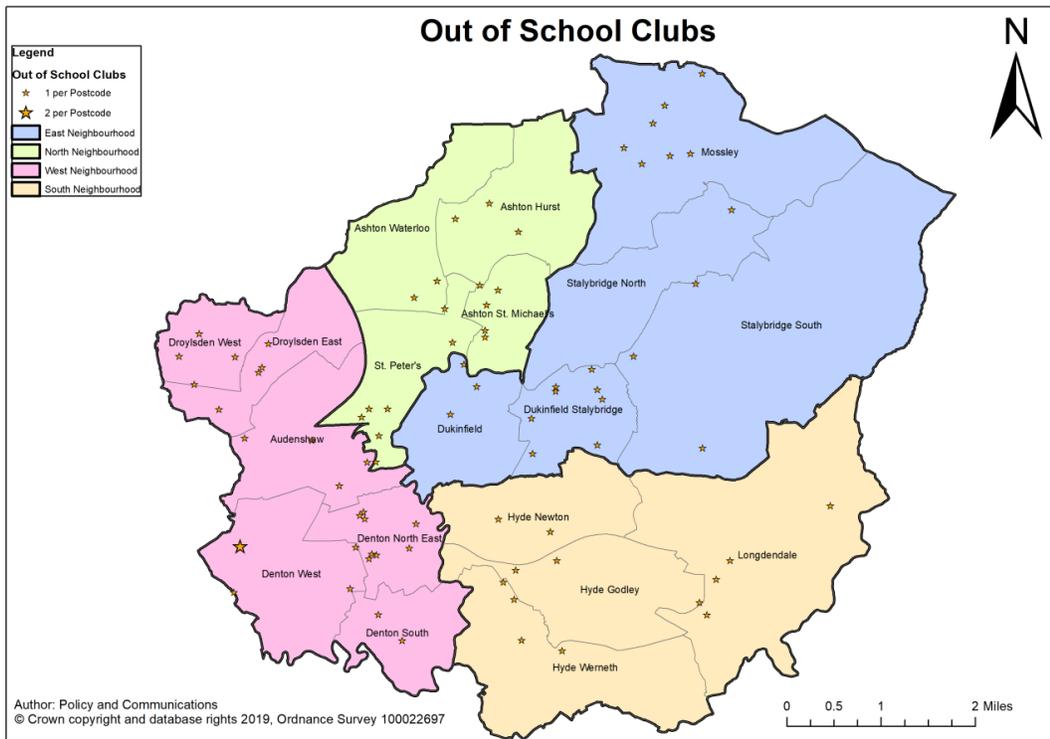
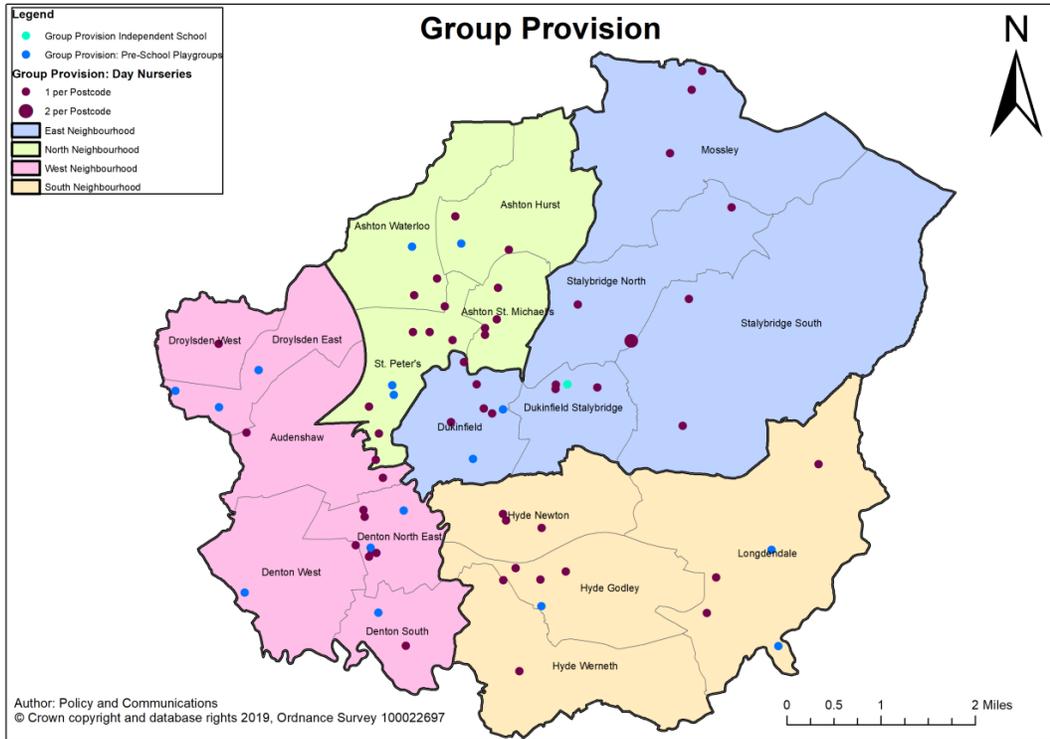
7. Recommendations

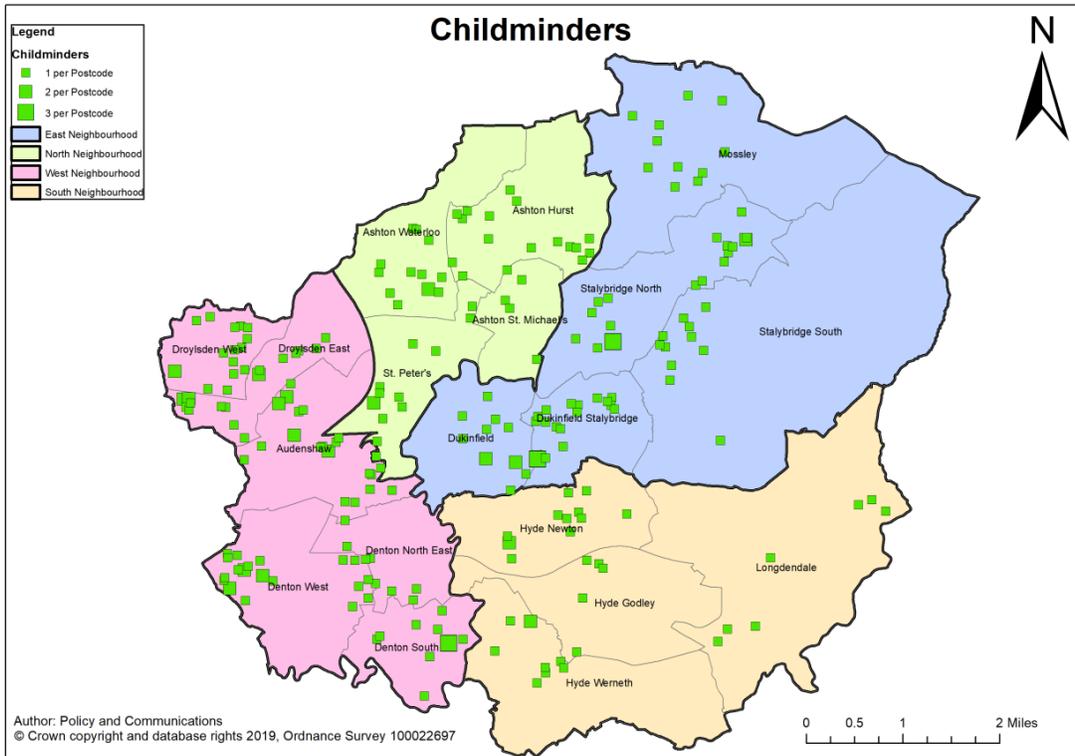
The report of 2011 and the annual report of 2013 did not highlight any major gaps in the borough. The data compiled for this report shows that the position is broadly similar, however to ensure sufficiency the following recommendations are suggested:

1. To continue to work with all our childcare providers to improve the quality and content of the data provided, to inform on the annual assessment of childcare available for all age ranges
2. To promote to all providers to regularly report on their vacancies and to ensure their information published online is current. To further promote the online childcare search function to enable parents to be able to make electronic enquiries for childcare using the information provided

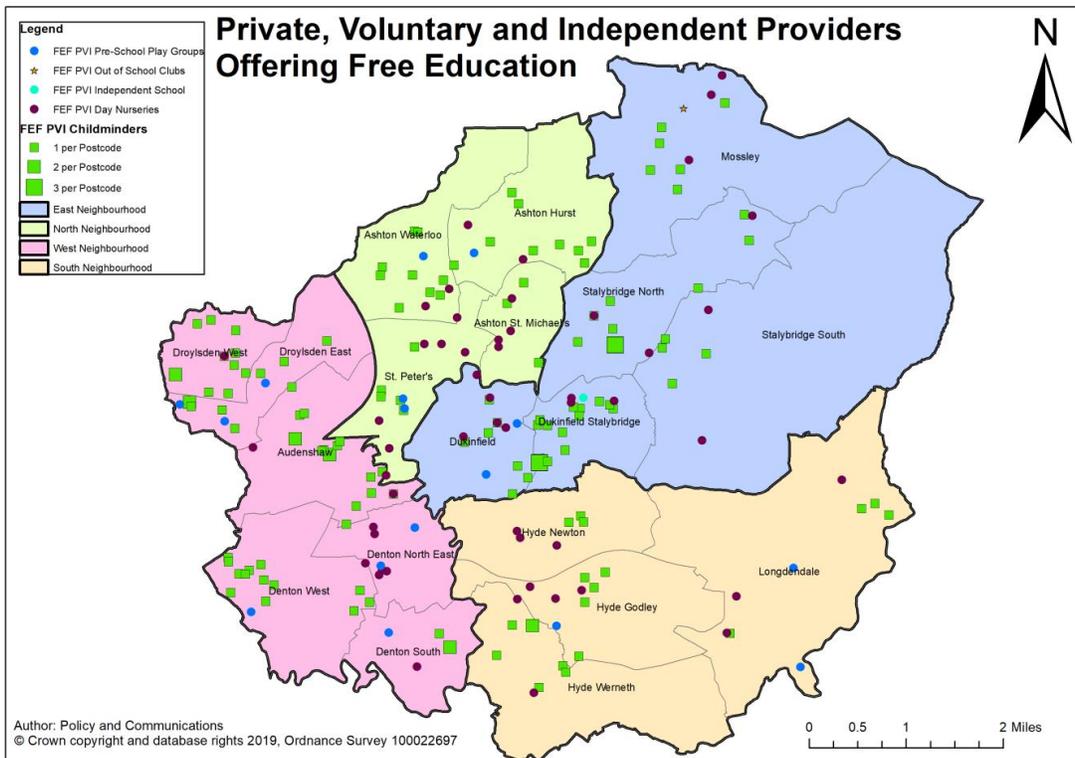
3. Continue to monitor the number of 2 year places across the borough to address any identified gaps. To follow up on the actions identified which will inform any future place creation required
4. To follow up on the capital projects that are currently underway to ensure the new places are available as soon as possible
5. Review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available
6. To continue to offer a range of support to all providers around the delivery of 30 hours free childcare
7. To support provider's to embed strategies for delivery of high quality early years childcare/education in both the maintained and non-maintained childcare settings.

Appendix 2





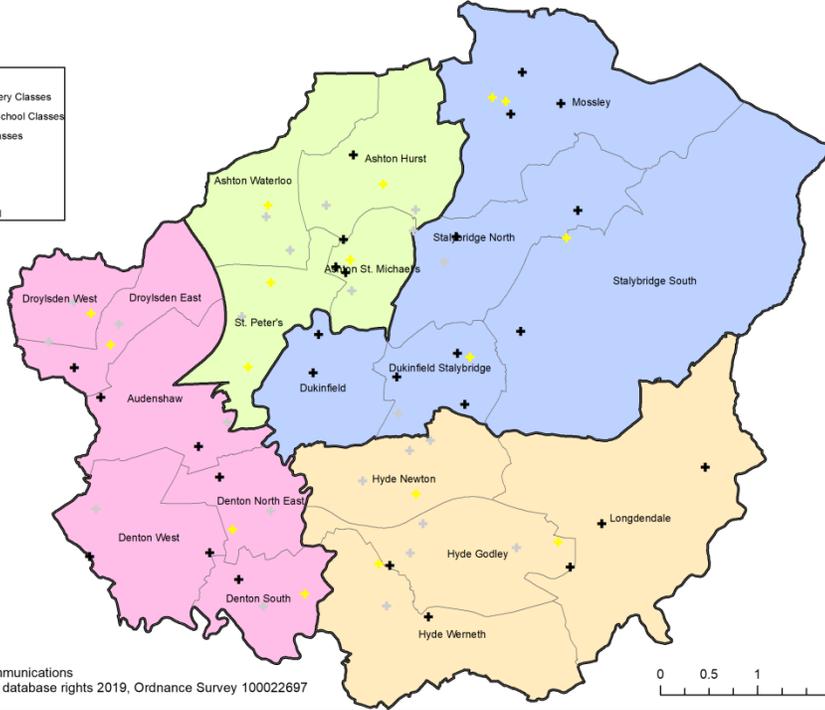
Appendix 3 - (FEF – Free Entitlement Funding)



Schools Offering Free Early Education



- Legend**
- ✦ Voluntary Aided Nursery Classes
 - ✚ Maintained Nursery School Classes
 - ✦ Academy Nursery Classes
 - East Neighbourhood
 - North Neighbourhood
 - West Neighbourhood
 - South Neighbourhood



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Appendix 4

Analysis of 2 Year Free Places and Take up – Summer 19

Ward	April DfE target list for Summer 2019	2 Year Olds in a place during summer 2019	Percentage in a place %	Those who attend provision in their home ward	Those who attend a place from another ward in TMBC	Those who attend from outside of the borough	Maximum Number of FEF Vacancies for 2 Years	Total places	Families attending outside their home ward but within TMBC %	Inward Migration %
Ashton Hurst	81	43	53%	28	14	1	47	90	33%	2%
Ashton St Michaels	84	82	98%	40	42	0	22	104	51%	0%
Ashton St Peters	164	160	98%	92	66	2	44	204	41%	1%
Ashton Waterloo	64	33	52%	26	6	1	3	36	18%	3%
	393	318	81%	186	128	4	116	434	40%	1%
Audenshaw	53	24	45%	5	18	1	29	53	75%	4%
	53	24	45%	5	18	1	29	53	75%	4%
Denton North East	57	74	130%	33	39	2	43	117	53%	3%
Denton South	64	19	30%	17	2	0	19	38	11%	0%
Denton West	24	19	79%	4	12	3	7	26	63%	16%
	145	112	77%	54	53	5	69	181	47%	4%
Proysden East	67	57	85%	27	27	3	9	66	47%	5%
Proysden West	59	26	44%	14	9	3	2	28	35%	12%
	126	83	66%	41	36	6	11	94	43%	7%
Dukinfield	82	94	115%	55	38	1	32	126	40%	1%
Dukinfield / Stalybridge	33	46	139%	7	38	1	16	62	83%	2%
	115	140	122%	62	76	2	48	188	54%	1%
Hyde Godley	92	69	75%	31	38	0	20	89	55%	0%
Hyde Newton	89	47	53%	29	17	1	25	72	36%	2%
Hyde Werneth	55	41	75%	29	11	1	16	57	27%	2%
	236	157	67%	89	66	2	61	218	42%	1%
Longdendale	65	49	75%	29	19	1	14	63	39%	2%
	65	49	75%	29	19	1	14	63	39%	2%
Mossley	48	26	54%	20	4	2	31	57	15%	8%
	48	26	54%	20	4	2	31	57	15%	8%
Stalybridge North	76	47	62%	32	13	2	10	57	28%	4%
Stalybridge South	39	13	33%	8	5	0	6	19	38%	0%
	115	60	52%	40	18	2	16	76	30%	3%
Totals	1296	969	75%	526	418	25	395	1364	43%	3%

(Includes data provided by Private, Voluntary and Independent Early Years Providers)

Appendix 5

Analysis of 3/4 Year Free Places and Take up of Universal and Extended Entitlement

Universal Entitlement - 15 Hours									Extended Entitlement - 30 Hours										
Ward	3/4 Year Olds in a Universal place during Summer 2019	Children Attending in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of FEF Vacancies for 3/4 Years Universal	Total Universal Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %	Ward	3/4 Year Olds in a Universal place during Summer 2019	3/4 Year Olds in a Uni + Ext place (with same provider) during Summer 2019	3/4 Year Olds in a Extended place during Summer 2019	Children Attending for Extended hours in home Ward	Children Attending from other TMBC Wards	Children Attending from Outside TMBC	Maximum Number of Extended Vacancies for 3/4 Years	Total Extended Places (Children in place + Vacancies)	Families attending outside their home ward but within TMBC %	Inward Migration from other Authorities %
Ashton Hurst	227	137	86	4	26	253	37.89%	1.76%	Ashton Hurst	227	34	80	42	36	2	28	108	45.00%	2.50%
Ashton St Michaels	333	177	148	8	61	394	44.44%	2.40%	Ashton St Michaels	333	55	147	61	82	4	18	165	55.78%	2.72%
Ashton St Peters	446	222	204	20	34	480	45.74%	4.48%	Ashton St Peters	446	35	158	37	107	14	20	178	67.72%	8.86%
Ashton Waterloo	163	119	33	11	34	197	20.25%	6.75%	Ashton Waterloo	163	16	36	19	14	3	3	39	38.89%	8.33%
	1169	655	471	43	155	1324	40.29%	3.68%		1169	140	421	159	239	23	69	490	56.77%	5.46%
Audenshaw	238	111	100	27	18	256	42.02%	11.34%	Audenshaw	238	54	136	55	66	15	12	148	48.53%	11.03%
	238	111	100	27	18	256	42.02%	11.34%		238	54	136	55	66	15	12	148	48.53%	11.03%
Denton North East	247	76	133	38	102	349	53.85%	15.38%	Denton North East	247	36	142	44	89	9	39	181	62.68%	6.34%
Denton South	107	82	23	2	64	171	21.50%	1.87%	Denton South	107	6	15	12	3	0	18	33	20.00%	0.00%
Denton West	188	87	63	38	27	215	33.51%	20.21%	Denton West	188	31	91	50	32	9	5	96	35.16%	9.89%
	542	245	219	78	193	735	40.41%	14.39%		542	73	248	106	124	18	62	310	50.00%	7.26%
Droylsden East	236	119	97	20	12	248	41.10%	8.47%	Droylsden East	236	40	114	56	47	11	13	127	41.23%	9.65%
Droylsden West	135	85	44	6	11	146	32.59%	4.44%	Droylsden West	135	22	65	35	29	1	10	75	44.62%	1.54%
	371	204	141	26	23	394	38.01%	7.01%		371	62	179	91	76	12	23	202	42.46%	6.70%
Dukinfield	297	170	123	4	51	348	41.41%	1.35%	Dukinfield	297	74	148	74	70	4	39	187	47.30%	2.70%
Dukinfield / Stalybridge	237	90	145	2	32	269	61.18%	0.84%	Dukinfield / Stalybridge	237	36	127	42	85	0	22	149	66.93%	0.00%
	534	260	268	6	83	617	50.19%	1.12%		534	110	275	116	155	4	61	336	56.36%	1.45%
Hyde Godley	295	156	135	4	37	332	45.76%	1.36%	Hyde Godley	295	49	113	58	53	2	18	131	46.90%	1.77%
Hyde Newton	270	216	52	2	20	290	19.26%	0.74%	Hyde Newton	270	89	124	93	29	2	22	146	23.39%	1.61%
Hyde Werneth	184	120	52	12	27	211	28.26%	6.52%	Hyde Werneth	184	53	96	53	34	9	13	109	35.42%	9.38%
	749	492	239	18	84	833	31.91%	2.40%		749	191	333	204	116	13	53	386	34.83%	3.90%
Longdendale	154	98	37	19	31	185	24.03%	12.34%	Longdendale	154	17	45	21	12	12	29	74	26.67%	26.67%
	154	98	37	19	31	185	24.03%	12.34%		154	17	45	21	12	12	29	74	26.67%	26.67%
Mossley	214	144	21	49	61	275	9.81%	22.90%	Mossley	214	77	145	92	13	40	35	180	8.97%	27.59%
	214	144	21	49	61	275	9.81%	22.90%		214	77	145	92	13	40	35	180	8.97%	27.59%
Stalybridge North	230	143	79	8	16	246	34.35%	3.48%	Stalybridge North	230	51	114	55	50	9	6	120	43.86%	7.89%
Stalybridge South	111	70	37	4	11	122	33.33%	3.60%	Stalybridge South	111	35	58	35	20	3	42	100	34.48%	5.17%
	341	213	116	12	27	368	34.02%	3.52%		341	86	172	90	70	12	48	220	40.70%	6.98%
	4312	2422	1612	278	675	4987	37.38%	6.45%		4312	810	1954	934	871	149	392	2346	44.58%	7.63%

(Both tables include data provided by Schools and Private, Voluntary and Independent Early Years Providers)

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	24 March 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	IMPROVING SCHOOLS THROUGH PARTNERSHIPS
Report Summary:	This report provides a summary of the partnerships approach to school improvement and exemplifies a key partnership with Education Endowment Foundation.
Recommendations:	Board members are asked to note the content of the report and to endorse the partnerships approach.
Corporate Plan:	Early identification of high quality support for children and young people.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications as a result of this report. The schools improvement budget is set aside to direct support to those identified as schools causing concern.
Legal Implications: (Authorised by the Borough Solicitor)	Local authorities have a legal obligation to exercise their education functions with a view to promoting high standards and the fulfilment of student potential. In doing so, they are required to explore way of supporting progress and delivering improvement where required. Engagement with external agencies and partners organisations will need to be governed through the procurement process to ensure procurement compliance and contractual oversight. The Education Attainment Improvement Board has no decision making authority it's a leadership Board therefore any governance required will need to be obtained from cabinet.
Risk Management:	Reputational risk to the Local Authority.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Tim Bowman:  Telephone: 0161 342 2050  e-mail: tim.bowman@tameside.gov.uk

1. INTRODUCTION

- 1.1 At the EAIB meeting on 14 January 2020, a report was provided about School improvement and Partnerships – School Performance and Standards Protocol.
- 1.2 Headteachers and governing boards have an explicit responsibility for school improvement, whilst Local Authorities have an implicit responsibility through their duty to ensure good school places.
- 1.3 In light of diminishing resources for all Local Authorities, Tameside is developing more efficient and effective ways to influence and affect school improvement through a combination of assertive system leadership and high quality partnerships.
- 1.4 This paper and the attached slides in **Appendix 1** provide information about the partnerships approach to school improvement.

2. AIMS AND PRINCIPLES THAT UNDERPIN THIS APPROACH

- 2.1 Tameside Local Authority is committed to improving the schools causing concern using the mechanism described in the previous paper.
- 2.2 Research and practice support the use of high-quality, evidence-based continuing professional development (CPD) for staff as a device for school improvement.
- 2.3 The Local Authority does not have the capacity or resources to deliver all services, so the preferred approach involves developing strong effective partnerships with organisations that have similar aims and priorities.
- 2.4 School-to-school partnership working is central to the approach to improvement and Key partners in this domain in Tameside include National Leaders of Education (NLEs), Local Leaders of Education (LLEs), National Leaders of Governance (NLGs), Teaching School Alliances (TSA) and Research Schools.
- 2.5 When expertise or resource does not exist in the local area the Tameside Local Authority seeks to engage other partners beyond the school sector. These currently include DfE English Hubs and Maths Hubs, University of Manchester and the Education Endowment Foundation (EEF).
- 2.6 With the support of its partners, the Local Authority is developing a system-led approach in Tameside by:
 - Leading on evidence-based practice
 - Strengthening leadership and implementation
 - Developing pedagogy
 - Deepening research collaboration.

3. KEY PARTNERSHIPS

- 3.1 The Education Endowment Foundation (EEF) is a key partner in developing Tameside as one of the country's first '*Evidence-based Local Authorities*'. This approach involves working with stakeholders and external experts from a range of organisations including Research Schools, community Hubs, Universities, teacher networks and DfE subject hubs.
- 3.2 Tameside is a pilot partner in the EEF regional strategy. The partnership is proposed for 3 years. Year one involved delivery of a range of CPD and support for teacher networks. Stakeholder engagement and coproduction is steering the direction of the next two years of

delivery in line with local need. This will lead the evaluation of the impact of the partnership.

4. IMPACT OF THIS APPROACH

- 4.1 The partnership will encourage a system-led approach to school improvement by:
 - 4.1.1 Supporting school leaders to make evidence-based decisions.
 - 4.1.2 Strengthening middle leadership capacity to support schools to ensure good school places.
 - 4.1.3 Strengthening change implementation.
 - 4.1.4 Developing pedagogy.
- 4.2 Impact is outlined in the EEF Tameside Logic model, see **Appendix 2**.

5. CONCLUSION

- 5.1 Evidence of the impact of traditional school improvement approaches is limited. Poor impact drives the desire to move to a new model, which embraces research and evidence.
- 5.2 High-quality CPD is the most effective evidence-based strategy for improving schools and pupil outcomes. Equipping leaders with the best CPD possible will develop leadership capacity and pedagogy.
- 5.3 The three-year partnership with the EEF provides a programme for long term improvement. It moves from engagement to embedding in years one and two; resulting in impact on outcomes over time.

6. RECOMMENDATIONS

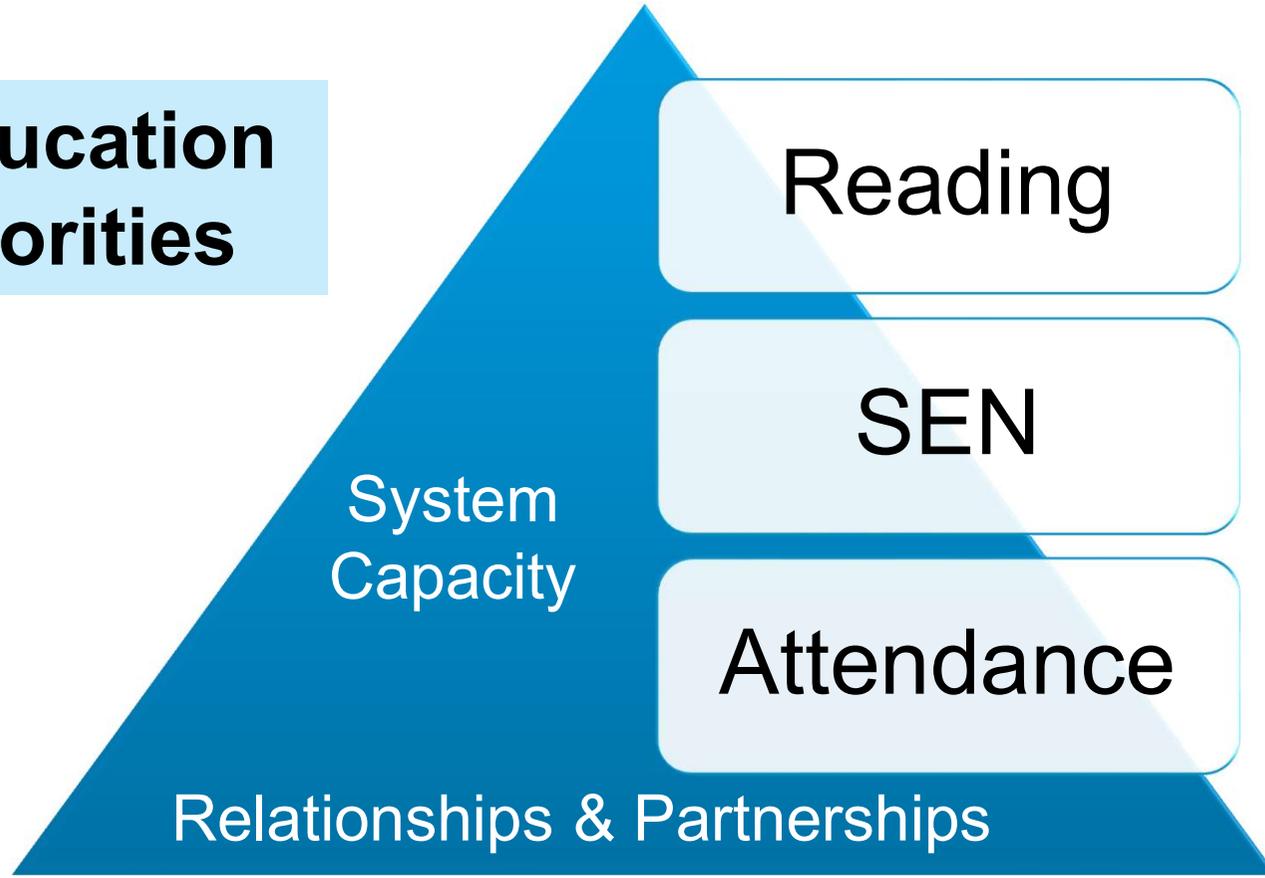
- 6.1 As set out at the front of the report.

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Improving Schools Through Partnerships

EAIB 24 March 2020

Education Priorities



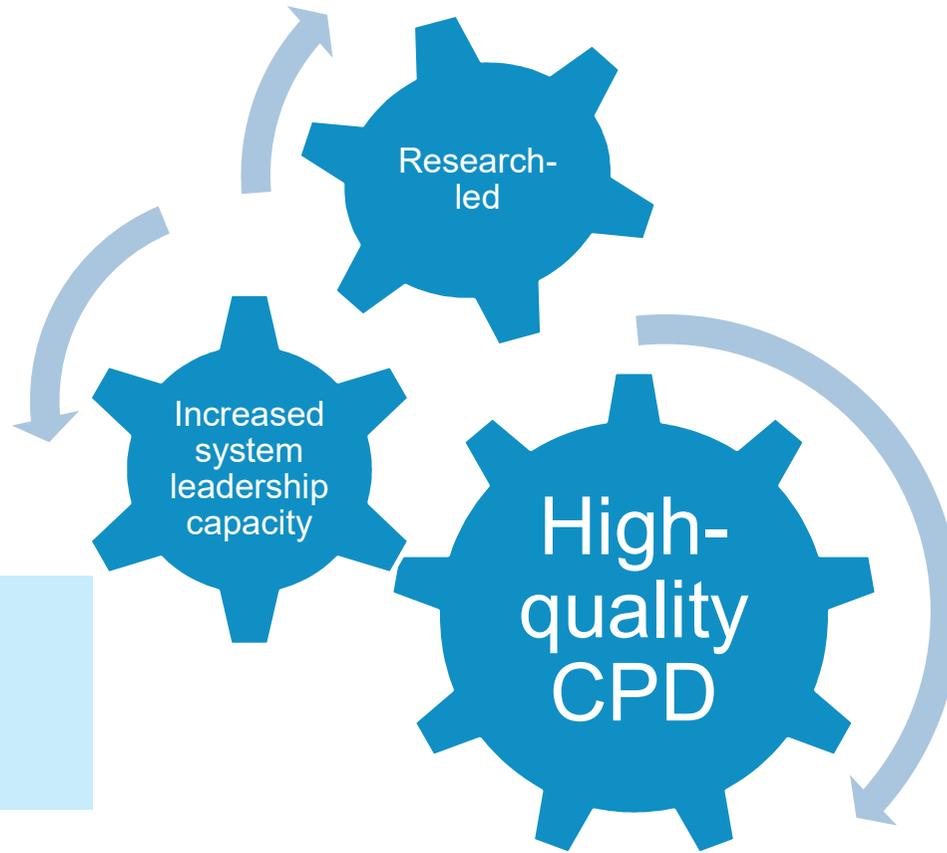
Improving Schools - Challenges

- School-led leadership not yet mature in Tameside
- Changes in national policy require local Schools' Strategy to be assertive and focused on system leadership
- System capacity - too few system leaders
 - Only 3 NLEs, 2 LLEs and 2 NLGs
 - Limited Teaching school coverage (1 Secondary and 1 Special)

A New 'Schools Strategy'

- More assertive and systematic leadership
- Responsive partner for schools and central government
- Relationships & partnerships
- Building system capacity.

**Improvement
through
partnership**



Features of Partnership with EEF

- Commitment to a school-led improvement system
- Facilitating evidence-based decision-making & practice in schools
- System sustainability
 - Focus on partnership with schools and others
 - Building on existing partnerships in and with Tameside
 - Developing leadership capacity
- Focus on pedagogy and leadership capacity

EEF Partnership – Primary & Secondary Activity

Stakeholder
Steering
Board

EEF research
projects &
RCTs

Implementing change
model

Subject leader
CPD
EYFS system
leadership CPD

System leader
engagement at
Research Meetings &
Implementing Change
CPD

Primary Headteacher
Conference
Research end of year
mini-conference

Expected Impact

- Develop a more mature and effective system-led approach - school leaders improve schools
- School leaders leading on evidence-based best practice
- Strengthening middle leadership capacity
- Strengthening change implementation
- Developing communities of practice and pedagogy
- Creating the space for support and creativity.

Other Key School Improvement Partnerships

- Turing Maths Hub:
 - High levels of school engagement in primary and secondary
 - Innovative working and sustainability approach
 - Positive impact on maths outcomes.
- English Hub - Phonics:
 - High levels of school engagement
 - 10 schools being supported with 10% improvement in phonics outcomes expected
- Tameside Primary and Secondary Headteacher associations

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Tameside Metropolitan Borough Council and EEF Improvement Partnership Implementation Plan – Strategic Overview 2019-2022 (summary)

To be reviewed by the Stakeholder Steering Group 11 March 2020

Challenge/Problem	Intervention Description (active ingredients)	Implementation Activities	Implementation Outcomes/Monitoring	Pupil Outcomes
Gap percentage GD: pupil premium Reading	Active LA endorsement of Improvement partnership	Half termly meetings between EEF/LA Ongoing email/phone contact	Short term: Improvement Partnership recognised as integral to the Tameside’s approach to school improvement EEF is high profile in every school, with engagement at some level All EEF priority schools engage in activity to some level Network infrastructure established across the LA Subject / Middle Leads training Head teacher CPD	Ofsted outcomes/pupil outcomes Standardised assessments over time.
Limited system infrastructure for school improvement	EEF profile is raised and maintained in schools/RSs are key delivery partners in school improvement	Regular RS Twilight events meetings – once a half term) to introduce Guidance reports		
Coherence and consistency of networks for school to school support	Training and sustaining of Subject/Cluster leads, in subject knowledge and evidence-informed school improvement	HT Research Breakfasts – half termly	Medium term: Teacher/school attendance and engagement in all training programmes Improved research literacy	
Subject leadership and coordination activity	Establishment and/or development of	CPD programmes: Year 1		

	Subject/cluster groups where gaps exist	<p>Evidence Lead/Leading Learning training programme for subject leaders – primary</p> <p>Evidence Lead/Leading Learning training programme for subject leaders – secondary</p> <p>EEF Core Improvement Partnership training programme for Headteachers and Senior Leaders</p> <p>Preparing for Literacy training programme for EYFS Cluster Lead</p>	<p>in teachers, headteachers, governors</p> <p>Enhanced professional knowledge (subject, pedagogical content and implementation knowledge) and commitment to developing and sustaining levels of expertise across the LA</p>	
Previously low engagement with EEF from schools to inform school improvement		CPD Programmes Year 2 : tbc (dependent on monitoring/outcomes steering group meeting to agree March 20)	Long term: Self-sustaining knowledge legacy, ensuring capacity is nurtured	
Relationships and trust in the system	High quality CPD programmes targeted at senior lead level	CPD Programmes Year 3: tbc (dependent on monitoring/outcomes)	Improved capacity to engage with evidence to support school decision making.	
Limited CPD offers to schools	High quality CPD programmes targeted at teacher level	Coherent CPD for teachers agreed by stakeholder board.	Infrastructure well established and self-sustaining.	
System development in 3 key areas	Developing engagement and	LA/EEF/RS/TPC Conference to share outcomes (one per		

ITT CPD School to School support	understanding of the role of evidence to improve teaching and learning	year – summer term)	Networks established, effective and self-sustaining.	
Assessment of interventions and approaches cohesion	Head teacher belief in and clarity of coproduced shared vision	Involvement in EEF trials/national and teacher led	Schools and system leaders are clear about how to access high quality support for school improvement Schools access high quality training, and this is reflected in raised pupil outcomes	
	Understanding the role and importance of professional knowledge for all and a commitment to developing it	Develop and refine system level governance systems		
		School Governance : termly input at Chair of Governor meetings: regular item on the agenda (
		Assessment training for schools and teachers (AMPP)		

Timeline of Activity and Milestones – Year 1 2019-2020

Date	Activity	Audience/Contact	Delivered/facilitated by	Evaluation protocols and processes	Notes and comments
	Research Breakfast	HTs	Megan Dixon/Jane Sowerby	30 attendees-	Uses Unlocking Language paper

					from APPG - excellent
15 July 2019 9.30-12.00	EYs Preparing for Literacy Intro event	EYs Leads (school based) and EYs Quality Team	Megan Dixon/Jo Pearson	12 attendees	Started process – good engagement
28 June 2019 9.30-12.00	Half termly meetings between EEF/LA	JA/MD/JP	MD	Implementation plan first draft completed	Regular and continued engagement to establish partnership
15.7.2019, 18.7.2019	Ongoing email/phone contact	MD/JS/JP	MD/JS		
Autumn 1- Sept 2019-Oct 2019 Dec 2019					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings between EEF/LA	LA/EEF/RS	Regional Lead		
	RS Twilight to introduce GR	Universal for all schools	RL/Research School		
25 Oct 2019	Research Breakfast		Oldham RS/LA		EEF PP Guide to be used
	Preparing for Literacy training programme for EYFS Cluster Lead Day 1	Cluster Leads and targeted priority schools			Cluster leads to provide coaching/follow up sessions in between each day
Autumn 2 –Oct 2019 – Dec 2019					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings between EEF/LA Ongoing email/phone	LA/EEF/RS	Regional Lead		

	contact				
	RS Twilight to introduce GR	Universal for all schools	RL/Research School		
20 Dec 2019	Research Breakfast	Universal for all schools	Oldham RS/LA		
	Planning for LA/EEF/RS Conference to share outcomes	Universal for all schools	RL to initiate conversation		
	Evidence Lead/Leading Learning training programme for subject leaders – primary Day 1	Targeted cluster leads (with priority school involvement)	Oldham RS/LA		
	Evidence Lead/Leading Learning training programme for subject leaders – secondary Day 1	Targeted cluster leads (with priority school involvement)			
	Preparing for Literacy training programme for EYFS Cluster Lead Day 2	Cluster Leads and targeted priority schools			Cluster leads to provide coaching/follow up sessions in between each day
Spring 1 –Jan 2020-March 2020					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings	LA/EEF/RS	Regional Lead		

	between EEF/LA Ongoing email/phone contact				
	RS Twilight to introduce GR	Universal for all schools	RL/Research School		
14 Feb 2020	Research Breakfast	Universal for all schools	Oldham RS/LA		
	Core Offer Improvement Partnership EEF Implementation Guidance CPD for Headteachers and Senior Leaders Day 1	Universal + targeted attendance for priority schools Head Teachers +SLT	Oldham RS		
	Evidence Lead/Leading Learning training programme for subject leaders – primary Day 2	Targeted cluster leads (with priority school involvement)	Oldham RS/LA		
	Evidence Lead/Leading Learning training programme for subject leaders – secondary Day 2	Targeted cluster leads (with priority school involvement)			
	Preparing for Literacy training programme	Cluster Leads and targeted priority			Cluster leads to provide

	for EYFS Cluster Lead Day 3	schools			coaching/follow up sessions in between each day
Spring 2 – March 2020- May 2020					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings between EEF/LA	LA/EEF/RS	Regional Lead		
	RS Twilight to introduce GR	Universal for all schools	RL/Research School		
3 March 2020	Research Breakfast	Universal for all schools	Oldham RS/LA		
	Core Offer Improvement Partnership EEF Implementation Guidance CPD for Headteachers and Senior Leaders Day 2	Universal + targeted attendance for priority schools Head teachers +SLT	Oldham RS/LA		
	Evidence Lead/Leading Learning training programme for subject leaders – primary Day 3	Targeted cluster leads (with priority school involvement)	Oldham RS/LA		
	Evidence Lead/Leading Learning training	Targeted cluster leads (with priority school			

	programme for subject leaders – secondary Day 3	involvement)			
Summer 1 May 2020 – June 2020					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings between EEF/LA	LA/EEF/RS	Regional Lead		
	RS Twilight to introduce GR	Universal for all schools	RL/Research School		
	Core Offer Improvement Partnership EEF Implementation Guidance CPD for Headteachers and Senior Leaders Day 3	Universal + targeted attendance for priority schools Headteachers +SLT	Oldham RS/LA		
22 May 2020	Research Breakfast	Universal for all schools	Oldham RS/LA		
	EY Cluster Leads network support	Targeted group clusters	LA/OldhamRS/EY Leads		Follow up implementation
Summer 2 June 2020- July 2020					
	Ongoing email/phone contact	LA/EEF/RS	Regional Lead		
	Half termly meetings between EEF/LA	LA/EEF/RS	Regional Lead		
	RS Twilight to	Universal for all	RL/Research		

	introduce GR	schools	School		
23 July 2020	Research Breakfast	Universal for all schools	Oldham RS/LA		
	EY Cluster Leads network support	Targeted group clusters	LA/OldhamRS/EY Leads		Follow up implementation
	LA/EEF/RS Conference to share outcomes	Universal for all schools	RL/LA to facilitate		

Notes and Reflections

This implementation plan is a living document. It is intended to guide the direction of the activity and to provide a reference point across the three years of the partnership. It is fully anticipated that the implementation plan will change and develop over time, reflecting the developmental nature of the school improvement journey.

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Agenda Item 6

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	24 March 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject :	END OF KEY STAGE 4 DATA
Report Summary :	This report details the validated key stage 4 results of schools in the 2018/19 academic year.
Recommendations :	That the board notes the content of the report.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	In line with Council Policy.
Financial Implications : (Authorised by the Borough Treasurer)	Although there are no direct financial implications arising from this report, schools should focus delegated budgets appropriately to maximise the outcomes for the benefit of and outcomes for their students.
Legal Implications : (Authorised by the Borough Solicitor)	We know that a sustainable and effective education system must focus on building leadership capacity. School improvement is more than just ensuring good quality teaching and learning is happening in a school. For pupils to be ready to learn, their wider welfare needs must be met if we are to support vulnerable children to achieve their aspirations, highly effective teaching isn't enough. Vulnerable children need good teaching and wider support with strong relationships with key professionals to enable them to thrive. LAs continue to have a range of statutory duties to champion the needs of vulnerable learners including maintaining education, health and care plans, educating those who are excluded from school and monitoring and tracking those who are missing education, to name a few.
Risk Management :	There are reputational risks to the Council if risks aren't effectively managed.
Access to Information :	The background papers relating to this report can be inspected by contacting Dean McDonagh, School Performance Analyst:  Telephone: 0161 342 2928  e-mail: dean.mcdonagh@tameside.gov.uk

1. INTRODUCTION

- 1.1. This report complements the End of Key Stage Data (Unvalidated) and Education Priorities 2019/20 report to Board on 22 October 2019. It outlines the validated performance of the borough at KS4. The report also details the borough's position in the context of Greater Manchester and the North West. This report also outlines some of the notable successes of Tameside's schools.

2. GCSE RESULTS

- 2.1. Tameside's overall Progress 8 (P8) score¹ changed from -0.17 in 2018 to -0.22 in 2019, whilst the national average declined from -0.02 to -0.03. Despite this, Tameside remained at a similar rank of local authorities – static at thirteenth in the North West, up to fifth in Greater Manchester (from sixth) and down to sixth (from fourth) when compared to statistical neighbours.

School name	Number of pupils on roll at end of KS4			Progress 8			
	2017	2018	2019	2017	2018	2019	+ / - 2019?
Tameside	2407	2512	2486	-0.13	-0.17	-0.22	-0.05
National (state-funded sector)	-	-	-	-0.03	-0.02	-0.03	

- 2.2. Tameside's Attainment 8 score² improved from 43.9 in 2018 to 44.2 in 2019, whilst the national average improved from 46.6 to 46.7 over the same time period. Tameside was fourteenth in the North West (up from sixteenth), remains in fourth across the borough's statistical neighbours and was fifth in Greater Manchester (up from sixth).

School name	Attainment 8			
	2017	2018	2019	+ / - 2019?
Tameside	44.8	43.9	44.2	0.3
National (state-funded sector)	46.4	46.6	46.7	

- 2.3. The strong pass³ for Tameside was consistent with 2018's figure of 40%, whilst the national average remained at 43%. Tameside was eleventh in the North West (down from tenth), down from second in 2018 to third in 2019 across the borough's statistical neighbours and down to fourth in Greater Manchester from third in 2018. The standard pass⁴ for Tameside was up from 62% to 63%.

School name	% of pupils achieving strong 9-5 passes in E&M			
	2017	2018	2019	+ / - 2019?

¹ Progress 8 is a measure of the progress children make between the end of primary school and the end of secondary school. It's designed to encourage good quality teaching across a broad curriculum. Progress 8 is based on pupils' performance in eight subjects.

² Attainment 8 measures a student's average grade across eight subjects.

³ 5+ figure in English and maths

⁴ 4+ figure in English and maths

Tameside	39%	40%	40%	0%
National (state-funded sector)	43%	43%	43%	

- 2.4. In terms of gender, the Tameside P8 figure for boys was similar to the previous year (-0.39 compared to -0.42) whereas the P8 figure for girls dropped from 0.08 to -0.05. The gap between girls and girls nationally was wider than the gap between boys and boys nationally.
- 2.5. The A8 for boys increased by 1.4 from 41.1 to 42.5 whereas the A8 for girls declined by 1.1 from 47.0 to 45.9. Girls were more than 3.5 points below the national average for girls (49.5) whereas boys were 1.6 below the national average for boys (44.0).
- 2.6. The percentage of girls achieving a strong pass in English and Maths declined 4% from 44% to 40% whereas the percentage of boys achieving a strong pass in English and Maths increased by 2% from 37% to 39%. In 2018, both girls and boys were 3% below their corresponding national averages. In 2019 girls are 7% below the national average for girls (47%) whilst boys were in line with the national average for boys (40%).
- 2.7. In terms of individual Tameside secondary schools, there were some significant results.
- 2.8. Five schools had progress scores above the national average: Fairfield High School for Girls, Audenshaw School, Droylsden Academy, St Damian's RC Science College and St Thomas More RC College.
- 2.9. Mossley Hollins High School, Alder Community Primary School and Hyde Community College all had progress scores which were in line with the national average.
- 2.10. Four schools had progress scores of below -0.5 and were well below average (in approximately the bottom 12% of schools nationally): Great Academy Ashton, West Hill School, Copley Academy and Rayner Stephens High School.
- 2.11. The results of all schools can be found in **Appendix B**.

3. CONCLUSION

- 3.1. Key stage 4 attainment is stable in comparison with GM and statistical neighbours, but below the national average.
- 3.2. Progress scores at key stage 4 are not improving, particularly for girls.

4. RECOMMENDATIONS

- 4.1. As set out at the front of the report.

APPENDIX A

COMPARATIVE AUTHORITIES

GREATER MANCHESTER AUTHORITIES												
Region/ Local Authority	Attainment 8				English and maths GCSEs				Progress 8			
	2018		2019		2018		2019		2018		2019	
	Attainment 8	Regional position A8	Attainment 8	Regional position A8	% 9-5 pass	Regional position 9-5 E&M	% 9-5 pass	Regional position 9-5 E&M pass	Progress 8	Regional position P8	Progress 8	Regional position P8
National	46.6	-	46.7	-	43.5	-	43.4	-	-0.02	-	-0.03	-
Bolton	44.6	5	44.6	4	39.8	4	41.2	3	-0.12	3	-0.2	4
Bury	45.2	4	43.5	6	39.4	5	37.3	6	-0.23	7	-0.29	6
Manchester	43.2	8	43.3	7	35.6	9	35.5	7	-0.13	4	-0.11	3
Oldham	42.7	9	42.1	9	35.8	8	35.3	8	-0.30	8	-0.39	9
Rochdale	43.5	7	42.6	8	36.7	7	34.6	9	-0.14	5	-0.32	8
Salford	41.0	10	39.3	10	32.1	10	31.5	10	-0.46	10	-0.54	10
Stockport	47.3	2	47.4	2	45.4	2	46.3	2	-0.03	2	-0.02	2
Tameside	43.9	6	44.2	5	40.4	3	39.9	4	-0.17	6	-0.22	5
Trafford	56.8	1	56.1	1	63.8	1	62.1	1	0.22	1	0.11	1
Wigan	45.3	3	45.4	3	38.7	6	39.6	5	-0.33	9	-0.31	7

STATISTICAL NEIGHBOURS

Region/ Local Authority	Attainment 8				English and maths GCSEs				Progress 8			
	2018		2019		2018		2019		2018		2019	
	Attainment 8	Regional position A8	Attainment 8	Regional position A8	% 9-5 pass	Regional position 9-5 E&M	% 9-5 pass	Regional position 9-5 E&M	Progress 8	Regional position P8	Progress 8	Regional position P8
National	46.6	-	46.7	-	43.5	-	43.4	-	-0.02	-	-0.03	-
Halton	44.2	3	45.4	1	32.3	11	36.1	10	-0.26	6	-0.13	3
Doncaster	42.7	9	44.0	7	37.4	7	38.3	5	-0.22	5	-0.09	2
St. Helens	44.6	2	44.5	3	38.8	4	37.6	7	-0.39	9	-0.25	7
Rotherham	43.6	5	44.4	4	37.4	7	38.0	6	-0.09	2	-0.14	4
North East Lincolnshire	43.4	7	41.4	11	36.6	9	33.7	11	-0.03	1	-0.19	5
Barnsley	42.5	10	44.1	6	39.2	3	41.5	1	-0.15	3	-0.08	1
Hartlepool	42.3	11	43.0	9	37.8	6	37.4	8	-0.47	11	-0.34	9
Wigan	45.3	1	45.4	1	38.7	5	39.6	4	-0.33	7	-0.31	8
Sunderland	43.2	8	42.9	10	36.6	9	37.4	8	-0.37	8	-0.39	10
Redcar and Cleveland	43.6	5	43.8	8	40.7	1	40.2	2	-0.45	10	-0.49	11
Tameside	43.9	4	44.2	5	40.4	2	39.9	3	-0.17	4	-0.22	6

NORTH WEST AUTHORITIES

Region/ Local Authority	Attainment 8				English and maths GCSEs				Progress 8			
	2018		2019		2018		2019		2018		2019	
	Attainment 8	Regional position A8	Attainment 8	Regional position A8	% 9-5 pass	Regional position 9-5 E&M	% 9-5 pass	Regional position 9-5 E&M	Progress 8	Regional position P8	Progress 8	Regional position P8
National	46.6	-	46.7	-	43.5	-	43.4	-	-0.02	-	-0.03	-
North West	45.7	-	45.5	-	41.2	-	41.1	-	-0.16	-	-0.18	-
Blackburn with Darwen	45.8	9	46.4	8	41.4	8	43.6	7	0.02	3	0.13	1
Blackpool	38.5	22	37.8	22	26.6	22	26.3	22	-0.64	22	-0.62	22
Bolton	44.6	13	44.6	12	39.8	11	41.2	9	-0.12	9	-0.2	12
Bury	45.2	11	43.5	16	39.4	12	37.3	14	-0.23	14	-0.29	15
Cheshire East	48.8	2	49.3	2	47.9	2	50.0	2	0.01	4	-0.01	5
Cheshire West and Chester	46.4	8	46.9	6	40.8	9	43.4	8	-0.11	7	-0.1	7
Cumbria	46.7	6	46.1	9	43.3	7	40.7	10	-0.11	7	-0.16	11
Halton	44.2	15	45.4	10	32.3	20	36.1	15	-0.26	15	-0.13	10
Knowsley	35.3	23	33.8	23	21.0	23	17.6	23	-0.82	23	-0.81	23
Lancashire	46.7	6	46.7	7	44.2	6	44.2	6	-0.09	6	-0.11	8
Liverpool	43.5	17	43.1	18	35.9	17	36.1	15	-0.32	18	-0.31	16
Manchester	43.2	19	43.3	17	35.6	19	35.5	18	-0.13	10	-0.11	8
Oldham	42.7	20	42.1	20	35.8	18	35.3	19	-0.30	16	-0.39	20
Rochdale	43.5	17	42.6	19	36.7	16	34.6	20	-0.14	11	-0.32	18
Salford	41.0	21	39.3	21	32.1	21	31.5	21	-0.46	21	-0.54	21
Sefton	44.9	12	44.2	14	39.4	12	35.9	17	-0.30	16	-0.35	19
St. Helens	44.6	13	44.5	13	38.8	14	37.6	13	-0.39	20	-0.25	14
Stockport	47.3	4	47.4	5	45.4	5	46.3	4	-0.03	5	-0.02	6
Tameside	43.9	16	44.2	14	40.4	10	39.9	11	-0.17	13	-0.22	13
Trafford	56.8	1	56.1	1	63.8	1	62.1	1	0.22	1	0.11	2
Warrington	47.2	5	48.8	3	46.6	3	49.3	3	-0.14	11	0.01	3
Wigan	45.3	10	45.4	10	38.7	15	39.6	12	-0.33	19	-0.31	16
Wirral	48.8	2	48.4	4	45.9	4	45.6	5	0.03	2	0.01	3

APPENDIX B

SECONDARY SCHOOL VALIDATED RESULTS

Dfe number	School name	2019			
		Number of pupils on roll at end of KS4	Progress 8	Attainment 8	% of pupils achieving strong 9-5 passes in E&M
4001	Rayner Stephens High School	120	-1.17	32.2	21%
4006	Alder Community High School	147	-0.04	48.1	44%
4011	Copley Academy	122	-1.03	34.6	23%
4018	Mossley Hollins High School	153	-0.02	50.3	50%
4023	Longdendale High School	145	-0.47	43.8	41%
4025	Hyde Community College	194	-0.14	39.7	25%
4028	Denton Community College	228	-0.44	39.5	33%
4602	St Damian's RC Science College	153	0.22	54.6	58%
4603	St Thomas More RC College	150	0.00	49.3	55%
4604	All Saints Catholic College	118	-0.25	43.0	32%
5400	Audenshaw School	182	0.41	54.0	63%
5401	West Hill School	168	-0.59	43.4	38%
5402	Fairfield High School for Girls	186	0.41	53.2	58%
6905	Great Academy Ashton	237	-0.51	39.1	26%
6906	Droylsden Academy	145	0.3	47.2	41%
	Tameside	2486	-0.22	44.2	40%
	National (state-funded sector)	-	-0.03	46.7	43%

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Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	24 March 2020
Reporting Officer:	Tom Wilkinson; Assistant Director of Finance Tim Bowman; Assistant Director of Education
Subject:	SCHOOLS FUNDING UPDATE 2019-20 AND 2020-21
Report Summary:	This report provides an update in relation Dedicated Schools Grant (DSG).
Recommendations:	Members are requested to note the contents of the report.
Corporate Plan:	Education finances significantly support the Starting Well agenda to provide the very best start in life where children are ready to learn and encouraged to thrive and develop, and supporting aspiration and hope through learning and moving with confidence from childhood to adulthood.
Policy Implications:	In line with financial policies and financial regulations
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	As outlined in the body of the report.
Legal Implications: (Authorised by the Borough Solicitor)	The predicted funding shortfall will need to be considered in the context of the ring-fenced nature of the Dedicated Schools Grant, and the requirement to carry forward into future years any deficit. Further account of the broad framework contained within the School and Early Years Finance (England) (No 2) Regulations 2018 will need to be taken account of in the timely deployment of funding.
Risk Management:	The correct accounting treatment of the Dedicated Schools Grant (DSG) is a condition of the grant and procedures exist in budget monitoring and closure of accounts to ensure that this is achieved. If the council overspends its DSG funding they may be required to put together a deficit recovery plan to the DFE outlining the action we are taking to recover the deficit and manage spending.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Christine Mullins  Telephone: 0161 342 3216  e-mail: christine.mullins@tameside.gov.uk

1. INTRODUCTION

- 1.1 This report provides an update on the Dedicated Schools Grant (DSG). Providing an update of 2019-20 position and an overview of the funding allocated for 2020-21.
- 1.2 The report covers the following areas
- Section 2 – A budget update for DSG 2019-20
 - Section 3 – 2019-20 High Needs Update and known pressures & commitments.
 - Section 4 to 7 – 2020-21 provisional budget update

2. DSG BUDGET UPDATE FOR 2019-20

- 2.1 The updated DSG settlement and the projected distribution / spend is included in Table 1.

Table 1 – DSG Update

DSG Funding Blocks	DSG Settlement 2019-20 at Nov 2019 £000	Projected Distribution / Spend 2019-20 £000	Variation Surplus / (Deficit) £000
Schools Block	162,369	162,263	106
Central School Services Block	925	925	0
High Needs Block (Pre/Post 16)	20,782	26,561	(5,779)
Early Years Block	16,479	16,233	247
Total	200,555	205,982	(5,426)

Note: the table above includes rounding's

- 2.2 The projected surplus on the schools block mainly relates to a surplus on growth funding of £0.101m and a small surplus relating business rates adjustments.
- 2.3 The CSSB settlement includes funding for the Admissions Services, Schools' Forum and Licences as well as the centrally retained services (formally supported by the Education Service Grant) and is projected to have a nil variation.
- 2.4 The centrally retained service funding is supporting a proportion of the statutory costs of: the Director of Children's Services; the Assistant Director of Education; Planning for Schools; Asset Management; Health and Safety; SACRE; Education Welfare; Appeals; and statutory functions carried out by Finance and Internal Audit.
- 2.5 The projected deficit on the high needs block is £5.779m and further information on this can be found at Section 3 of this report.
- 2.6 The projected surplus on the early years block is £0.247m. The 3 and 4 year old position has improved due to the uptake and surplus funding in this area offsets overspending on 2 year old funding resulting in a £25k surplus. There is £200k underspend on the centrally retained funding due to delays in recruitment, and £20k surplus on the Disability Access Fund. The overall surplus in Early Years will be utilised to support wider pressures in DSG.
- 2.7 The final Early Years funding allocation from DfE will not be announced until June 2020 for 2019-20, which will be based on January 2020 census data, which will be reported to Summer 2020 forum.

3. HIGH NEEDS UPDATE 2019-20

3.1 As reported to EAIB in June 2019, we continue to experience growth in demand on the High Needs budget. When looking back to February 2019 projections we anticipated an overspend in year of £5.51m, with a view to using DSG reserves to offset the overspend. This would give a £2.28m in year deficit that we would need to carry forward to 2020-21. The latest projections are estimating an increase in deficit of £2.55m due to additional growth.

3.2 Table 2 provides line by line analysis of High Needs Spending

Table 2 – High Needs Update 2019-20 at December 2019

High Needs Budget Position	Original Forecast £000	Revised Forecast Dec 2019 £000	Variance Surplus / (Deficit) £000	% Change
Mainstream	1,877	2,489	(612)	33%
Special	9,440	10,137	(697)	7%
Tameside Pupil referral Service	2,538	2,546	(9)	0%
Resourced Units	127	213	(86)	68%
Independent Schools	2,105	3,127	(1,022)	49%
Non Maintained Special Schools	391	331	60	-15%
Out of Borough (Pre 16)	721	1,040	(319)	44%
Post 16	2,448	2,999	(551)	23%
Hospital Education	76	76	0	0%
SEN Support Services	1,841	1,800	42	-2%
Income Out of Borough	(250)	(346)	96	38%
Total	21,313	24,411	(3,098)	
Original Funding	20,337	20,265	(72)	
Academy Recoupment	(1,462)	(1,462)	0	
Additional Pressures Funding	517	517	0	
Total Funding	19,392	19,320	(72)	
Overspend before Balance b fwd.	(1,921)	(5,091)	(3,170)	
Projected in Year Growth:				
Summer Term Real Time	1,662	£0	1,662	
Autumn Term Real Time	1,099	£0	1,099	
Spring Term Real Time	824	688	136	
Total Growth	3,586	688	2,898	
Projected Overspend at Year End (Before Reserves)	(5,507)	(5,779)	(272)	
DSG Reserves at 1 April 2019	3,228	3,228		
Projected Overspend at Year End (after Reserves)	(2,279)	(2,551)	(272)	

Note: the table above includes rounding's.

3.3 The reason for overspending in the borough is due to:

- The increasing high needs population such as special school places and resourced provision
- Increase Education Health Care Plans each of these plans requires specific funding to support the child.
- Increases in the number of Post 16 placements requiring top up funding
- Increased spending in supporting Tameside children in the Independent Sector or Out of Borough placements

3.4 There continues to be a significant number of requests for assessment and a review of the growth earmarked to the end of the financial year seems reasonable. Table 3 provides an overview in EHCP's comparing April 2019 and December 2019. If this trend continues EHCP's could increase by a further 90 – 120 taking the total number of EHCP's to approx. 1,683 by March 2020.

Table 3 – Growth in EHCP's across sectors at December 2019

Sector	Original EHCP's Apr 19	Revised EHCP's Dec 19	Diff	% Change
Mainstream	354	477	123	35%
Special	485	557	72	15%
TRPS	15	16	1	7%
Resourced Units	44	57	13	30%
Independent Schools	81	134	53	65%
NMSS	11	8	-3	-27%
OOB (Pre 16)	70	93	23	33%
Post 16	192	221	29	15%
Totals	1,252	1,563	311	25%

3.5 A High Needs Review has been carried out which has been the subject of consultation with all schools and academies. The result of this consultation has met with agreement. The next phase of this work is to agree an implantation plan, prioritising the following changes;

- Looking at the SEMH provision in the Borough and expanding the provision at Thomas Ashton
- Review the Post 16 provision for the most vulnerable pupils in the borough and establishing post 16 provision at Cromwell
- Looking at resource provision and establishing an increase in units in each locality where demand dictates.
- Investigating the establishment of locality budgets, and looking at sustainability of this funding.

3.6 Alongside the above measures, a review of the SEND support services will be undertaken, and work undertaken with other GM authorities to consider options for joint working. A review of Element 3 top up funding will be also be carried out. As a result of taking these actions we look to stabilise the position over the following three years.

3.7 The financial pressures in the High Needs Block continue to be serious and represent a high risk to the Council. As the HNB enters into deficit by the end of 2019-20, the Council may be required to produce a 3 year deficit recovery plan and submit this to the DfE.

4. PROVISIONAL DSG SETTLEMENT FOR 2020-21

- 4.1 The provisional DSG settlement for 2020-21 of £212.246m was received on 19 December 2019. All DSG funding must be deployed to schools and / or pupils in accordance with the School and Early Years Finance (England) (No 2) Regulations 2018.
- 4.2 Table 4 provides the breakdown of the provisional settlement for the four blocks within the DSG announced in December 2019, compared with the 2019-20 latest settlement figures.

Table 4 – DSG Settlements as at December 2019

DSG Blocks	2019-20 £000	2020-21 £000	Increase £000	% Change
Schools Block (includes Academies)*	162,369	169,918	7,549	4.6%
High Needs Block (Includes Academies)*	20,782	24,599	3,817	18.4%
Early Years Block	16,479	16,776	297	1.8%
Central Schools Services Block	925	953	28	3.0%
Total	200,555	212,246	11,691	5.8%

* It should be noted Academy funding is recouped by the ESFA.

- 4.3 The Schools Block increase relates to an increase in pupil numbers, uplift for RPIX on PFI and an increase in DfE funding rates to the LA.
- 4.4 The High Needs block increase relates to an increase in pupil numbers and the per head gain Tameside is seeing as a result of the National Funding Formula. The gains cap is set at 17% for 2020-21, allowing Local Authority's (LAs) to see an increase up to this amount compared to the 2019-20 actual high needs allocation. Tameside are seeing an increase of 18.37% including growth in pupil numbers.
- 4.5 The Early Years Block increase relates to an increase in the DfE funding rates.
- 4.6 The CSSB increase relates to an increase in pupil numbers and an increase in the DfE funding rate.

5. SCHOOLS BLOCK FUNDING 2020-21

- 5.1 Schools' Forum had agreed to support a disapplication request to the Secretary of State to move 1% from the Schools Block to the High Needs block. On 15 January 2020, notification was received to inform us this request has not been supported. Schools Forum had agreed to transfer 0.5% in the event the DfE rejected the 1% request. This transfer provides an additional £0.849m of High Needs Funding.
- 5.2 The Local Formula agreed with Schools Forum in February 2020 allows for us to fund Tameside Schools and Academies in line with National Funding Rates; however a gains cap has needed to be applied of 4% to ensure the overall spend is affordable. This means all schools will see an increase in pupil led funding for 2020-21.
- 5.3 Within the Schools Block funding Growth has been funded in line with The Tameside Schools Growth policy agreed by forum in June 19, the cost of the growth for 2020-21 is estimated to be £1.452m

5.4 The explicit growth (£633k), funds agreed known growth with the Admissions team to address sufficiency of places. Implicit growth (£819k), which is growth funds adjustments in pupil numbers for new and growing schools.

6. HIGH NEEDS BLOCK 2020-21

6.1 In December 2019 the government released the provisional 2020-21 High Needs Block Allocation of £24.599m (before academy recoupment). This is an increase in funding of £3.817m compared to 2019-20 budget settlement. This allocation is provisional and will be subject to updates during 2020-21.

6.2 If the High Needs spending for 2020-21 is similar to 2019-20 which is an in year overspend of £5.8m, the increase given by DfE £3.8m plus the transfer of £0.8m from the Schools Block would still leave Tameside with an in year overspend of £1m, and a carry forward overspend from 2019-20 of £2.5m. This would be a £3.5m deficit to address assuming no further growth of EHCPs.

7. EARLY YEARS BLOCK 2020-21

7.1 Early Years funding has increased as outlined in Table 5. There has been an increase in funding rates of 8p for both the 3 & 4 Year Olds and the 2 year olds to the Local Authority. The funding regulations confirms that LAs must ensure a pass through of 95% of the rate to providers for 3 and 4 year old funding.

Table 5 – Early Years Funding

Early Years Funding Streams	2019-20 Early Years Allocation £	2020-21 Provisional Early Years Allocation £	Increase in Funding £
3&4 YO Universal	9,563,987	9,733,631	169,644
3&4 YO Extended	4,054,856	4,126,795	71,939
2 Year Old	2,657,894	2,698,026	40,132
Early Years Pupil Premium (EYPP)	149,149	149,150	1
Disability Access Fund (DAF)	53,505	68,880	15,375
Total	16,479,392	16,776,482	297,091

7.2 The increase in funding has enabled an increase in rates to early years providers as set out below;

	2019-20 Rate	2020-21 Rate	Increase
3&4 Universal and Extended	4.16	4.20	0.04
2 Year Old	5.20	5.24	0.04

7.3 We still have a duty to establish a SEN Implementation fund. Again due an increasing requirement for SEN support at Early Years settings this has been increased to £180k with a further contribution for 2 year olds of £5k.

8. CONCLUSION

- 8.1 The Dedicated Schools Grant for 2019-20 will likely overspend by £5.4m, in the main due to increase demand for High Needs support in schools and specialist provision across the borough.
- 8.2 Tameside has seen an increase in funding of £11.7m across all funding blocks. However due to the pressure in the High Needs block it is likely the increase is insufficient to meet our costs in 2020-21.

9. RECOMMENDATIONS

- 9.1 As set out at the front of the report.

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