

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 18 January 2022
Time: 3.30 pm
Place: Zoom Meeting

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, which was held on 19 October 2021	1 - 8
4.	VIRTUAL SCHOOL ANNUAL REPORT To consider the attached report from the Director, Education (Tameside and Stockport)	9 - 22
5.	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING To consider the attached report from the Head of Access Services	23 - 62
6.	SCHOOL FUNDING DECISIONS To consider the attached report from the Director, Education (Tameside and Stockport) and the Assistant Director, Finance	63 - 76

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

19 October 2021

Commenced: 3.30pm

Terminated: 5.00pm

Present: Councillors Feeley (Chair), Cooper, Fairfoull and M Smith,
Paul Jacques, Andrea Radcliffe

In Attendance:

Catherine Moseley	Head of Access Services
Jane Sowerby	Lead Primary School Performance and Standards Officer
Caroline Barlow	Assistant Director, Finance
Kate Campbell Green	Head of School Music and Library Services
Maxine Carroll	Senior Education Welfare Officer
Steven Pleasant	Chief Executive

Apologies:

Councillor Welsh	
Councillor Boyle	
Elizabeth Turner	
Richard Hancock	Director of Children's Services
Tim Bowman	Director, Education (Tameside and Stockport)

15 CHAIR'S OPENING REMARKS

The chair welcomed everyone to the meeting and introduced all parties. Members of the Board were informed that a SEND inspection was currently underway and that an update would be provided in relation to the outcome in the near future. The chair extended a warm welcome to Maxine Carroll and Kate Campbell Green, who were both in attendance.

16 DECLARATIONS OF INTEREST

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

17 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 22 June 2021.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 22 June 2021 be approved as a correct record.

18 SCHOOLS UPDATE

Consideration was given to a report from the Director of Education (Tameside and Stockport), which provided an update on how schools were overcoming the challenges of lockdown easing and returning to business as usual. The report also outlined the priorities for recovery and the Council's role in this

On introducing the report, it was made clear to Members that circumstances had significantly changed since the report was written. The written report had outlined that schools were currently

operating in a 'business as usual' context. However, this was no longer the case, due to a recent rise in infections, particularly amongst secondary school aged children. Headteacher of Hyde High School, Andrea Radcliffe was able to describe recent experiences in her school, where infections rates had significantly increased over recent weeks,

Andrea explained that there had been over 200 positive cases of Covid-19 since the start of the academic year and stated that this had recently had a severe impact on staffing within the school. As a result, she made Members aware that that pressures on staff had increased, where many colleagues were having to cover lessons and duties to help ensure the smooth running of school and prevent the need to send home groups of students.

As the result of good advice and guidance, Andrea explained that the school had maintained staggered start, finish and lunch-times, alongside mask wearing and regular sanitising. In addition, she highlighted that Hyde High School had been the first secondary school in the borough to offer vaccinations to pupils and that there had been around a 50% uptake of the vaccine amongst students so far.

Jane Sowerby extended her thanks to Andrea and other headteacher colleagues for the incredible job they were undertaking, during what continued to be uncertain times. She also highlighted the continued disruption for secondary schools.

It was explained that the Director of Population Health had advised that all parents be encouraged to support schools in asking children to wear face masks in all communal areas and to request that all family members take daily lateral flow tests for a 10 day period, when they were aware that they had been exposed to the virus. It was hoped that this would contribute to preventing the spread in schools.

Members were made aware that the vaccination programme for 12-15 year old in the borough was now underway and was currently being led by the school nursing team. However, concerns were expressed with regard to capacity, particularly when taking into consideration, the additional vaccination programmes for HPV and nasal flu, which were also ongoing at this time.

With regard to vaccine uptake, the figures across Tameside so far reflected the situation Andrea Radcliffe had described at Hyde High School, which was around 50%. It was suggested that the current paper based consent system would benefit from a more modern e-consent system.

An update was provided with regard to attendance and it was explained that the percentage of pupils on site in Tameside's maintained schools and academies was consistently in line with the national average up until the end of June, where Covid-19 related absence had increased.

With a focus on vulnerable groups, Members were informed that the attendance of pupils with Education Health Care Plans (EHCP) had also been broadly in line with the national average until an increase in Covid related absence from June 2021. It was explained that the percentage of pupils with a social worker on site from full school opening was below national average. However, it was acknowledged that a large number of these pupils were attending alternative provision and so were not marked as on site. Members were informed that the Head of Virtual School had been working alongside the PRU to ensure that any of these pupils with low attendance had appropriate plans in place to support attendance.

Members were informed that, following the cancellation of national exams for the 2020-21 academic year, students' grades were based on rigorous teacher assessment (TAG). Provisionally, 47% of students in Tameside had achieved a strong 9-5 pass and 69% were reported to have achieved a standard 9-4 pass in English and Maths.

With regard to exclusions, it was stated that much work had been and was continuing to be undertaken alongside secondary headteachers and that the number of permanent exclusions continued to be reduced. Members were informed that a significant reduction in the number of

fixed term exclusions provided a positive picture. Members were also made aware that a new executive headteacher had been appointed for Tameside Pupil Referral Service (TPRS) with a strong focus on improving inclusion within the system and reducing exclusion.

A discussion took place in relation to comparisons between exclusion figures locally, nationally and for other neighbouring areas. It was acknowledged that there was a strong correlation between levels of disadvantage and exclusion rates. In addition, it was also suggested that previously undiagnosed needs had contributed to the number of exclusions. With this in mind, Members were reassured that work with secondary headteachers was continuing and that there had been some very positive steps made in terms of increased support from TPRS. In addition, it was noted that the SEND review was ongoing and would continue to address these issues.

It was outlined that there continued to be a very strong focus on recovery within schools and that most secondary schools had held summer schools throughout the summer break. Members were informed that feedback with regard to the success of this initiative had been overwhelmingly positive, particularly with regard to the impact on vulnerable children. It was, therefore, hoped that this initiative could be replicated moving forwards

With regard to children eligible for free school meals, it was confirmed that funding had been provided over the summer break and would continue to be provided for the October half term break. Schools had, again, supported with the distribution of vouchers so that all financially vulnerable families could be reached.

The impact of lost learning for pupils was discussed, with particular regard to the disproportionate impact on pupils in Greater Manchester in comparison with many other areas of the country. With this in mind, it was emphasised that recovery needed to be intentional and deliberate with a particular focus on disadvantaged pupils, the early years, reading and mental health.

Discussion ensued with regard to the mixing of children outside educational settings and the need for families to continue to administer regular lateral flow tests for children. In addition, there were suggestions made with regard to the need for the vaccination programme for 12-15 year olds to increase in pace and potentially to also be delivered outside of schools in order to ensure that a higher number of pupils were vaccinated in advance of the winter period.

RESOLVED

That the contents of the report be noted by the Board

19 SCHOOLS FUNDING UPDATE

Consideration was given to a report from the Director of Education (Tameside and Stockport) and Assistant Director of Finance, which provided an update on the latest school funding announcements.

Members were made aware that The DSG announcements at this stage only covered the Schools Block, High Needs Block and the Central Service Support Block. Early Years Block information had not be shared at this point. However, it was explained that updates on this and confirmation of all other allocations were expected in December 2021. It was noted that the data stated in this report was based on the 2021-22 data set (October 2020 census data) and would change in order to take account of October 2021 census returns.

With regard to Schools Block, it was explained that there had been an increase of £40.146m, which represented an increase of 4% at a national level. This had resulted in a £5.573m increase in 2022-23 provisional allocation, excluding growth funding and Members were presented with a detailed breakdown of the funding elements.

Key areas of change were highlighted, including the Sparsity Factor. Members were informed that

NFF rates had been significantly increased by DfE on the Sparsity Factor for a 2nd year, which had resulted in an increase from £45k to £55k per primary school, and from £75k to £80k in secondary schools. However, as this was payable to schools, which were both small and remote, although the distance measurements had changed so that this would reach a wider number of schools, there would still be no Tameside schools, which would benefit from this as they did not meet the criteria.

Members were informed that there had been changes to the funding factors that support deprivation within the formula and that, on average, these had increased by 3% for IDACI and Free School Meals Ever 6, and 2% for Free School Meals.

Members were made aware that the DfE were taking steps towards a 'hard' National Funding Formula (NFF) and a consultation for local authorities, schools, academy trusts and any other interested parties had been launched in July. Tameside, along with a significant number of local authorities, were already mirroring the majority of the NFF factors but had submitted a response to the consultation, which had closed on 30 September 2021.

In relation to the High Needs Budget, Members were informed that there had been a 9.6% national increase (£780m) and that Local Authorities had seen an increase of between 8% minimum and 11% (capped and before recoupment, Alternative Provision and Hospital Funding Factors were included). It was noted that Tameside had received the maximum increase of 11% (capped). However, without this cap, Members were advised that this would have included an additional £2.988m.

In addition, it was noted that Tameside's Historic Factor had changed from £8.6m to £8.8m. However, due to the cap, the full benefit of this increase would not be received. It was highlighted that these current announcements were provisional and would be subject to further updates, which were outlined for Members of the Forum.

The provisional allocation for 2022-23 was provided compared to the current 2021-22 allocation. This highlighted an overall increase of £3.072m (before recoupment and any further adjustments). Members were also asked to note that an estimate for growth in pupil numbers was built in at £0.101m, which would be finalised and confirmed in December 2021, but was likely to be offset by an estimated increase in recoupment.

Members were advised that, although Tameside was seeing an increase in funding of £3.062m (after recoupment), this was offset by an estimated increase in spend of £5.375m. This was reflective of the continuing expected increases and further growth of Education Health Care Plans (EHCPs), which was likely to increase steadily from 3.58% to over 6% in the next 5 years.

The significant impact of the capped Funding Formula allocation on the High Needs Deficit position was explained and it was noted that Tameside would continue to receive this capped funding for 2022-23, with a further cap of £2.988m forecast.

It was explained that local authorities would continue to be able to transfer up to 0.50% of Schools Block allocation to another block within the DSG, with the approval of Schools' Forum. Members were also informed that a disapplication process to the DfE would continue to be in place for any amounts over 0.50% or for any amount without the approval of Schools' Forum.

Based on current projections, Members were made aware that, even continuing with the 0.50% transfer (as in 2021-22) of £0.939m, this would still leave a potential in-year deficit on the High Needs Block of £4.644m in 2022-23 and a 1.00% transfer would leave an in-year deficit of £3.705m and potential cumulative deficit over the 2 years of £6.098m.

With regard to the Central Services Schools Block (CSSB), it was stated that funding had increased by 5.6% (£62k). However, without the cap on this funding, Tameside would receive an additional £145k.

Discussion ensued in relation to High Needs funding and, specifically, the impact of the cap on this funding. It was also explained that Members of Schools' Forum had agreed in principle for 0.50% to be transferred from the Schools Block to the High Needs Block but had rejected to support a disapplication request to the secretary of State in order to transfer 1.00% from the Schools Block to the High Needs Block

RESOLVED

That the contents of the report, including the proposed consultation surrounding the 0.50% transfer from Schools Block to High Needs Block for financial year 2022-23, be noted by the Board

20 SCHOOL ADMISSIONS UPDATE

Consideration was given to a report from the Head of Access Services, which provided information on the successful school allocations for Reception and Year 7 earlier this year. The report also provided an outline of the new Admissions Code and the associated implications for schools.

Members were made aware that there had been a reduction in birth rates across the borough, which was reflected in the number of primary school applications received for 2021-22 academic year and the relative increase in the percentage of applicants, who had received their first preference school allocation.

It was further explained that there had been an increase in demand for secondary school places for September 2021, with the number of places offered being at the highest level for 10 years. Members were made aware that the policy of adding additional places in a number of local secondary schools had been successful and that the percentage of pupils allocated a place at their first preference school had remained above the average for England, despite the increase in demand.

Members were informed that a new School Admissions Code had been introduced in September 2021, which included a number changes with particular regard to in-year admissions and Fair Access Protocols. A summary of these changes was provided for Members.

It was explained that the definition of looked after children within the code had been expanded to include those children, who were in state care outside England but were later adopted and it was recommended that governing boards of voluntary aided and academy trusts would need to ensure that they were complying with these new regulations.

Detail was provided with regard to the changes in Fair Access Protocol arrangements and Members were made aware that locally agreed criteria, which had previously been used, could no longer be applied. In addition, it was stated that the new code identified a wider range of criteria for eligibility under the Fair Access Protocol. Copies of Tameside's Draft Protocols, which were to be agreed by schools, were provided for Members at Appendix 1 and 2.

With reference to in-year admissions, Members were informed that there had been several changes to the Admissions Code in order to clarify decisions, responsibilities and procedures. Whilst local authorities were no longer required to co-ordinate in-year admissions, it was stated that Tameside would continue to offer a coordinated scheme to all maintained schools. Schools, who were their own admissions authority, were required to inform the Council whether they intended to be part of this scheme on an annual basis. All schools had been contacted with regard to this and support provided in order to allow them to make an informed decision. It was noted that, to date, almost all schools had responded and had chosen to opt into this scheme.

It was further explained that the 2021 Admissions Code provided clarification that all parents had the right to make an application for a school place at any time and that these must be processed and parents informed of their statutory right of appeal, including those applications considered under the Fair Access Protocol.

Clarification was also provided with regard to the Published Admissions Number (PAN) only applying to the usual point of entry into a school. It was clarified that, for other year groups, it would be for the admission authority to determine whether there was available space or whether admissions beyond a particular number would cause prejudice to the provision of efficient education and use of resources at the school.

Members were made aware that the Council would continue to work with the online portal so that schools/trusts had immediate access to applications. It was also outlined that the admissions team would work to provide parents with decisions within the statutory timescales, providing that the relevant information from schools/trusts was received in a timely manner. With this in mind, it was stated that the revised code required own admission authorities to share information with the Council about the availability of places in their school(s) within two school days of the request. It was explained that the Council would automate this process with the use of the B2B system, which would allow the automatic transfer of information between relevant databases.

RESOLVED

That the contents of the report be noted by the Board

21 CHILDREN WITH MEDICAL NEEDS PROTOCOL

Consideration was given to a report from the Head of Access Services, which explained the Children with Medical Needs Protocol and outlined how this policy ensured that the Local Authority worked alongside schools, health professionals and parents to provide alternative provision in order to meet pupils' individual needs, which would enable them to thrive and prosper in the education system. This report provided updates to the Medical Needs Protocol for pupils, who were too ill to attend school, and outlined improvements made to this process to better support pupils.

Members were informed that all schools (including maintained schools, maintained nursery schools, academies, and alternative provision academies) were required, by law, to make arrangements to support pupils with medical conditions. Reference was provided to this duty, as detailed in Section 100 of the Children and Families Act 2014 and statutory guidance entitled Supporting Pupils at School with Medical Conditions (DfE), which provided assistance for schools in understanding and complying with this legislation.

It was noted that all schools would have access to school nursing services and that this service had a responsibility for notifying schools, where a child had a medical condition, which would require support. It was explained that, whilst this service would not usually have an extensive role in ensuring that schools were taking appropriate steps to support children with medical conditions, they may provide support for staff on implementing necessary health care plans, and providing support and advice. In addition, it was noted that school nurses could liaise with lead clinicians with regard to appropriate support for children and associated staff training needs.

The key points of the Children with Medical Needs Protocol were outlined for Members as follows:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Schools need to make 'reasonable adjustments' to accommodate pupils with medical needs.
- Governing bodies, trusts and management committees must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies, trusts and management committees should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported.
- There should be clear communication with parents as to how the needs of their child will be met.

A Draft Local Authority Protocol was provided for Members of the Board and key updates to the

revised Protocol were outlined, including:

- Revision of the Protocol to ensure the Council, schools and their partners were continuing to support pupils with medical needs to have full access to an education. Colleagues worked with a group of Headteachers on the revision.
- An update to the section guidance on school policies, which reflected excerpts from the DfE guidance 'Supporting Pupils at School with Medical Conditions'. This made clear that governing bodies must ensure arrangements are in place in schools to support pupils with medical conditions.
- Updated and enhanced advice on schools' responsibility when working with pregnant students to better reflect responsibilities relating to childcare arrangements. This should form part of the education planning process, when a student is returning to school. Expectations that pupils, who are pregnant continue to be educated at school whilst it is reasonably practical, and is in the best interest of the pupil were also highlighted.
- Revised processes for the operation of the case management panel. Revised membership of the panel to include pupil support services and robust processes for the case management pathway to escalate cases, with clearer expectations of outcomes for children and young people were noted.

RESOLVED

That the contents of the report be noted by the Board

22 MUSIC SERVICE UPDATE

Consideration was given to a report from the Head of Tameside Music Service, which set out the role and output of the music service, including its statutory obligations, particularly over the last 18 months. The report explained the issues the service had faced in continuing to deliver music education within the borough, during the pandemic, and set out the priorities for the coming year.

Members were made aware of the impact of the pandemic on Tameside Music Service and the adaptability of the service during these unprecedented times. It was stated that, during the first period of lockdown (April 2020), staff had quickly applied their technological expertise to delivering music lessons online and that by May 2020, a fully blended offer had been fully rolled out to 62 primary schools within the borough. This encompassed pre-recorded lessons, live-streamed, interactive lessons and face to face tuition for schools, which had remained open to key worker and vulnerable children.

Members were informed that, in June 2020, the service 'TMS At Home' had been launched with the aim of supporting parents and carers in home-schooling their children. Online sessions were available every weekday, including Songs for Little Ones and Pots and Pans Percussion. The success of these sessions and a range of positive feedback was highlighted for Members. It was also confirmed that each of these sessions had been viewed by an average of 1,400 people.

A successful children's carol concert had been performed on 13 December 2020, which, in association with Tameside Radio, had been broadcast into the homes of Tameside residents. It was explained that pupils from 26 Tameside primary schools had taken part in singing, alongside some talented brass students from across the borough. In collaboration with the TMBC Community Engagement and Visually Impaired teams, accessible versions of song sheets were produced and distributed around the borough so that everyone could participate in singing along. Members of the Board were delighted to celebrate this great success.

With a strong commitment to raising standards in music education and teaching, Members were informed that the service had continued to provide and promote remote training throughout the pandemic, including supporting secondary PGCE students and facilitating the early rollout of the Early Career Framework, where support was provided for newly qualified teachers. In addition, it was noted that remote network meetings had also continued throughout this period for both primary and secondary sectors, as had weekly staff meetings and other Continued Professional

Development (CPD).

With regard to inclusion. Members were made aware that there were a variety of ways in which this commitment had been demonstrated, including, a keynote address from the Head of Service at the Pathways to Progression Music conference, June 2019, followed by a written article, which was published in Music Teacher magazine, October 2019. It was noted that the Music Service had established excellent relationships with numerous, local SEND schools, most notably Cromwell High School and Oakdale Primary School. In addition, a variety of work, focussed on vulnerable children within the borough was highlighted for Members.

In looking to the future, Members were advised that the 2021-22 academic year would, hopefully, provide valuable opportunities to build back better and that, as always, it was recognised that good partnerships and relationships would be vital in creating a sustainable, relevant and authentic offer to service users. It was noted that, whilst building ensembles, school and instrumental student participants back to pre-covid levels would remain a priority, there was also a great deal of learning to be put into practice over the coming year.

The opportunity and commitment presented by occupying the newly refurbished, fit for purpose Birch Lane Centre was recognised. It was stated that, in order to ensure that the building was used in a way, which was reflective of the needs and aspirations of young people, a robust system of governance would be introduced in order to enable critical challenge and direct the service offer. Members were informed that this would consist of the creation of three new groups:

- Tameside Young Musicians Advisory Group - A cross section of young musicians meeting termly to steer the direction of the music service output in a way, which is both authentic and relevant to Tameside young people.
- Birch Lane Advisory Group – Parents, professional associations, partners, school reps to meet termly to discuss how the centre should link in to the school and wider community and vice versa.
- School Representative Group - This will be a steering group for Music Education within Tameside made up of a cross section of School staff. They will meet termly to discuss issues in music education within Tameside and make recommendations to the Music Service

In conclusion, it was stated that the Music Service had survived and thrived throughout the pandemic. Members noted that this service had continued to provide music education to schools and individual children throughout the last 18 months, through innovative practice and effective partnerships. It was highlighted that challenging targets had been set, underlined by a clear passion for engaging and encouraging all children and young people to participate in music.

RESOLVED

That the contents of the report be noted by the Board

23 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on Tuesday 18 January 2022 at 3.30pm.

CHAIR

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 January, 2021
Reporting Officer:	Tim Bowman, Director Education (Tameside and Stockport)
Subject:	VIRTUAL SCHOOL ANNUAL REPORT
Report Summary:	Report on the education provision of our cared for children during academic year 2020-2021
Recommendations:	To note the contents of this report
Corporate Plan:	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications:	There are none arising from this report.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	The work of the virtual schools team is funded by a ring fenced LAC pupil premium support grant. The allocation for 2021/22 is £1.241m. The work and team costs will be contained within this financial envelope.
Legal Implications: (Authorised by the Borough Solicitor)	<p>Councils have a statutory responsibility to establish virtual schools to support and challenge all who are involved in the provisions of education to children and young people in care. They also have a duty to work in partnership with the child or young person in their school/educational setting to ensure that they are supported to fulfil their potential at all stages of their education, and to give them the best opportunity to be successful in their adult lives.</p> <p>The Virtual School does not exist in real terms as a building, and children and young people do not attend. They remain the responsibility of the school at which they are enrolled.</p> <p>The Virtual School's Head is also responsible for managing pupil premium funding for the children they look after and for allocating it to schools and alternative provision settings.</p> <p>The Virtual School monitors their attendance, attainment and achievement, and makes sure that their educational success is a top priority in their care planning as set out in this report.</p>
Risk Management:	There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.
Access to Information:	NON-CONFIDENTIAL 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 Amanda Aylward, Head of Virtual School.  Telephone: 0161 342 4057  e-mail: Amanda.aylward@tameside.gov.uk

1. EXECUTIVE SUMMARY

- 1.1 The role of the Virtual School and College is to support and promote the education of cared for children to Tameside.
- 1.2 Tameside Virtual School and College has increased our capacity to be able to support not only cared for children, previously cared for children and care leavers but also vulnerable children with a social worker and young people within the Youth Justice Service. This work commenced before legislation increasing Virtual School duties came into place in September 2021. To reflect this, the Virtual School Head Teacher's role was restructured to report to Director of Education and sit on the Education Management Board and Children's Leadership Team, enabling strategic improvements within these forums.
- 1.3 Cared for children Year 11 results have significantly improved this academic year and led to greater numbers entering Further Education. The number of young people attending University is also improving year on year.
- 1.4 Despite the obvious additional challenges the pandemic is still presenting us all with, our cared for children have once again demonstrated a resilience and spirit that we can all, as corporate parents, be proud of and celebrate. It is a privilege to be Head Teacher of Tameside Virtual School and College and I hope this report reflects some of the incredible personal achievements of our cared for children and care leavers.

2. IMPACT OF VIRTUAL SCHOOL AND COLLEGE 2020-2021

- 2.1 The vast majority of our cared for children attend schools that are rated at least GOOD by Ofsted.
- 2.2 Improved Maths and English GCSE results.
- 2.3 Greater numbers of care leavers attending Further and Higher Education.
- 2.4 Immediate and proactive responses to needs of cared for children in schools.
- 2.5 Extension of duties to include children with a social worker and youth justice service prior to extended duties commencing in September 2021.
- 2.6 Fluid and responsive interventions to pandemic.

3. PRIORITIES FOR 2021 – 2022

- 3.1 Priorities for 2021-2022 include the following:
- Reducing fixed term exclusions.
 - Continued focus on attendance.
 - Ensuring cared for children have appropriate SEN support at SEND support level or EHCP.
 - Stability of school placements.
 - Collaborative work with Employment and Skills directorate and Tameside College to improve post 16 EET.
 - QA of residential school placements.
 - Development of website.
 - Improved processes and support for young people in custody or involved with Youth Justice Service.
- 3.2 *"I would like to be a You Tuber and earn money. If not, I might like to be an actor in a movie. I'm definitely going to college but I'm not sure about University."* Year 6. Inspire Academy

4. VIRTUAL SCHOOL AND COLLEGE TEAM

Head Teacher	Amanda Aylward
Specialist Intervention Teacher	Sarah Hall
Finance and Information Officer	Helen O'Connor
Education Welfare Officer	Rosie Spiers
Education Welfare Officer	Kath Hankinson
Education Welfare Officer	Rachael Weeden
Post 16 learning Advisor	Sally Courtney

4.1 Virtual School and College Head Teacher reports directly to the Director of Education. This follows a redesign to reflect the increased work of the Virtual School and College to support children with a social worker and in the Youth Justice Service, alongside Cared for Children.

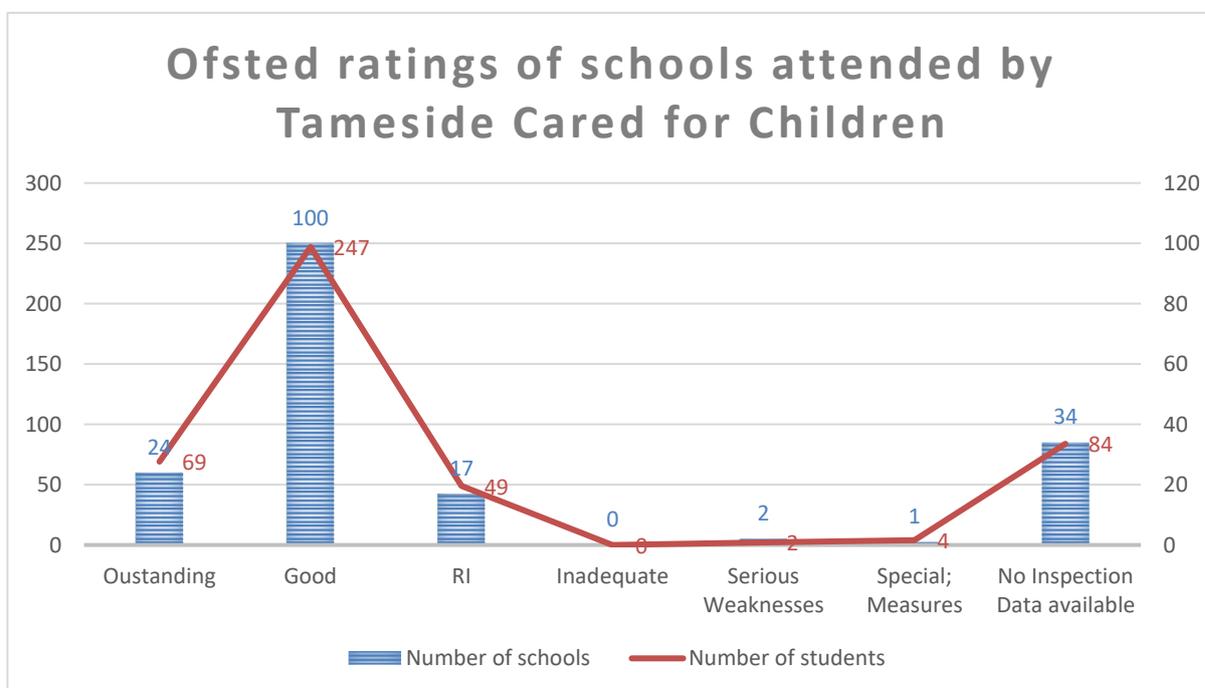
Moving Forward

4.2 Restructuring of the team to further increase capacity and impact is being worked on, alongside partnership working with Stockport Virtual School, to increase training and expertise.

5. 2020-21 - SCHOOL INFORMATION DATA

5.1 The following data is taken from a snapshot of a day in July 2021. This data may appear differently in DfE publications as this is based on a day in time and not removing numbers of children who have been in care for less than 12 months. Data is taken from Looked After Call and LCS, it is reliable but unvalidated.

6. SCHOOLS OFSTED RATINGS



6.1 *"I like to play outside. I have to do my work first and be good. I like yoga, Cosmic Kids and Hit the Button. I am proud of my writing."*

6.2 The chart above demonstrates OFSTED ratings of school currently attended by our cared for children and the number of children attending schools in each OFSTED category. **The vast majority of our cared for children attend schools that are rated at least GOOD by Ofsted.**

6.3 Tameside Virtual School and College recognise that educational stability is key for successful outcomes. We work with schools and carers to ensure they are able to provide the best support for our young people and, if a school's Ofsted category changes whilst our children are attending, we offer enhanced support where necessary.

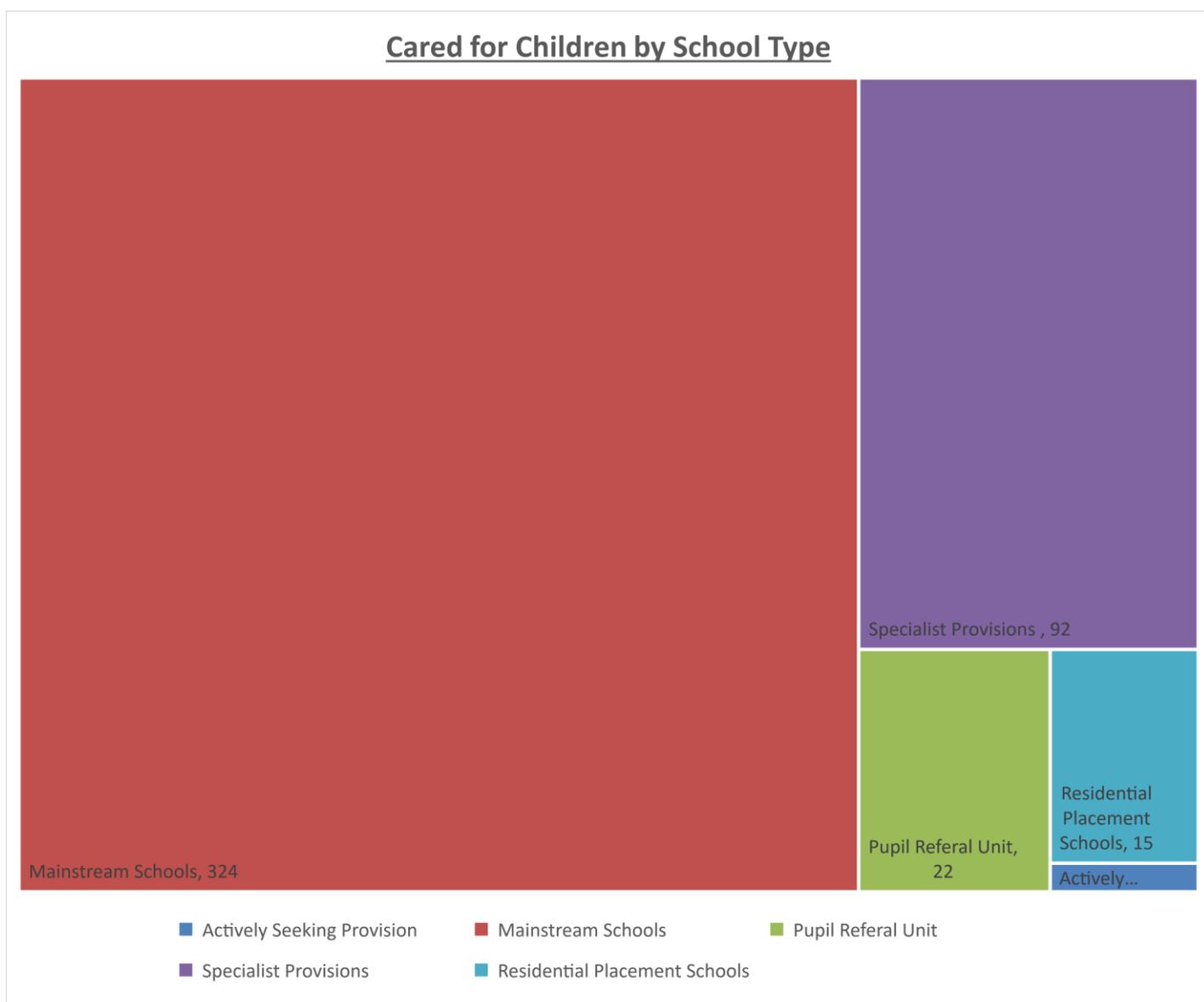
6.4 Tameside Virtual Head teacher attends social care placement panel and ensures that school is considered and proactively managed when a placement move is necessary, highlighting that where possible, children should remain at their current school.

Moving forward:

6.5 School stability is a key focus for the upcoming academic year.

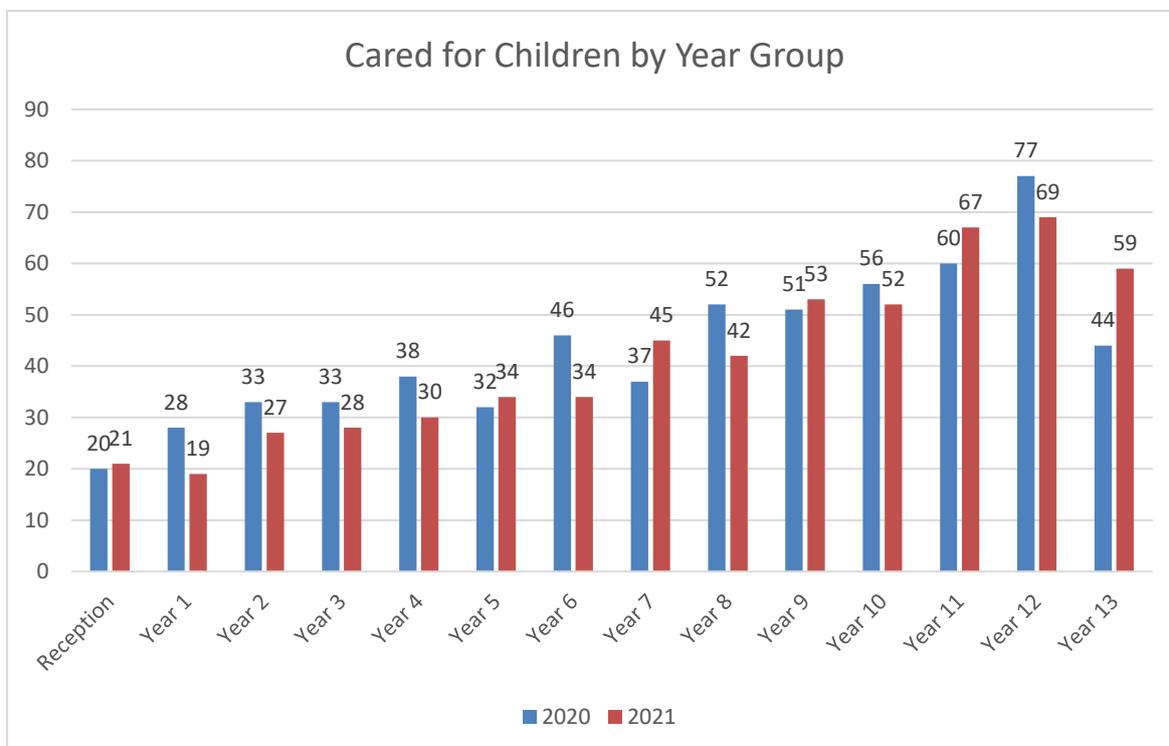
7. TYPES OF SCHOOL

7.1 As of July 2021, we had 455 cared for children in Reception to Year 11. The chart below shows the distribution of cared for children from Reception to Year 11 by establishment type.

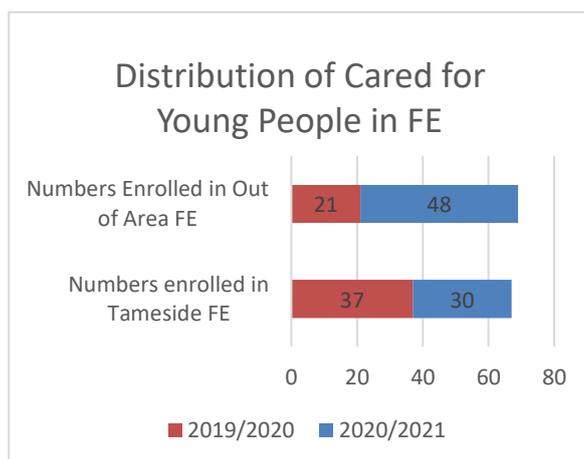
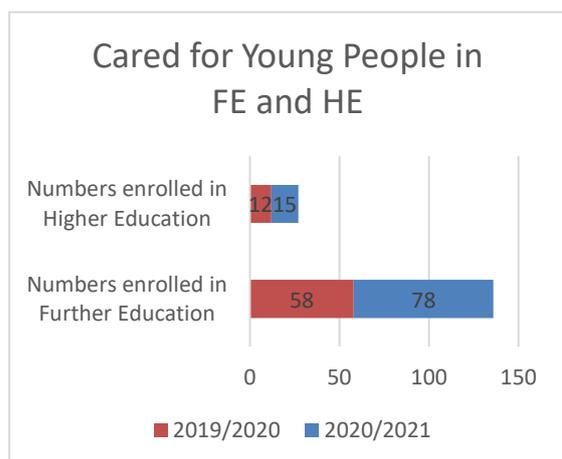


8. PUPIL NUMBERS BY YEAR GROUP

8.1 As of July 2021 - Tameside has 583 cared for children Reception to Year 13. The distribution of cared for children in each age groups has remained broadly similar. For the second consecutive year, the year group with the most cared for children in 2021 was year 12, but there has been a slight reduction in the numbers of cared for children in this age group. However, there has been an increase in the numbers of cared for children in years 7, 11 and year 13.



9. PUPILS IN FURTHER AND HIGHER EDUCATION



9.1 A priority of our service has been to support Post 16 cared for children and care leavers to increase the numbers who continue into further and higher education. We have met with some success in this over the last 12 months as this data demonstrates.

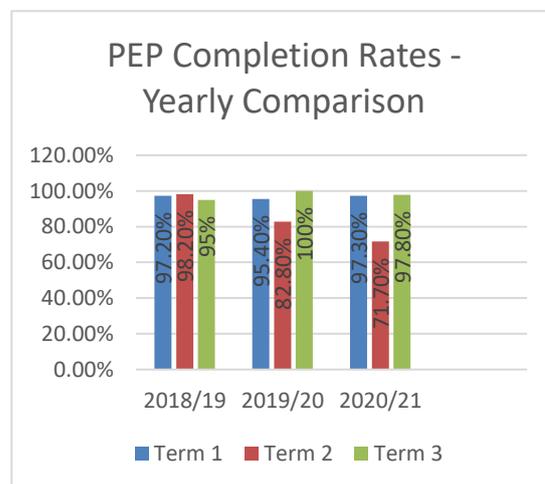
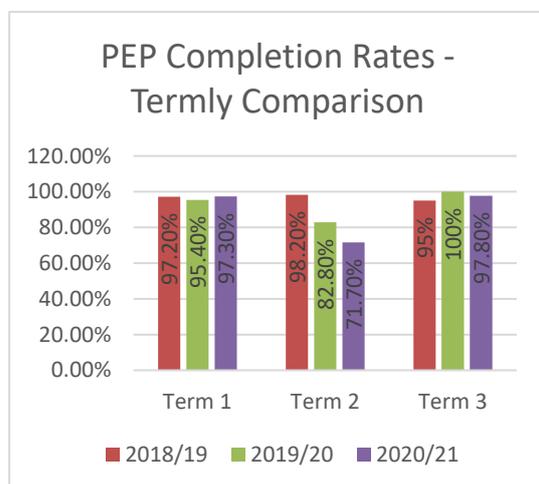
Moving forward

9.2 It remains a priority to continue and extend this essential work to ensure that our cared for young people have the best chances available to them. Collaborative work with Employment

and Skills Team, Tameside College and Leaving Care Team will be expanded. More information on this is detailed further in the report.

10. 2020-21 PERSONAL EDUCATION PLAN INFORMATION

10.1 The completion and return of PEPs is consistently high. The charts below give a comparison of PEP returns both by year and by term.



10.2 Despite the impact of COVID, PEP return rates continued to increase and, although further lockdown in spring affected the Term 2 returns, we saw a recovery in Term 3. Even with this dip in returns, the spring term saw 439 COVID PEP's being quality assured. This high level of return and quality assurance affords us a clear picture of how schools are supporting our cared for children and allows us to offer further support if this is deemed necessary.

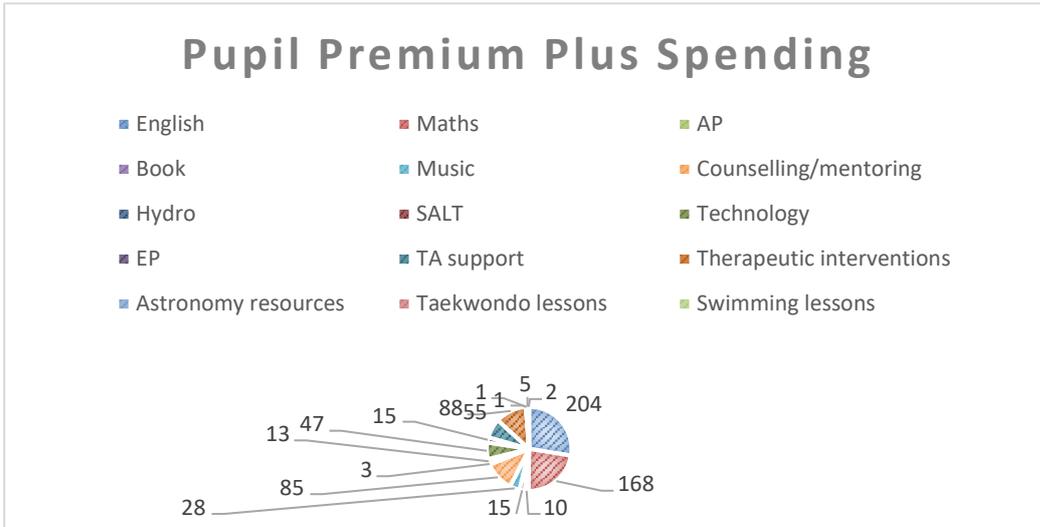
Moving Forward

10.3 Our Quality Assurance still demonstrates we can improve the voice of the child and also greater representation in PEP meetings from social workers and parents where appropriate. To do this we are working with the Independent Reviewing Officer service who have the same focus in cared for children reviews alongside training.

11. PUPIL PREMIUM PLUS SPENDING

11.1 There have been a wide range of strategies employed by our schools to support cared for children in their education and to help ensure they have not been detrimentally affected by COVID. Last year there was an increase in requests for funding to support cared for children's emotional needs, alongside an increase in support to address deficits in core subjects. This is most likely in response to the effect of three lockdowns and the missed hours of education.

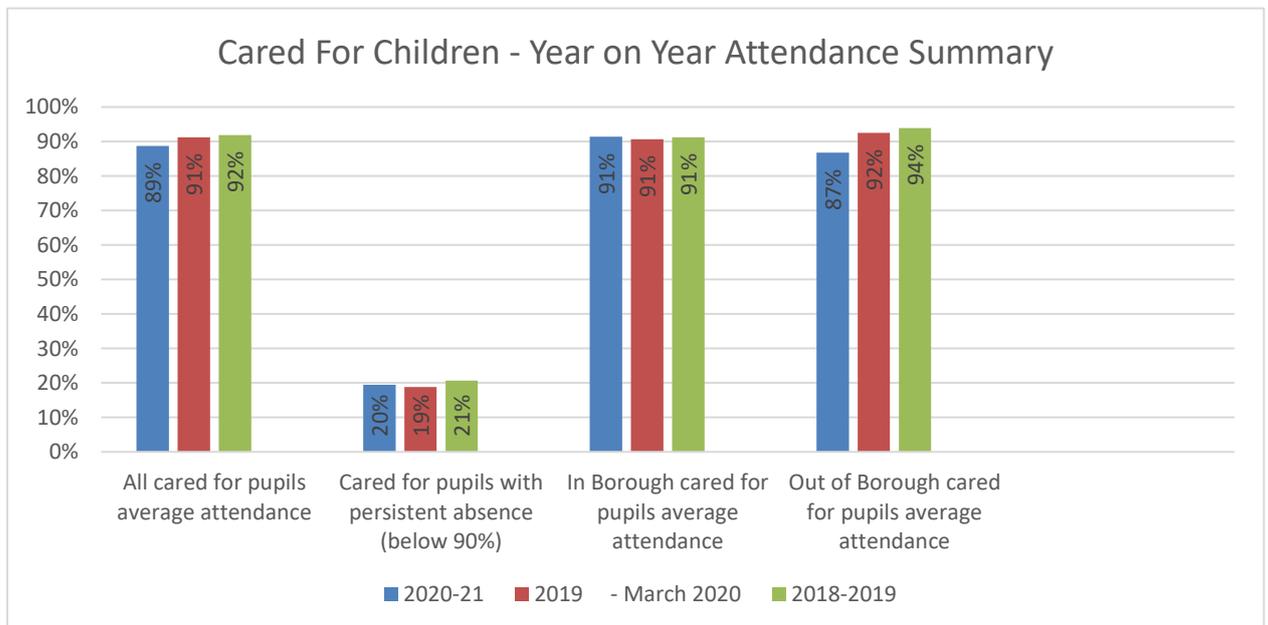
Moving Forward:As always, many of our schools use the PP+ grant in a creative way to support our cared for children to realise their potential and we are always open to new suggestions of how to use funding, provided it can be demonstrated how it will impact and improve



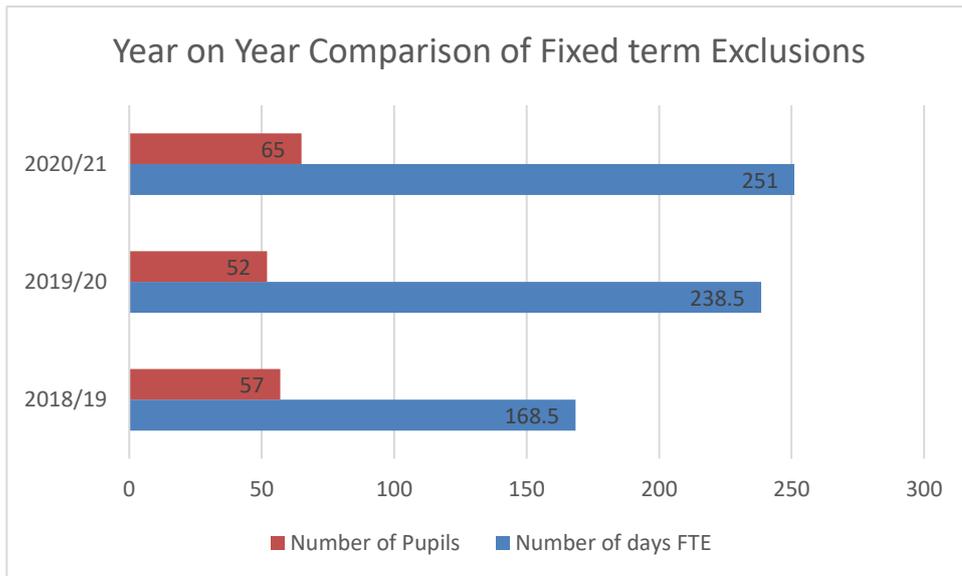
attainment.

12. 2020-21 – CARED FOR CHILDREN ATTENDANCE

12.1 Unsurprisingly, attendance data for this academic year has been significantly impacted by the effect of COVID; national lockdowns; bubble closures and isolation due to being exposed or testing as a result of symptoms. It is therefore difficult to make meaningful comparisons to other academic years. However, it is encouraging to see that the overall attendance figures for cared for children is not significantly below previous years.

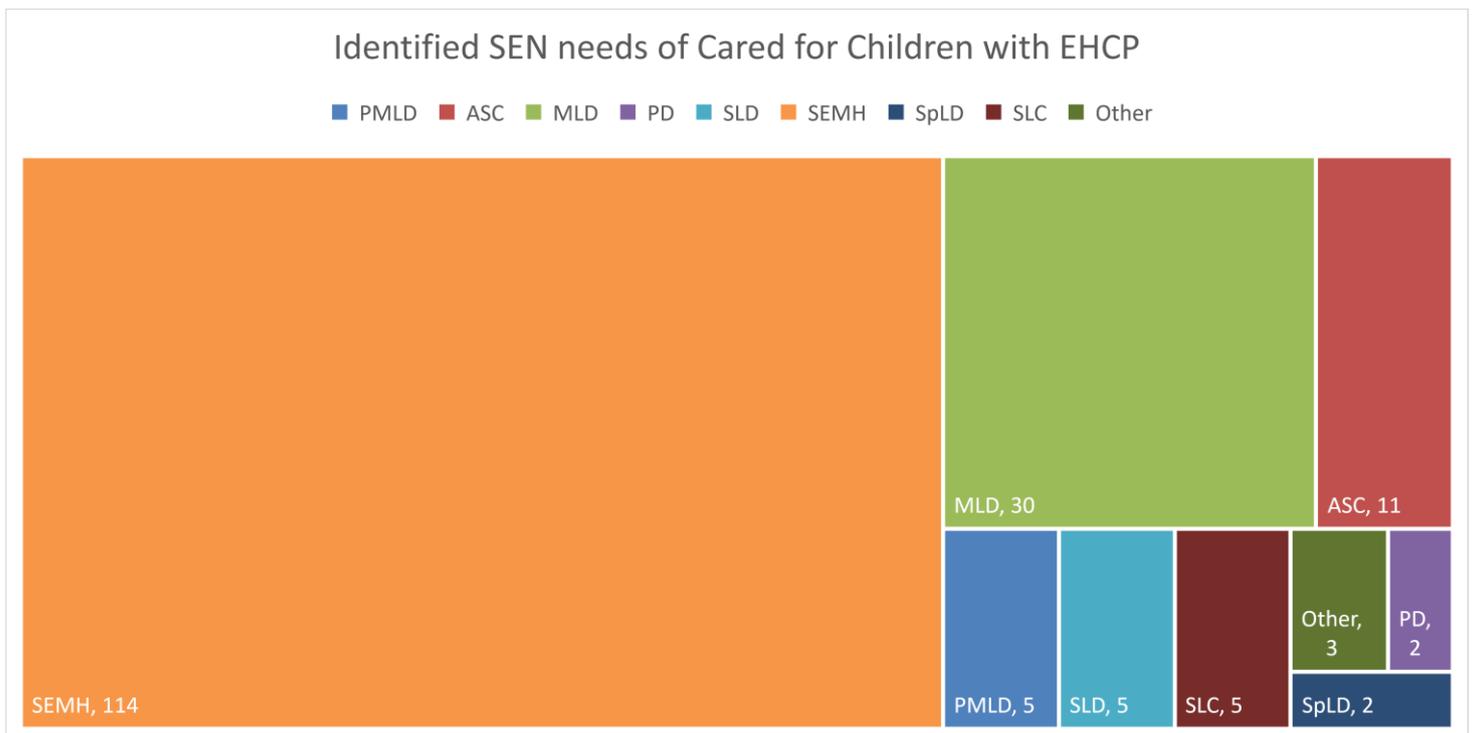


12.2 The chart below shows the year on year trends for fixed term exclusions and the numbers of pupils these fixed term exclusions involved. There has been a slight increase in the number of days of learning lost to fixed term exclusion and the number of individual pupils this involves. The Virtual School recognise the damaging effect multiple fixed term exclusions can have and we continue to work in partnership with our schools to address the issues leading to exclusions before they occur.

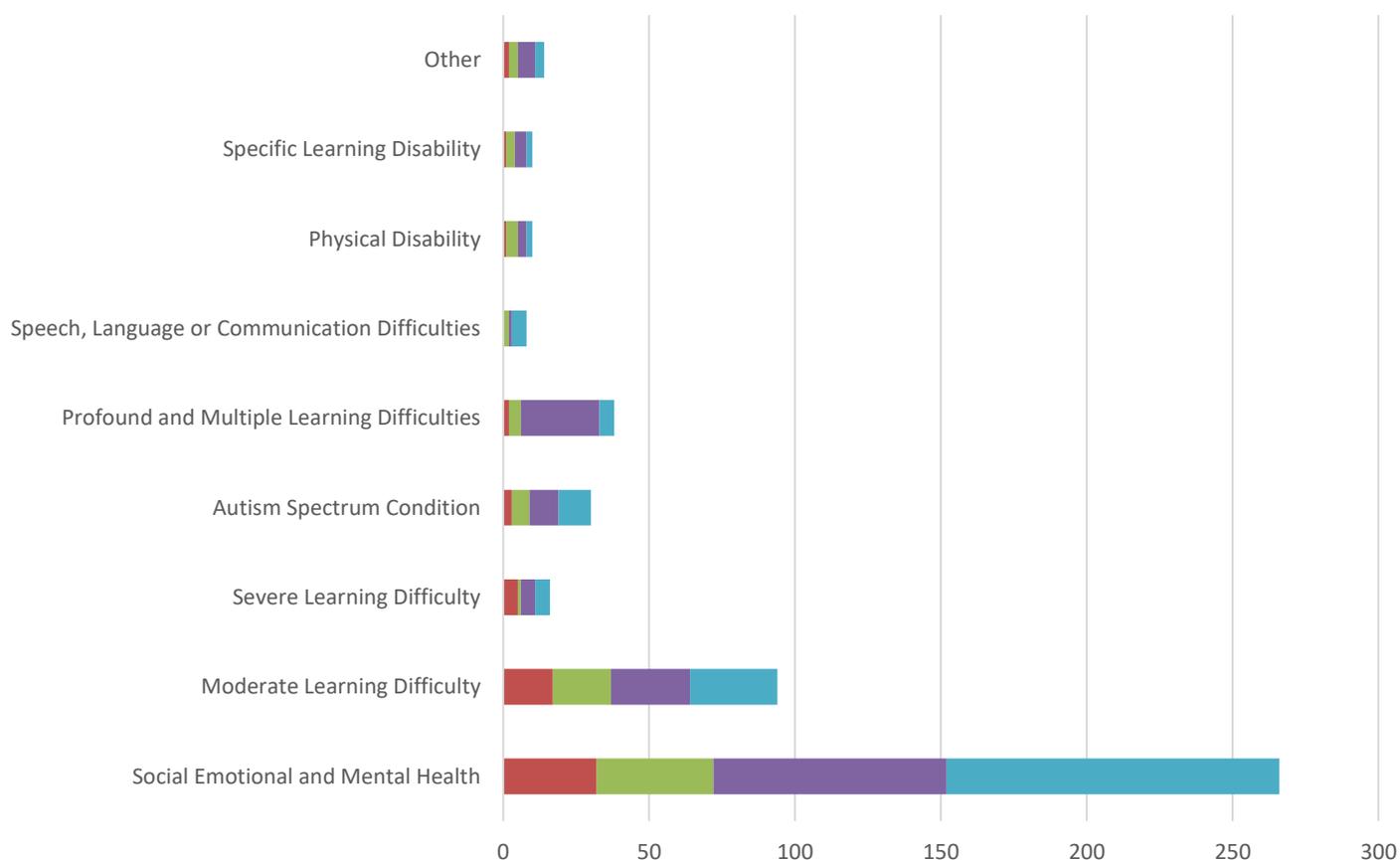


13. 2020-21 – CARED FOR CHILDREN SEND INFORMATION

13.1 The number of cared for children with an Education Health and Care Plan has been increasing year on year. The chart and data table below highlights how the most common category of need has changed. The most significant part of this data is highlighting the number of cared for children who have better identified social, emotional and mental health needs. This is in part down to better identification and responses to difficulties faced by cared for children, who by the very nature of becoming cared for, are likely to have suffered trauma. It is also a reflection of the national mental health picture and demonstrates why so much intervention is focused on providing social, emotional and mental health support to our young people. This further chart demonstrates more clearly the distribution of need of our current cohort of cared for children.



Changes in numbers of Identified SEN Year on Year



	Social Emotional and Mental Health	Moderate Learning Difficulty	Severe Learning Difficulty	Autism Spectrum Condition	Profound and Multiple Learning Difficulties	Speech, Language or Communication Difficulties	Physical Disability	Specific Learning Disability	Other
■ 2017-2018	32	17	5	3	2		1	1	2
■ 2018-2019	40	20	1	6	4	2	4	3	3
■ 2019-2020	80	27	5	10	27	1	3	4	6
■ 2020-21	114	30	5	11	5	5	2	2	3

■ 2017-2018 ■ 2018-2019 ■ 2019-2020 ■ 2020-21

13.2 *“(I) am enjoying...year 4 especially because the work is getting harder ... (I like) a challenge. I love maths but my favourite subject is English. I can be really creative...”*
Year 4, Corrie Primary

14. 2020-21 GCSE ATTAINMENT AND POST 16 INFORMATION

14.1 The table below summaries the un-validated GCSE data for cared for children in the academic year 2020-21, in comparison to that in 2020. As we know the last two years have seen significant disruption to formal exams and comparison of data is therefore a challenge. However this data clearly shows the hard work and dedication of many of our young people for which we want to congratulate them. It is encouraging to see the considerable increase in pupils achieving a good pass in English and Maths.

GCSE 2021 Summary:				2020 results	
	Totals	%	RAG	Totals	%
1 GCSE Grade	38	63.3	+2.1%	41	61.2
Pass in E/M (Grade 4+)	30	50.0	+20.1%	20	29.9
Pass E&M (Grade +)	18	30.0	+18.1%	8	11.9
1 Grade 6 or higher	10	16.7			
Grade 6 + E/M	9	15.0			
Grade 6 + in E&M	3	5.0			
1 grade 7 or higher	4	6.7			
1 grade 8	3	5.0			
Total students	60			67	
Total with EHCP	21	35.0		28	41.8

15. YEAR 11 2021 – GCSE RESULTS SUMMARY

- 15.1 There were 60 young people in this cohort. 21 had an EHCP
- 15.2 18/60 (30%) gained both Maths and English at Grade 4 or above. This is an increase of 18% from last year
- 15.3 30/60 (50%) gained Grade 4 or above English or Maths. This is an increase of 20 % from last year
- 15.4 38/60 (63%) achieved at least 1 GCSE grade. This is broadly similar to last year
- 15.5 10/60 (17%) achieved at least 1 Grade at 6, 7 or 8.

Moving Forward

- 15.6 Virtual School and College workers scrutinise and target KS4 learners and even prior to COVID provided additional, specific GCSE tuition to support any gaps in learning. The Virtual

School and College's aim is always to support the learner in addition to the extensive support systems provided by the schools, who we work with in an individual and collaborative way to ensure the best outcomes for each young person.

- 15.7 *"House of dreams: To be an astrophysicist which is someone who studies space. To work for NASA. To go to space. To get some books about space to read in ERIC time in school"*
Year 6. Longford Park SEMH School

16. POST 16 FURTHER AND HIGHER EDUCATION

- 16.1 A priority of our service has been to support Post 16 cared for children and care leavers to increase the numbers who continue into further and higher education. We have met with some success in this over the last 12 months as the data demonstrates. It remains a priority to continue and extend this essential work to ensure that care experienced young people have the greatest opportunities available.

- 16.2 19 young people are attending Higher Education and 1 is completing a Master's Degree from September 2021. 8 of these young people attend Russel Group Universities.

- 16.3 5 young people transitioned to Higher Education from Year 13 provision this academic year

- 16.4 The number of young people entering both FE and HE has been increasing over the last three years:

	2019/20	2020/21	2021/22
Numbers in FE	56	78	99
Numbers in HE	12	15	20

- 16.5 Alongside college advisory roles, care leavers receive comprehensive support from Virtual School and College worker who is part of GM Higher group and provides additional visiting opportunities, connecting with care leaver champions within the Universities. This ensures there is a smooth transition with a key worker at the chosen University who will ensure appropriate finance, housing and pastoral support is in place.

- 16.6 More young people are entering FE year on year and are completing courses at different levels. We have an increasing number of young people entering FE at level 3.

	2019/20	2020/21	2021/22
Entry	15	23	29
Level 1	8	15	10
Level 2	12	14	14
Level 3	14	22	31
Level 4	0	0	2

- 16.7 **Year 13** - 5 young people have confirmed places on FE courses or training. A further 5 are in employment. (Tracking Data – Sept 2021)

- 16.8 **Year 12** - 64 young people have confirmed places on FE course, apprenticeships or training. (Tracking Data Sept 2021)

- 16.9 Virtual School and College worker based in Tameside College supports all students in Further Education at all institutions. They attend PEPs and track attendance. We believe a key to better completion of FE courses has been due to their advice and guidance around course suitability and intervening early when any concerns from either student or staff arises.

Moving Forward

- 16.10 The number of care leavers in education, training or employment continues to be a priority for Tameside. Virtual School Head, Head of Leaving Care and Head of Employment and Skills are working together to co-ordinate opportunities to provide intense additional support which will raise the profile of care leavers in FE; improve the attendance of care leavers in FE; and better support the delivery of PEPs.
- 16.11 This wrap around model will include:
- Capacity, already in place, from our Post 16 Care leaver Achievement Co-ordinator, will be increased through an Education Welfare Officer to:
 - Track and monitor attendance.
 - Manage caseloads of cohort who are not attending or engaging in FE and complete direct work with them alongside Social Worker/Personal Advisor.
 - Coordinate tutoring requirements and additional interventions including Planning for Success and/or CSCS.
 - Source and co-ordinate additional 1:1 tuition for English/Maths/ESOL and any other subjects requested.
 - Work with Social Worker/Personal Advisor of young person around emerging needs.
 - Work with SEN team for young people with an EHCP.
 - Collect, monitor and QA all PEPs for this cohort.
 - Attend PEP meetings where required.
 - Each young person will have access to a minimum of 8 hours personal tuition. English/Maths and ESOL will be prioritised however course related tuition would be available if required.
 - All Y13, or Y12 if on a 1 year course, interested in a career in construction will be offered the CSCS course in their final term as an incentive to sustain within FE.
 - Wrap around support and additional careers advice.

17. 2021-22 – CONTINUED RESPONSE TO COVID

- 17.1 COVID has affected young people and schools differently and our approach as a Virtual School has been to listen to what schools and carers have said they need to support their young people and where possible facilitated this. Tutoring has increased significantly to provide academic support for cared for children and also to support carers with the increased challenges of more school working from home.
- 17.2 The emotional needs of our young people has always been at the forefront of our support and this continues. We recognise that a blanket approach to emotional support, where all cared for children must follow specific pathways, increases the risk of cared for children feeling different from their peers. Therefore, we are committed to providing individual approaches to education which address the specific needs of the child or young person, thereby minimising this risk.
- 17.3 Monitoring and scrutiny of attendance, whilst more complicated, was increased and improved. Priority groups were established; such as our own residential homes, children with an EHCP and children attending the PRS; and these were monitored by individual Virtual School workers.
- 17.4 Increasing the capacity of the Virtual School & College was a response to the need to respond quickly and efficiently to school needs for cared for children. It gave us capacity to be monitoring and working with children and young people involved in the Youth Justice Service and on the edge of care in advance of the Department for Education bringing this in as extended duties of the Virtual School.

- 17.5 *"I am thinking about Ashton 6th form / Tameside College to study Photography - models. I would like to go to University."*
Year 10, Fairfield

18. LIFE STORY WORK

- 18.1 In line with the corporate parenting focus of improving life story work for cared for children, the PEP document has been adapted to reflect new life story guidance. Schools have been requested to attach children's successes, such as certificates, alongside school reports to ensure there is a chronology of positive memories and achievements.

19. COLLABORATIVE WORKING

- 19.1 Tameside Virtual School and College believe the key to successful outcomes for cared for children is to work collaboratively with all agencies involved in their lives to encourage a seamless and cohesive approach. We also embrace regional and national partnerships to ensure our practice is fully informed and relevant to local and national situations.

- 19.2 Summary of partnership working across agencies within Tameside and National organisations is:

- VSH Youth Justice Board, Tameside and Stockport
- VSH education representative in DV Strategy Group
- VS representation on SEN Assessment Panel
- VSH PRS Governor
- VS representation as a Tameside Primary School Governor
- VS representation at social care placement tracking panel, legal gateway, permanence and residential panels alongside IRO and VS monthly overview
- VSH member of NAVSH
- VSH active member of North West Virtual Head network
- VSH member of Education Management Team and Children's Leadership Team
- VSH member of Tameside Association Secondary Heads
- Provide induction training for all social care new starters

20. TRAINING

- 20.1 Regular training and updates are provided from Virtual School to foster carers, designated teachers, governors, social workers and managers.

Moving Forward:

- 20.2 A new website is being developed and launched in Term 1 with the aim of providing quality resources, useful links, news stories and opportunities to children, parents/carers and professionals.

21. READING RESOURCES

- 21.1 All primary school aged children were sent books or comic packs through the post to encourage love of reading and as an opportunity to read with parents or carers. In addition, all year 6 children were sent the Marcus Rashford book *"You are a Champion"* as they transitioned to high school. With inspirational quotes such as, *"You are a champion"*, *"There are no limits to what is possible in this life"* and *"I want you to know that I believe in you."*

- 21.2 We wanted to inspire our young people to recognise that even when faced with adversity, they have the ability to achieve their dreams and goals and inspire them to never stop working towards them, whatever they may be. One of the young people who received the book and also wants to be a footballer said; *“He’s come from a poor background so no matter where you’re from you can make what you want from your life if you work hard enough”*. Two carers commented how their children who are not normally confident readers had picked up the book immediately and enjoyed it.

22. EXTENDED DUTIES OF VIRTUAL SCHOOL AND COLLEGE

- 22.1 From September, Virtual Schools are now having oversight of education of all young people with a social worker in their local authority. Statutory duties for cared for children remain the same but Virtual School workers will also be offering advice and monitoring attendance and outcomes for all children with a social worker. In Tameside we had already started to do this where possible and we welcome the approach. We can see the benefit of assisting with young people who are at CIN and CP and if possible aim to avoid them becoming cared for. Clearly this is a significant increase in numbers for all Virtual Schools and in our case we are going from a cohort of 700 cared for children to around 2500 cared for, CIN and CP. The link to the DfE guidance of the new duties is here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf
- 22.2 As part of these extended duties we will continue to work collaboratively with our Youth Justice Service and Pupil Referral Service as a key vulnerable group.
- Moving Forward:**
- 22.3 Tameside Virtual School is working alongside Stockport Virtual School to develop training programmes in addition to increasing capacity to provide an excellent advisory service for children with a social worker in both local authorities.
- 22.4 *“School has been a success... (I) did not think I would come this far...”*
Year 10, Great Howarth

23. RECOMMENDATION

- 23.1 As stated on the front cover of the report.

Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 January 2022
Reporting Officer:	Catherine Moseley - Head of Access Services
Subject:	SCHOOL ADMISSION ARRANGEMENTS AND SCHOOL PLACE PLANNING
Report Summary:	<p>The report sets out the proposed admission arrangements for Tameside community, and voluntary controlled schools for admission in September 2023. There has been no change to these from September 2022. There are proposed changes to the Published Admission Number at two community primary schools. The latest information on school place planning is presented which concludes that there are currently sufficient places to meet expected demand. The school place planning process must continue to be dynamic particularly in view of significant housing development that is predicted within the borough and the impact that will have on demand and travel to learn patterns. Consideration also needs to be given to predicted rising levels of surplus capacity in some areas of the borough and the need to consider reducing admission numbers in future years. There is consideration of a proposal to commence consultation on adding a resource base for children with additional needs at Corrie Primary and Nursery School.</p>
Recommendations:	It is recommended that the Board note the contents of the report
Corporate Plan:	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated demand in 2023/24.
Policy Implications:	The admission arrangements for 2023/24 academic year for all voluntary controlled and community schools are the same as for 2022/23 as determined on 27 January 2021.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>All schools places are funded from the ring-fenced Dedicated Schools Grant which must be fully allocated to all schools and Academies in the borough.</p> <p>Mainstream Schools and Academies are funded on a per pupil basis, schools with falling numbers of pupils on roll face financial pressures with small class sizes.</p> <p>Specialist resource bases in mainstream school provide a good value for money proposal in terms of cost to the High Needs Block, a special school place costs £10,000 where a specialist resource base in a mainstream school costs £4,000.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The council has a statutory duty to provide sufficient school places to meet the needs of the residents of Tameside. Failure to meet this duty ultimately can result in intervention by The Secretary of State.</p> <p>This duty requires the council to predict future demand for places as a result of demographic changes in Tameside but also taking into account other factors such as the demand for places arising from housing developments.</p>

The project officers consider that the admission arrangements set out in the appended document meet the statutory duty whilst looking forward by way of the consultation process to address the delivery of places for children with cognition and learning and/ or communication and interaction and / or social, emotional and mental health needs. The outcome of that consultation will require careful consideration as part of the decision making processes going forward.

Risk Management:

Failure to determine admission arrangements and a coordinated admissions scheme by 15 March 2022 could result in the Secretary of State imposing admissions arrangements on the Council and lead to the displacement of children from community high schools.

Access to Information:

NON-CONFIDENTIAL

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 Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: catherine.moseley@tameside.gov.uk

1. BACKGROUND

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2021.
- 1.2 Admission authorities must consult once every seven years as a minimum.

2. ADMISSION ARRANGEMENTS IN COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

- 2.1 For entry to community or voluntary controlled primary, junior and secondary schools in September 2023, no changes were planned from the admission arrangements determined in July 2021 for September 2022 and therefore consultation on the full admission arrangements was not necessary. The last time that the admission arrangements were consulted upon was in autumn term 2019 for entry in September 2021.
- 2.2 Admission arrangements must be determined by 28 February and must be published by 15 March. Following determination of the admission arrangements objections to those arrangements must be made to the Schools Adjudicator by 15 May.
- 2.3 The proposed admission arrangements for entry in September 2023 for community or voluntary controlled primary, junior and secondary schools are set out in **Appendix 1**.
- 2.4 The Council consulted on changes to the Published Admission Number at two primary schools, those being Buckton Vale Primary School in Stalybridge and Holden Clough Primary School in Ashton. The consultation process followed a timetable determined by the Department for Education (DfE)

3. CONSULTATION ON ADMISSION NUMBERS FOR SEPTEMBER 2023

Buckton Vale Primary School

- 3.1 Buckton Vale Primary School requested a reduction in their Published Admission Number from 45 to 30. This was the subject of a variation request to the School Adjudicator in May 2021. The School Adjudicator approved the proposal to reduce the Published Admission Number at the school for September 2022 and the Council undertook to consult on a permanent change.

Holden Clough Primary School

- 3.2 Holden Clough Primary School requested a reduction in their Published Admission Number from 60 to 30. This followed a sustained period of falling rolls in the school. Holden Clough wished to take action to avoid a potential budget deficit in future years.
- 3.3 Holden Clough Primary School have a published admission number of 60 but have had significantly lower numbers over recent years, which have affected their future budget projections. Infant Class Size legislation means that Key Stage 1 classes must have one teacher for every 30 pupils. Holden Clough is now in the position of having a Published Admission Number of 60 but are attracting significantly less than their PAN into the school with little prospect of this increasing in the next few years due to falling birth rates in the area. In order to comply with Infant Class Size legislation, the school is required to have a teacher for every 30 Key Stage 1 pupils. Across KS1 currently, the school have 142 pupils across six classes necessitating at least six teachers with significantly less funding than 180 pupils would bring.

3.4 Following several meetings with the school, the Council was happy to support the school in consulting on reducing their Published Admission Number to 30.

Consultation

3.5 On 14 October 2021, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 25 November 2021.

3.6 The following organisations were consulted:

- The Headteacher and Governors of all Tameside maintained schools;
- Parents;
- Derbyshire Local Authority;
- Manchester Local Authority;
- Oldham Local Authority;
- Stockport Local Authority;
- Tameside Local Authority;
- Chester Diocese;
- Manchester Diocese;
- Salford Diocese;
- Shrewsbury Diocese; and
- Local MPs

3.7 A Public Notice was also published in the Tameside Reporter on 14 October 2021 in order to notify parents and other groups in the area of their rights to be consulted and the consultation was posted on the Tameside MBC website.

3.8 No responses were received to the consultation and it is recommended to amend the Published Admission Numbers at Buckton vale Primary School and Holden Clough Primary School as set out below:

School	Current Admission Number	Proposed Admission Number	Published Admission Number
Buckton Vale Primary School	45	30	
Holden Clough Primary School	60	30	

4. SCHOOL PLACE PLANNING

4.1 School place planning in the borough is reviewed on an annual basis and forms part of the annual report on admission arrangements that is reported to Executive Cabinet in February. **Appendix 2** sets out the latest information.

4.2 All local authorities have a statutory duty to ensure that there are 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. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.

4.3 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.

4.4 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic

conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.

- 4.5 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.
- 4.6 Whilst there are currently sufficient places to meet expected demand, the school place planning process must continue to be dynamic particularly in view of significant housing development that is predicted within the borough and the impact that will have on demand and travel to learn patterns.

5. CONSULTATION ON STATUTORY SCHOOL ORGANISATION PROPOSALS

- 5.1 As outlined in the School Place Planning and in the SEND report, there is an urgent need to develop additional specialist places in the borough for pupils with an Education, Health and Care Plan. This proposal is to formally establish a 10 place resource base at Corrie Primary and Nursery School.
- 5.2 The resource base will be appropriate for children with cognition and learning and/ or communication and interaction and / or social, emotional and mental health needs.
- 5.3 The resource base opened at the school on a pilot basis in September 2021 and this consultation is to formally establish the resource base.
- 5.4 Statutory guidance has been published by the Department for Education with regard to School organisation regulations (<https://www.gov.uk/government/publications/school-organisation-maintained-schools>). Local authorities must have regard to the guidance when making a significant change to a school, known as a prescribed alteration.
- 5.5 The prescribed alteration in the case of Corrie Primary and Nursery School is to establish special educational needs provision at the school. This requires the local authority to consult on the proposal and the statutory process to make a prescribed alteration to a school has four stages as set out below:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be 4 school weeks	As set out in the 'Prescribed Alterations' Regulations
Stage 3	Decision	The Council should decide a proposal within two months otherwise it will fall to the School Adjudicator to decide	Any appeal to the adjudicator must be made within four weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker

- 5.6 The prescribed alteration statutory proposal must include:
- school and Council details;
 - description of the alteration and evidence of demand;
 - objectives (including how the proposal would increase educational standards and parental choice);

- the effect on other educational institutions within the area;
- project costs and indication of how these will be met, including how long-term value for money will be achieved;
- implementation plan; and
- a statement explaining the procedure for responses: support, objections and comments

5.7 It is proposed to commence the consultation on 27 January 2022 and it will run until 3 March 2022.

5.8 The proposed consultation document is attached as **Appendix 3**. This will be published on the Council's website; in a local newspaper and also sent to:

- The Headteacher and Governors of all Tameside maintained schools;
- Parents of children at Corrie Primary and Nursery School;
- Local elected members
- Local MP
- Tameside Parent Carer Forum through Our Kids Eyes

5.9 As set out in the timescale above, the Council will be required to make a decision in the proposal within two months of the end of the consultation period. Therefore, a key decision report will be presented to Executive Cabinet on 27 April 2022.

5.10 In line with the SEND Sufficiency Strategy 2021-2031 and the School Place Planning report, further school organisation proposals may be considered to ensure that the designation of special schools accurately reflects the needs of the pupils with Education, Health and Care Plans in the school.

6 RECOMMENDATIONS

6.1 As set out at the front of the report.

ADMISSION ARRANGEMENTS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS 2023/24 ACADEMIC YEAR

1. INTRODUCTION

- 1.1 These arrangements apply to the admission of children to Tameside community and voluntary controlled primary schools in the normal admissions round for the academic year 2023/24. Tameside will operate an equal preference scheme. These arrangements do not apply to those being admitted for nursery provision including nursery provision delivered in a co-located children's centre;
- 1.2 Children in Tameside are eligible for a Reception place from the beginning of the school year in which they become 5 years old. However, they do not become of compulsory school until the start of the term after their fifth birthday. Parents may therefore request that their school place be deferred until later in the school year and if they do this the place will be held for the child. However, they cannot defer entry beyond the beginning of the term after the child's fifth birthday. Parents of summer born children can request that their child is placed outside their age range if they feel that their child will not be ready for school. Parents can also request that their child attend on a part time basis until the child reaches compulsory school age.
- 1.3 Parents of children who are admitted for nursery provision must apply for a place at the school if they want their child to transfer to the reception class; attendance at a nursery or co-located children's centre does not guarantee admission to the school.

2. APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOL SEPTEMBER 2023

- 2.1 If you are a Tameside resident you must make your application online to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area.
- 2.2 You should use your application to apply for any primary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the School Admissions Section at Tameside MBC. Starting Out will be available on Tameside's website. NB: Only one application may be submitted for each child.
- 2.3 The local authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on the application to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Applications must be returned in accordance with your own local authority's specific instructions and not to Tameside.

3. THE PROCESS

- 3.1 The application will invite parents to indicate a preference for up to 6 schools, and then to rank the schools in order of preference, parents will also be able to give reasons for each preference.
- 3.2 Your online application must be submitted by the closing date of **15 January 2023**, with any supporting information / evidence if appropriate.

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- 3.3 The council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications received by the deadline.
- 3.4 Changes to preferences, ranking order, or pupil details, will not be allowed after the closing date of **15 January 2023**, except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an exchange of contracts on a property, or a tenancy agreement and proof of disposal of current property. No changes can be considered even where there are exceptional circumstances, once information has been exchanged with other admission bodies because the allocations process has commenced. In the case of primary schools, this cut-off date is the **3 February 2023**.
- 3.5 Notification of offers of a single school place will be sent out to parents on **17 April 2023**. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.
- 3.6 Parents will not receive multiple offers.

4. PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS

- 4.1 A list of all Tameside community and voluntary controlled primary schools, with their respective Published Admission Numbers, can be found here: <http://www.tameside.gov.uk/schools/admissions/2023>
- 4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

5. CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS

- 5.1 Children with an Education Health and Care Plan where the school is named will be allocated places before the oversubscription criteria are applied. The criteria for over-subscription for community and voluntary controlled primary schools are:

1. Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

2. Children and families with exceptional medical or social needs

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the

specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

3. Sibling

This will apply where there are brothers or sisters attending the school or the linked junior school as at the closing date for applications, who will still be attending at the time of admission, i.e. in the September when a pupil is admitted to Reception. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school.

4. All other applications on distance

Preference will be given to pupils living nearest to the school.

Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

5.2 Where oversubscription occurs in applying either criteria 1, 2 or 3, priority will be given to those pupils living nearest the school, measured as a straight line (as above).

5.3 The address from which distance will be measured will be the permanent residential address, as at the closing date for applications, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.

5.4 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.

In the event of two or more applications with distances, which are exactly the same competing for a final place, e.g. blocks of flats, the place will be decided by drawing lots, the first name drawn will be offered the place.

5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'child arrangement order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

5.6 In cases where twins, triplets, or other multiple birth siblings are split when allocations take place, they will be allocated a place over the Published Admission Number and will remain excepted pupils for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

6. SUMMER BORN CHILDREN

- 6.1 In May 2021, the government updated the non-statutory guidance to help admission authorities deal with parental requests for summer born children to be admitted out of their normal age group.
- 6.2 School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory school age.
- 6.3 Where a parent requests their child is admitted out of their normal age group, the school admission authority is responsible for making the decision on which year group a child should be admitted to. They are required to make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.
- 6.4 There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group.
- 6.5 A parent who chooses not to send their summer born child to school until they have reached compulsory school age may request that their child is admitted outside their normal age group - to reception rather than year 1.
- 6.6 Parents should submit reasons for requesting admission for their child outside of the normal age range together with their application. The online application provides space to do this and you should also submit views of medical professionals as necessary. A decision will be made taking account of parents' wishes, information about the child's academic, social and emotional development; and whether they have previously been educated outside their normal age group. Each request will be treated on an individual basis having regard to the views of an educational professional who will be involved in educating the child.
- 6.7 Each request and the evidence provided will be considered by a panel of officers from Tameside MBC who will make a decision on the parental request, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

7. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL

- 7.1 The council acknowledges that service families are subject to movement within the UK and from abroad. Although the council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.

8. IN YEAR TRANSFERS

- 8.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the online School Transfer Request Form. The School Transfer Request Form can be completed online from the Tameside Council website: www.tameside.gov.uk/admissions
- 8.2 Forms should be fully completed and submitted electronically with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.

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- 8.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 8.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 8.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 15 school days.

9. IN YEAR FAIR ACCESS PROTOCOL

- 9.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short-term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

10. WAITING LISTS

- 10.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents, who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change, (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 10.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 10.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

11. APPEALS

- 11.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with an Education Health and Care Plan, an appeal can be made to the SEN and Disability Tribunal (details are included in the plan).
- 11.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to

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a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions..>

- 11.3 The Appeals Panel will:
- be independent of the school and the LA;
 - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 11.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 11.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 11.6 The appeal shall be decided by a simple majority of the votes cast, the chair of the panel having a casting vote.
- 11.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.

ADMISSION ARRANGEMENTS FOR TAMESIDE COMMUNITY HIGH SCHOOLS 2023/24 ACADEMIC YEAR

1. INTRODUCTION

- 1.1 These arrangements apply to the admission of children to Tameside community high schools in the normal admissions round for the academic year 2023/24. Tameside will operate an equal preference scheme.

2. APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY HIGH SCHOOL SEPTEMBER 2023

- 2.1 If you are a Tameside resident you must make your application to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area.
- 2.2 Tameside primary schools will forward details of children eligible to transfer to secondary school in September 2022 to the Local Authority Admissions Team, who will send out details of how to apply in September 2022. The pack will contain details of where to view Moving On and a letter explaining how to make your application. You should use your application to apply for any secondary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the Admissions Section at Tameside MBC. Moving On will be available on Tameside's website. NB: Only one application may be submitted for each child.
- 2.3 The local authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on this form to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Application forms must be returned in accordance with your own local authority's specific instructions and not to Tameside.

3. THE PROCESS

- 3.1 The application will invite all parents to indicate a preference for 6 schools, and to rank the schools in order of preference, giving reasons for each preference. In allocating places, Tameside will operate an equal preference scheme.
- 3.2 Your application must be submitted by the closing date of 31 October 2022, with any supporting information / evidence if appropriate.
- 3.3 The council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications submitted after the deadline.
- 3.4 Changes to preferences, ranking order or pupil details, will not be allowed after the closing date of 31 October 2022 except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an exchange of contracts on a property, or a tenancy agreement and proof of disposal of current

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property. No changes can be considered even where there are exceptional circumstances once information has been exchanged with the other admission bodies by the Council, because the allocations process has commenced. In the case of secondary schools this date is the 10 November 2022.

3.5 Notification of offers of a single school place will be sent out to parents on 1st March 2023. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.

3.6 Parents will not receive multiple offers.

4. PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY HIGH SCHOOLS

4.1 A list of all Tameside community high schools, with their respective Published Admission Numbers, can be found here: <http://www.tameside.gov.uk/schools/admissions/2023>

4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

5. CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS

5.1 Children with an Education Health and Care Plans where the school is named in the plan will be allocated places before the oversubscription criteria are applied. The criteria for oversubscription for community secondary schools are:

1. Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

2. Children and families with exceptional medical or social needs

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

3. Sibling:

This will apply where there are brothers or sisters attending the school as at the closing date for applications, who will still be attending at the time of admission, i.e. in the September when the pupil is admitted to Year 7. Preference will be given to pupils living nearest to the school.

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The sibling criterion includes; natural sisters/brothers; half-sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school. In cases where twins, triplets, other multiple birth siblings, or other siblings whose date of birth falls within the same academic year, are split when allocations take place, siblings will be offered a place at the same school which may not be a preference school named on the common application form.

4. Children attending the named partner primary school on the closing date for applications. Preference will be given to pupils living nearest to the school.

5. All other applications on distance

Preference will be given to pupils living nearest to the school.

- 5.2 Distance will also be used as a tiebreaker where oversubscription occurs within any of criteria 1 to 4. Preference will be given to pupils living nearest to the school.
- 5.3 Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.
- 5.4 The address from which distance will be measured will be the permanent residential address, as at the closing date for applications, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.
- 5.5 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.
- 5.6 In the event of two or more applications with distances, which are exactly the same competing for a final place, e.g. blocks of flats, the place will be decided by drawing lots, the first name drawn will be offered the place.
- 5.7 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'child arrangement order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

6. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL

- 6.1 The council acknowledges that service families are subject to movement within the UK and from abroad. Although the council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.

7. IN YEAR TRANSFERS

- 7.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the online School Transfer Request Form. The School Transfer Request Form can be completed online from the Tameside Council website: www.tameside.gov.uk/admissions
- 7.2 Forms should be fully completed and submitted electronically with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 7.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 7.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 7.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 15 school days.

8. IN YEAR FAIR ACCESS PROTOCOL

- 8.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short-term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

9. WAITING LISTS

- 9.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents, who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children, who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change, (e.g. they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 9.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 9.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be

removed from that waiting list.

10. APPEALS

- 10.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with an Education Health and Care plan, an appeal can be made to the SEN and Disability Tribunal (details are included in the plan).
- 10.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions>.
- 10.3 The Appeals Panel will:
- be independent of the school and the LA;
 - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 10.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 10.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 10.6 The appeal shall be decided by a simple majority of the votes cast, the chair of the panel having a casting vote.
- 10.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.

ADMISSION ARRANGEMENTS FOR STALYHILL JUNIOR SCHOOL 2023/24 ACADEMIC YEAR

1. INTRODUCTION

- 1.1 These arrangements apply to the admission of children, currently attending an Infant School, to Stalyhill Junior School in the normal admissions round for the academic year 2023/24

2. PUBLISHED ADMISSION NUMBER FOR STALYHILL JUNIOR SCHOOL

- 2.1 The Published Admission Number for entry in September 2023 is 60.

3. APPLYING FOR A PLACE AT STALYHILL JUNIOR SCHOOL SEPTEMBER 2023

- 3.1 If your child attends Stalyhill Infant School, you will receive a letter in October 2022 from School Admissions advising you to apply online - using the online Application Form.
NB: Only one online application may be submitted for each child.
- 3.2 The Local Authority may verify information you provide on the form, which could involve contacting other departments of the Local Authority. In instances where the information provided is different from that held by them, they may use the information on this form to investigate further. If false or misleading information is given, Tameside Local Authority has the right to withdraw the offer of a school place.

4. THE PROCESS

- 4.1 The online application form will open from 1st November 2022 and will invite parents to indicate a preference for a place at Stalyhill Junior School, or at another Tameside primary school.
- 4.2 Forms must be submitted online by the closing date of 15 January 2023. Parents/carers are responsible for providing any supporting information / evidence if appropriate by the closing date.
- 4.3 Late applications will be dealt with as late and ranked after all applications received by the deadline.
- 4.4 Changes to pupil details, such as a change of address, cannot be considered after the closing date, 15 January 2023.
- 4.5 Decision letters in respect of places at Stalyhill Junior School will be sent out to parents on 17 April 2023. These letters will also inform parents of their right of appeal, and who to contact, if an application has not been successful.
- 4.6 If parents indicate that they wish their child to be considered for a place at another Tameside primary school for September 2023, they will need to complete an online application on Tameside's website www.tameside.gov.uk/admissions from June 2023.

5. CRITERIA FOR ALLOCATING PLACES IF THE SCHOOL IS OVERSUBSCRIBED

- 5.1 Where applications for admission to the school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit. Children with an Education Health and Care Plan where the school is named will be allocated

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places before the oversubscription criteria are applied. The criteria for over-subscription are:

- 1. Looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order)**

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

- 2. Children who attend Stalyhill Infant School as at the closing date for applications.**

- 3. Children and families with exceptional medical or social needs**

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

- 4. Sibling:**

This will apply where there are brothers or sisters attending the school at the time of application, who will still be attending at the time of admission, i.e. in the September when a pupil is admitted to Year 3. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school.

- 5. All other applications on distance**

Preference will be given to pupils living nearest to the school.

Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the Local Authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

- 5.2** Where oversubscription occurs in applying either criteria 1, 2, 3 or 4, priority will be given to those pupils living nearest the school, measured as a straight line (as above).

- 5.3** The address from which distance will be measured will be the permanent residential address, at the time of application, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week. If the number of days is exactly equal the home address will be that of the parent who receives

the Child Benefit.

- 5.4 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.

In the event of two or more applications with distances, which are exactly the same competing for a final place, e.g. blocks of flats, the place will be decided by drawing lots, the first name drawn will be offered the place

- 5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'child arrangement order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- 5.6 In cases where twins, triplets, or other multiple birth siblings are split when allocations take place, they will be allocated a place over the Published Admission Number and will remain excepted pupils for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

6. IN YEAR TRANSFERS

- 6.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the online School Transfer Request Form. The School Transfer Request Form can be completed online from the Tameside Council website: www.tameside.gov.uk/admissions.
- 6.2 Forms should be fully completed and submitted electronically with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 6.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 6.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 6.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 15 school days.

7. IN YEAR FAIR ACCESS PROTOCOL

- 7.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

8. WAITING LIST

- 8.1 If the school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 8.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 8.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

9. APPEALS

- 9.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with an Education Health and Care plan, an appeal can be made to the SEN and Disability Tribunal (details are included in the plan).
- 9.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions..>
- 9.3 The Appeals Panel will:
- be independent of the school and the LA;
 - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 9.4 The Local Authority will:
- give the appellant at least ten school days' notice of the time and place of the hearing;
- 9.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 9.6 The appeal shall be decided by a simple majority of the votes cast, the chairman of the panel having a casting vote.
- 9.7 The decision of the Appeals Panel and the grounds on which it was made shall be

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communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.

TAMESIDE SCHOOL PLACE PLANNING ANNUAL REPORT JANUARY 2022

1. FUTURE SCHOOL PLACES REQUIREMENTS IN TAMESIDE

Context

- 1.1 All local authorities have a statutory duty to ensure that there are 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. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 1.3 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.

Strategic Planning

- 1.4 Planning school places is a dynamic process. Tameside Council has taken the view that, in the current situation of fluctuating demand for places, our strategy needs to be refreshed on a regular basis to be responsive to fluid and contemporaneous data. In order to do this, the Council's Executive Cabinet receives recommendations on an annual basis through the annual determination of admission arrangements process. The annual report highlights current issues and potential solutions in advance of the annual consultation on admission arrangements that includes consultation on changes to published admission numbers

Factors affecting demand

- 1.5 The main factors affecting demand for school places are birth rates, in year movements within and without the borough, travel to learn patterns of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis.
- 1.6 In July 2021, the Department for Education published its latest national projections for the number of pupils in schools. The table below gives the headline figures for primary and secondary age children. Similar to the pattern in Tameside, the overall trend is down for primary age pupils but up for secondary age pupils.

	Actual population in 2020	Projection for 2026
Primary age children	4,647,225	4,345,952
Secondary age children	3,003,233	3,215,886
	Source	DfE national pupil projections 2021

Factors affecting supply

- 1.7 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places

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can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

Challenges affecting planning to meet demand

- 1.8 The main issues that can affect the Council's strategic plans are late applications and in-year admissions that complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Patterns of parental preference are also difficult to predict.

Tameside track record

- 1.9 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary and secondary schools and overall by almost 18% in primary and 14% in secondary schools as illustrated in the tables below.

Tameside primary school places – total places for reception entry												
09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
2734	2802	2907	2917	3085	3125	3165	3195	3175	3175	3160	3145	3140

Tameside secondary school places - total places for Year 7 entry												
09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
2826	2796	2826	2832	2837	2842	2806	2806	2818	3035	3080	3172	3239

- 1.10 By being proactive, the Council has been able to meet its statutory duty to provide sufficient school places. This has been done whilst also managing to maintain high levels of meeting parental preference and usually, at a higher level than the national average.

Preference allocations on national offer day	2017		2018		2019		2020		2021	
	SECONDARY SCHOOLS									
	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng
% 1st pref	82.2%	83.5%	84.6%	82.1%	83.9%	80.9%	85.6%	82.2%	85.4%	81.1%
% any pref	94.9%	96.1%	96.6%	95.5%	95.8%	94.9%	96.9%	95.6%	95.8%	95.5%
PRIMARY SCHOOLS										
% 1st pref	90.9%	90.0%	93.5%	91.0%	91.5%	90.6%	91.5%	90.2%	94.3%	91.8%
% any pref	97.5%	97.7%	98.6%	98.1%	97.8%	98.0%	97.9%	97.8%	98.5%	98.5%

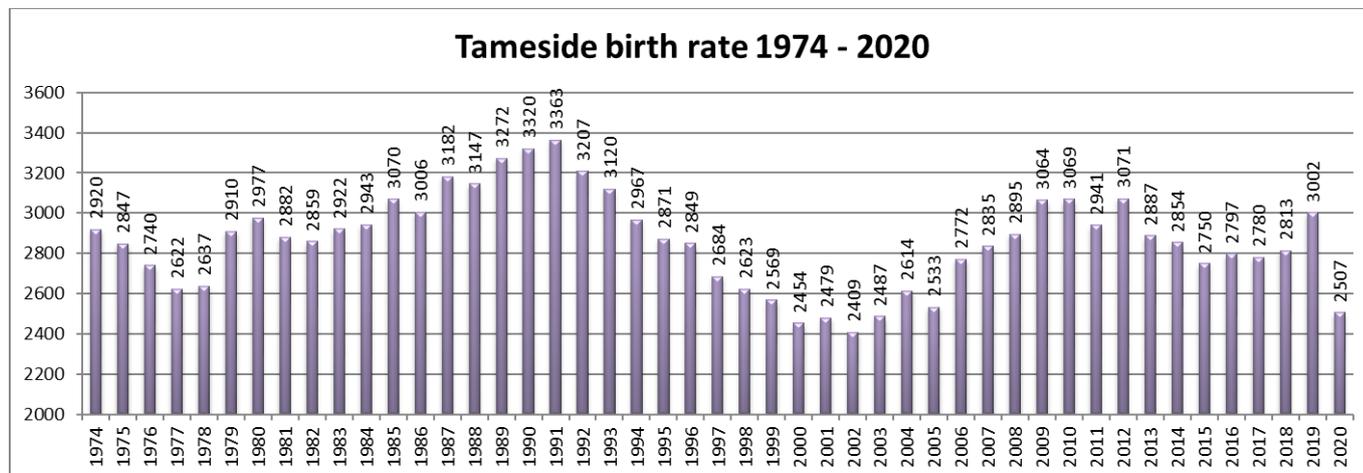
2. CURRENT DEMAND

- 2.1 In common with many areas of the country, Tameside experienced a surge in births between 2002 and 2012. The birth rate rose from a low of 2,409 in 2002 to a high of 3,071 in 2010, a 27% increase. The birth rate fell by 9% from 2010 to 2018 with a blip increase in 2019 but fell significantly in 2020 to 2507 births.

- 2.2 As can be seen from the graph below, over the last 46 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent

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peak was in 2012 with 3,071 babies born. There followed a relatively stable seven year period. Birth rates form the basis for any school place planning model. Therefore, any new proposals to increase the number of school places need to be a mix of permanent and temporary as these will become surplus in years to come.



- 2.3 A number of factors are used to predict how many year 7 places will be needed in the borough and to some extent planning to meet secondary needs is easier as pupils are in primary schools already. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand; however, this increased to 6% for several years but has now fallen back to 4%.

In year transfers

- 2.4 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The tables below shows pupil numbers in each year group from 2004 onwards. As can be seen the number of children in Tameside primary schools reached a peak in 2018/19 but is now decreasing. Similarly, the overall number of children in secondary schools is increasing steadily as the numbers feed through from primary schools.

January census numbers – primary schools								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2004/05	2460	2562	2593	2618	2712	2712	2745	18402
2005/06	2397	2472	2550	2591	2615	2706	2718	18049
2006/07	2406	2396	2463	2553	2598	2611	2695	17722
2007/08	2453	2384	2429	2457	2535	2619	2617	17494
2008/09	2586	2463	2400	2427	2470	2536	2617	17499
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
2015/16	3002	3128	2929	2942	2790	2725	2606	20122
2016/17	3066	3029	3127	2936	2951	2789	2727	20625

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2017/18	2998	3089	3009	3118	2917	2926	2779	20836
2018/19	2873	3012	3094	3027	3110	2923	2938	20977
2019/20	2878	2894	2993	3088	3024	3127	2918	20922
2020/21	2787	2874	2896	2982	3073	3008	3119	20739

- 2.5 The table below shows the percentage change in numbers due to in year transfers from one year to the next in Tameside. This shows that the numbers in each year group remain relatively stable as they progress through the year groups.

Change in numbers year to year – primary schools									
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6	Overall % change
2004/05									
2005/06		12	-12	-2	-3	-6	6		
2006/07		-1	-9	3	7	-4	-11		
2007/08		-22	33	-6	-18	21	6		
2008/09		10	16	-2	13	1	-2		
2009/10		3	36	11	-23	-9	-5		
2010/11		0	11	-46	3	-7	12	13	0.53%
2011/12		9	25	-19	14	6	-28	-28	-1.18%
2012/13		10	11	-30	-37	-37	-26	-12	-0.50%
2013/14		45	3	-2	23	37	35	12	0.49%
2014/15		3	-22	-12	-7	30	-1	-6	-0.23%
2015/16		24	0	11	29	33	9	57	2.19%
2016/17		27	-1	7	9	-1	2	46	1.69%
2017/18		23	-20	-9	-19	-25	-10	19	0.68%
2018/19		14	5	18	-8	6	12	30	1.02%
2019/20		21	-19	-6	-3	17	-5	-8	-0.27%
2020/21		-4	2	-11	-15	-16	-8	15	0.48%

- 2.6 For secondary schools, the overall pupils numbers are as follows:

January census numbers – secondary schools							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	15536
2005/06	2720	2918	2984	3202	3185	3061	15350
2006/07	2695	2858	2915	2983	3177	3159	15092
2007/08	2617	2874	2851	2895	2956	3150	14726
2008/09	2617	2712	2861	2851	2901	2942	14267
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
2015/16	2606	2677	2552	2548	2429	2475	12681
2016/17	2727	2694	2701	2549	2517	2411	12872
2017/18	2779	2791	2680	2674	2506	2496	13147

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2018/19	2938	2870	2778	2648	2646	2474	13416
2019/20	2918	2957	2888	2747	2620	2640	13852
2020/21	3119	2960	2949	2889	2724	2604	14126

- 2.7 The table below shows the percentage change in numbers due to in year transfers from one year to the next in secondary schools in Tameside. This shows that the numbers in each year group decrease as they progress through the year groups.

Change in numbers year to year - secondary							
	Y7	Y8	Y9	Y10	Y11	Overall Year 7-11	Overall % change
2004/05							
2005/06	172	-7	-11	-28	-62		
2006/07	138	-3	-1	-25	-26		
2007/08	179	-7	-20	-27	-27		
2008/09	95	-13	0	6	-14	-49	-1.7%
2009/10	97	-7	-32	-21	-25	-42	-1.5%
2010/11	51	-2	8	-16	-11	-39	-1.4%
2011/12	46	0	-2	8	-4	-65	-2.3%
2012/13	69	-15	-1	-13	-38	-29	-1.1%
2013/14	144	7	24	-1	-11	-28	-1.0%
2014/15	73	15	-14	-15	-29	-31	-1.2%
2015/16	97	14	-5	-2	-38	-44	-1.8%
2016/17	88	24	-3	-31	-18	-27	-1.1%
2017/18	64	-14	-27	-43	-21	-42	-1.7%
2018/19	91	-13	-32	-28	-32	-64	-2.6%
2019/20	19	18	-31	-28	-6	-37	-1.4%
2020/21	42	-8	1	-23	-16	-90	-3.5%

- 2.8 The data in the tables shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small.

Cohort survival rate

- 2.9 When taken together, all of the above factors give a cohort survival rate. This is the ratio of the relationship of number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7.
- 2.10 In order to effectively plan for changes to school places in secondary schools, which starts two years in advance of entry into Year 7, a cohort survival rate based on year 4 numbers is also calculated. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.
- 2.11 Planning for primary school places is somewhat harder than secondary school place planning as the only constant source of data are the ward level birth rate information. A five year rolling average of birth rates to primary intake is calculated but unlike secondary schools where seven years of data are available from primary schools, only two years of data are available prior to planning commencing.

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2.12 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS							
	2015	2016	2017	2018	2019	2020	2021
Total on time applications	2797	2821	2949	3008	3148	3173	3396
Tameside schools 1st preferences inc SEN	2618	2605	2739	2613	2948	2982	3396
Tameside resident out of borough 1st prefs	179	216	244	203	200	191	168
Out of borough 1st prefs for Tameside schools	334	374	327	340	304	318	309
Total allocated - Sept	2976	2953	3069	3125	3247	3260	3466
Total allocated for Tameside schools - Sept	2758	2761	2824	2906	3001	3004	3190
Total allocated to out of borough and independent	218	192	201	174	237	170	190
Primary school Year 6	2581	2606	2727	2779	2938	2918	3119
Cohort survival rate (Y6 - Y7)	106.9%	105.9%	103.6%	104.6%	102.1%	102.9%	102.3%
Primary school Year 4	2544	2567	2692	2790	2951	2917	3110
Cohort survival rate (Y4 - Y7)	108.4%	107.6%	104.9%	104.2%	101.7%	103.0%	102.6%
Birthrate	2,614	2,533	2772	2835	2895	3064	3069
Cohort survival rate (birth - Y7)	105.5%	109.0%	101.9%	102.5%	103.7%	98.0%	103.9%

2.13 The five-year rolling cohort survival rate for entry into secondary schools over the last six years can be seen to have declined to its present level of 103%. The decrease in the birth – Y7 cohort survival rate mirrors the in-year changes to primary numbers.

Five years rolling average to	2015	2016	2017	2018	2019	2020
Average cohort survival rate (Y6 - Y7)	105.8%	106.2%	105.3%	105.1%	104.6%	103.9%
Average cohort survival rate (Y4 - Y7)	105.7%	106.5%	106.0%	105.7%	105.4%	104.3%
Average cohort survival rate (birth - Y7)	104.5%	105.5%	104.9%	104.3%	104.5%	103.1%

2.14 Taking a five-year rolling average of the cohort survival rate from Year 6 to Year 7; from Year 4 to Year 7 and from birth to Year 7 is very similar and so current secondary school place predictions are based on 104% of Year 4 pupils. The additional 1% gives some surplus capacity for in year transfers. This may need to be revised given the downward trend for the last three years.

2.15 The five-year rolling cohort survival rate for entry into primary schools over the last ten years can be seen to have increased to its present level of 102%. This increase mirrors the decrease in the birth rate as more places are available for pupils not resident in Tameside.

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Average Reception intake to birth rate	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Ashton	85%	83%	84%	85%	86%	87%	89%	87%	89%	89%
Audenshaw	151%	147%	153%	152%	150%	158%	157%	145%	143%	146%
Denton	116%	114%	114%	114%	110%	107%	107%	112%	111%	113%
Droylsden	108%	110%	112%	114%	112%	110%	108%	106%	111%	112%
Dukinfield	117%	116%	118%	117%	120%	123%	122%	127%	124%	121%
Hyde and Longdendale	87%	88%	87%	88%	89%	93%	93%	95%	93%	94%
Mossley	88%	87%	87%	86%	84%	84%	85%	84%	84%	86%
Stalybridge	92%	92%	93%	96%	99%	99%	100%	102%	101%	101%
Average	98%	97%	97%	97%	98%	100%	101%	102%	102%	102%

Housing development

- 2.16 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 8,000 houses, will be built in the borough, over the next 15 years.
- 2.17 The Council undertakes a housing yield analysis on a regular basis. The analysis looks at ten new development sites and matches new housing development postcodes to new pupil data from the annual school census together with housing information from the Land Registry and Royal Mail to give intelligence on house move statistics and geographical distribution of the population movement into new development postcodes.
- 2.18 The ten development sites have been categorised based upon the type of housing present at each location, with pupil yield statistics generated for each category. The categorisation is as follows:
- Category A: Market housing, mostly semi-detached and terraced properties
 - Category B: Market housing, larger proportion of detached properties
 - Category C: Social housing
- 2.19 The estimation of the number of pupils resulting from new housing developments is a key element of the school place planning process for Tameside Council. Over the next ten years, housing growth is anticipated in each of Tameside's nineteen wards.
- 2.20 Planning for school places will also need to take account of significant areas of proposed new development including sites in Hyde South and Godley Green and work is underway to determine the level of need for additional school places in these areas.
- 2.21 Using all of the above, pupil yield is anticipated to be:
- **Category A: Market housing, mostly semi-detached and terraced properties**
The school census data suggests a primary pupil yield of 0.15–0.36 per new home and a secondary pupil yield of 0.07–0.12 per new home. An estimated 44% of moves to these developments originate from outside Tameside.
 - **Category B: Market housing, larger proportion of detached properties**

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The primary pupil yield averages 0.33 per new home. The secondary pupil yield averages 0.12 per new home. An estimated 45% of moves to these developments originate from outside Tameside.

- **Category C: Social housing**

The school census data suggests a primary pupil yield of 0.41 – 0.60 per new home and a secondary pupil yield of 0.26 – 0.34 per new home. However, it is estimated that only 20% of moves to these new developments originate from outside Tameside.

2.22 As an overall model for calculating pupil yield and developer contributions, the Council uses a pupil yield per new home of 0.23 for primary aged pupils and 0.1 for secondary aged pupils. This is predicted to lead to the following number of additional pupils:

	Housing numbers	Primary places	Secondary places
2020/21	425	98	43
2021/22	415	95	42
2022/23	409	94	41
2023/24	406	93	41
2024/25	239	55	24
2025/26	330	76	33
2026/27	461	106	46
2027/28	720	166	72
2028/29	723	166	72
2029/30	668	154	67
2030/31	394	91	39
TOTAL	5190	1194	519
Source 2020 SHELAA			

2.23 Taking all the above into consideration, projected demand for places is shown in the tables below:

Primary school places

Primary school planning area		2020/21	2021/22	2022/23	2023/24	2024/25
357001 (Ashton, Droylsden, Mossley)						
Actual intake	Predicted intake	1058	1017	1092	1103	924
Places available		1170	1170	1170	1140	1140
357002 (Audenshaw/ Dukinfield / Stalybridge)						
Actual intake	Predicted intake	795	812	843	873	755
Places available		885	885	855	855	855
357003 (Denton / Hyde/ Longdendale)						
Actual intake	Predicted intake	964	982	959	1120	898
Places available		1090	1085	1085	1085	1085
Total						
Actual intake	Predicted intake	2817	2811	2894	3096	2577
Places available		3145	3140	3110	3080	3080

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Secondary school places

SECONDARY SCHOOL PREDICTIONS 4% COHORT SURVIVAL 2022 - 2031 (JAN 21 PUPIL CENSUS)										
	Sep-22	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Sep-28	Sep-29	Sep-30	Sep-31
Primary numbers	3024	3088	2993	2894	2878	2763	2806	2876	3072	2562
Predicted intake	3145	3212	3113	3010	2993	2874	2918	2991	3195	2664
Places available	3224	3239	3214	3184	3154	3154	3154	3154	3154	3155
Balance of places	79	27	101	174	161	280	236	163	-41	491

3. SUPPLY

Primary places supply

- 3.1 The Council plans primary places using three geographical planning areas. The planning areas are based on linked towns, specific geography and travel to learn patterns. The number of primary school places increased substantially through a mixture of permanent and temporary places to take account of increasing pupil numbers. However, as numbers coming into Reception have decreased over recent years, the number of places has reduced to avoid large levels of surplus capacity in some schools and to reduce the number of schools with mixed age classes.
- 3.2 As shown in 2.23 above, taking into account the demand for primary school places combined with a predicted declining birth rate there are sufficient school places for another 10 to 15 years. However, consideration also needs to be given to the increasing levels of surplus capacity in some areas of the borough and in particular to significant surplus predicted for 2024. The significant increase in births in 2019 that will come in to primary schools in 2023 makes reducing surplus capacity difficult as it will be needed for September 2023. Action needs to be taken to reduce admission numbers and therefore surplus capacity for September 2024.
- 3.3 As there is an increasing diversity of types of school in the borough, it is imperative that colleagues in Education begin to work with primary headteachers to identify opportunities to reduce Published Admission Numbers in the borough. Large amounts of surplus capacity will impact on the financial viability of schools and could lead to increased levels of deficit budgets for schools.
- 3.4 This will be kept under review annually through the report to Executive Cabinet.

Secondary places supply

- 3.5 The Council plans secondary school places in a single borough wide planning area. The demographics of the borough are complicated with 16 high schools of which:
- 12 out of 16 are voluntary aided or academies
 - 11 out of the 16 being on the outskirts of the borough leading to high levels of cross local authority area travel to learn patterns
 - three Roman Catholic high schools
 - two single sex boys schools
 - one single sex girls school
 - a free school
- 3.6 All of these factors mean that ensuring sufficient places for secondary schools is challenging.
- 3.7 Due to the rising numbers of pupils in primary schools, the focus of increasing places over the last few years has been on the secondary phase. Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. Being proactive in discussions with secondary headteachers has resulted in an

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increased number of secondary places being available and has increased by 16% from its lowest point of 2796 in 2010 to 3239 in September 2021.

- 3.8 The peak of secondary school numbers was reached for September 2021. Whilst there is little surplus capacity in the current Year 7, no pupils was left without a place for September 2021 due to the concerted effort by colleagues and schools to increase Year 7 places.
- 3.9 The increased places that have been determined and /or agreed with our secondary schools means that supply is now able to meet demand. However, similarly to primary schools, there will also be a need to begin to look at removing the temporary surplus places that have been created in the next few years to avoid schools facing financial pressures with falling numbers coming into schools.
- 3.10 This will be kept under review annually through the report to Executive Cabinet.

4. SPECIALIST PROVISION

Outline of expected future growth in EHCPs

- 4.1 Tameside currently maintains 1960 Education Health and Care Plans (EHCPs). The number of plans maintained has been rising steadily since 2017. The number of EHCPs in Tameside has more than doubled since 2017, when the Local Authority maintained 828 plans. Tameside is now more in line with our statistical neighbours, with EHCPs representing approximately 3.64% of the population.
- 4.2 The recent growth in EHCP's was appropriate and necessary. It has however, placed significant additional strain on specialist providers and resource bases across Tameside. The rapid rate of the growth in EHCPs in Tameside has been such that it was never going to be possible to plan and deliver provision sufficiency at the same rate. This has inevitably created pressure on placements for children with EHCPs, and particularly across the specialist sector, where all schools are currently oversubscribed. This is also true of our specialist resource bases.
- 4.3 Work to establish additional SEND capacity is underway, but recently acquired data demonstrates the ongoing imperative to create additional SEND provision in Tameside, in order to appropriately accommodate our most vulnerable learners in line with future growth.

SEND provision/ sufficiency planning

- 4.4 An over reliance on out of area provision, is undoubtedly a contributing to current budget pressure. It is therefore vital that we take a strategic approach to planning provision driven by need, and invest available capital funding towards the creation of more local places, where necessary and appropriate.
- 4.5 Changing an established pattern of provision is a long-term process rather than a rapid change, given the importance of continuity for children and young people. We are therefore taking a strategic approach, by focusing on key areas of anticipated growth across SEND, and ensuring that appropriate local provision is available for these learners. Parents are a key partner in this work who will continue to be consulted and engaged throughout.
- 4.6 In response to the challenge this growth poses, and in order to ensure that we have appropriate quality provision for Tameside children and young people with SEND, we are now developing a comprehensive SEND Sufficiency Strategy 2021-2031. This strategy builds on key pieces of work (such as the SEND Forward Plan 2019-22) undertaken over the past 3 years and is written with the benefit of newly acquired data and intelligence commissioned from data-science company, Edge Analytics. Edge Analytics is a data science company, specialising in demographic data analysis; who combine demographic intelligence, technology, local relevant data and analytical models to provide forecasting data. This has

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provided us with reliable SEND data, regarding population growth, trends and patterns for the next 10 years.

- 4.7 In order to aid Tameside forecasting, the Edge Analytic SEND model used SEN pupil data for years Reception to Y14 from 2018/19, 2019/20 and 2020/21. It used this data, along with housing information (from pupil projections information) and population estimates to project EHCP numbers for Reception to Y14 until 2030-31. Edge Analytics has calibrated its Edge-ucate SEN model for Tameside using the latest available evidence on pupils with special education needs (SEN) and the schools they attend, together with key evidence on demographic change and planned housing developments. Historical evidence on SEN pupils has been used to generate forecasts of future SEN need for Tameside (in total),
- 4.8 Breaking down this data by sector, age-range and areas of need and drilling down into these statistics, allows us to confidently plan SEND sufficiency across Tameside, and highlights priority areas for expanded capacity.

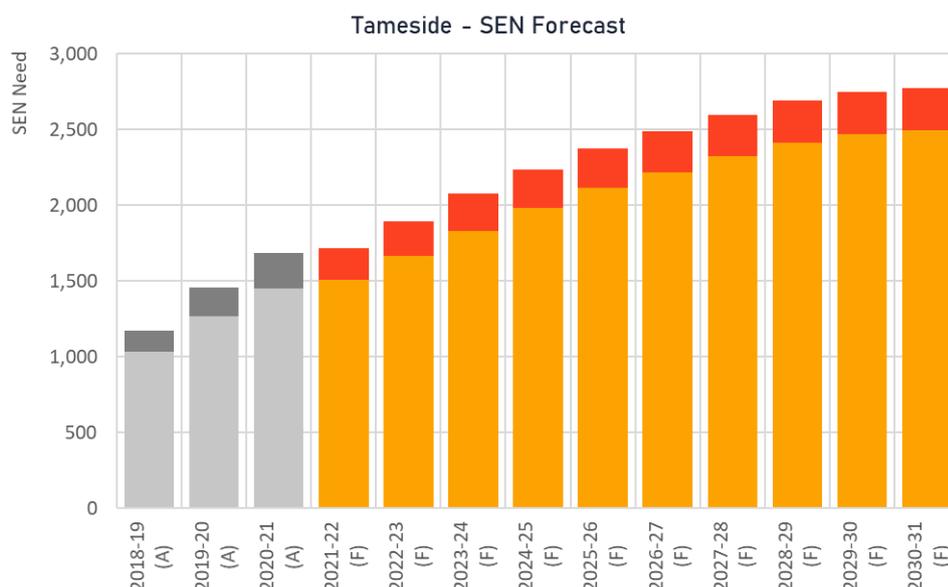
Key areas of growth

- 4.9 Recently acquired intelligence and data around SEND in Tameside provides us with the following growth projections: The data set below shows the anticipated growth across all areas of need and sector between 2018 and 2031, in year groups R -14:

Residential Area:	Tameside	SEN Type/SubType:	- All SEN Types -
Year Group(s):	Years R-14	School Type:	- All School Types -

	-2	-1	0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31

SEN Need		Actuals				Forecast								
School Location	Tameside	1,032	1,265	1,449	1,507	1,668	1,833	1,981	2,112	2,218	2,325	2,414	2,468	2,494
	Out of Tameside	139	195	233	209	226	243	255	263	268	269	276	278	277
Total SEN Need		1,171	1,460	1,682	1,716	1,894	2,076	2,235	2,375	2,487	2,594	2,690	2,746	2,771



4.10 Based on draft projections for EHCP places from Reception to Y14, we are anticipating unmitigated growth over the next 10 years:

- 1089 new EHCP places are projected over a 10-year period
- 2021-22 and 2022-23 are projected to be the largest 2 years of growth with 179 (21-22) and 181 (22-23) places projected. Growth figures then decrease year on year.
- EHCP places for pupils in years 12-14 are projected to more than double in 10 years
- Years 7-11 are projected to nearly double in 10 years across both specialist and mainstream sectors
- Years R-6 are projected to increase by 29% in 10 years

4.11 The figures given above are drawn from the Edge-analytics analysis. They are lower than we are seeing in real time. At this stage, it is unclear why the projections do not match the higher numbers we are seeing in real time, but it is possible that the currently elevated growth may be attributable to Covid factors.

4.12 The numbers contained in the data sets below, demonstrate that the main area of growth is in secondary school pupils, where the numbers are projected to increase by 82% over a 10-year period, and numbers in mainstream schools will more than double. This growth whilst significant, is not wholly unwelcome and will represent some necessary recalibration of EHCPs across the sectors.

4.13 Currently in Tameside, EHCPs within specialist settings represent 44% of the population, as opposed to 36% nationally. This statistic sets us apart from national, GM and statistical neighbours, where the majority of EHCP students are educated within mainstream settings. The historic under-assessment in Tameside has contributed to this uneven distribution across sectors, but the data going forward indicates that as EHCP % representation come into line with our statistical neighbours, so too will our distribution of EHCPs across sectors. This rapid growth will, undoubtedly, create inclusion challenges within the mainstream sector, and will need to be considered in any future SEND strategic planning.

4.14 Across the specialist sector, whilst not in line with mainstream, we also projecting 60% growth in years R-14, seeing actual numbers rise from 878 in 2021 to 1404 in 2031.

4.15 Growth amongst primary age children is predicted to be 29%, and growth between Y12-14 will increase by 127% (from 255 to 580).

Fastest growing areas of need

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- 4.16 Between now and 2031, by far the fastest growing area of need will be across Social, Emotional and Mental Health (SEMH), where we anticipate growth of 138.9% (additional actual growth of 611) across all age ranges. In mainstream settings, EHCP numbers in SEMH will grow by 130% (additional actual growth 250) across all age ranges. In mainstream, between years R-6 we anticipate growth of 45% (actual 45) and between year 7-14 we are expecting 220% growth (actual additional growth of 205). In specialist settings, numbers in SEMH will grow by 130% (additional actual growth 306) across all age ranges. In years R-6 we anticipate growth of 75% (actual 54) and between year 7-14 we are expecting 156% growth (actual additional growth of 252).
- 4.17 This next fastest growing area of need is communication interaction (CI) difficulties (comprised of both autism and speech, language and communication difficulties), where we anticipate growth of 70.7 % (additional actual growth of 359) across all age ranges. In mainstream settings, EHCP numbers in CI will grow by 87.8% (additional actual growth 203) across all age ranges. In mainstream, between years R-6 we anticipate growth of 64.5% (actual 92) and between year 7-14 we are expecting 125% growth (actual additional growth of 111). In specialist settings, numbers in CI will grow by 54.6% (additional actual growth 146) across all age ranges. In years R-6 we anticipate growth of 37% (actual 44) and between years 7-14 we are expecting 68.9% growth (actual additional growth of 101).
- 4.18 The growth in EHCP numbers represents a significant financial risk to the Local Authority. Over reliance on out of area provision, is undoubtedly a contributing to current budget pressure. It is therefore vital that we take a strategic approach to planning provision driven by need, and invest available capital funding towards the creation of more local places, where necessary and appropriate. Having access to this new data puts us in a stronger position to plan. It is clear that current specialist provision in Tameside will be insufficient to meet this anticipated growth. We must, therefore, take initiative and act quickly to develop additional provision. The SEND Sufficiency contains a range of proposals, which suggests ways that we can meet these needs and mitigate the risk of expensive out of borough placement. Some of these suggestions can be found at the end of this report.
- 4.19 A more comprehensive overview of all sufficiency proposals can be found in the SEND Sufficiency Strategy 2021 - 2031.
- 4.20 Recommendations in the SEND Sufficiency Strategy include:
- An escalation of the resource base development programme. Currently we are aiming to add an additional 8 resource bases across both primary and secondary over the next two years, adding approximately 80 additional specialist places. In order to meet the anticipated demand, it may be deemed necessary to aim instead for an additional 12 resource bases over the next 3 years, with a plan to develop additional post 16 resource base provision, to accommodate up to 30 specialist learners (adding 150 specialist places).
 - Continue with the move to a new Hawthorns building creating a 220 place school (effectively an additional 50 specialist primary places for children with CI needs).
 - Consider options, which would retain the original Hawthorns building as an additional specialist setting for primary-aged learners.
 - Work with Thomas Ashton School to consider its role in supporting the increasing numbers of learners with SEMH difficulties.
 - Explore options for the development of a Specialist Free School.
 - Working in partnership with schools, invest and develop support to mainstream settings to promote ongoing inclusion of their SEND students.
- 4.21 The recommendations will be subject to further governance reports.

5. CONCLUSION

- 5.1 School place planning is a complex process that requires almost constant review to ensure that the Council is able to meet its statutory duty to provide sufficient places.
- 5.2 By being proactive and working in partnership with all our schools over a number of years, the Council has been able to meet the demand for places in spite of significant variations in pupil numbers.
- 5.3 After the sustained period of growth, data indicates the need to consider reducing levels of surplus that are predicted to increase in primary and secondary schools over the next few years.
- 5.4 There is a need to engage in dialogue with primary school leaders to begin to consider options to reduce projected levels of surplus capacity. Whilst levels of surplus in secondary schools are not expected to increase for a number of years, dialogue will begin to ensure that temporary places added to cope with the increase in pupils over recent year are removed first.
- 5.5 Whilst there are currently sufficient places to meet expected demand, the school place planning process must continue to be dynamic particularly in view of significant housing development that is predicted within the borough and the impact that will have on demand and travel to learn patterns.

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TAMESIDE COUNCIL CONSULTATION ON ESTABLISHING A TEN PLACE RESOURCE BASE AT CORRIE PRIMARY AND NURSERY SCHOOL (SEPTEMBER 2022)

1 CONTEXT

- 1.1 This consultation relates to Tameside Council's proposal to make a prescribed alteration at Corrie Primary and Nursery School. Corrie is currently piloting a resource base for up to 10 pupils. Following a report to Tameside MBC Executive Cabinet on 23rd June 2021 (<https://tameside.moderngov.co.uk/documents/g5059/Public%20reports%20pack%2023rd-Jun-2021%2013.30%20Executive%20Cabinet.pdf?T=10>) approval was received to formalise the provision of 10 places at the school and for capital funding to support the school to provide the appropriate accommodation.
- 1.2 It is proposed that, with effect from 1 September 2022, this provision is formalised with the designated resource base to enable up to 10 pupils with cognition and learning and/ or communication and interaction and / or social, emotional and mental health needs to be supported. This consultation will be open for comments until 11.59pm on Thursday 3 March 2022.

2. WHY DO WE WANT TO ADD A RESOURCE BASE TO THE EXISTING PROVISION AT CORRIE PRIMARY AND NURSERY SCHOOL?

- 2.1 A Specialist Resource Base provides places for children with special educational needs and disabilities who have an Education, Health and Care Plan (EHCP) within a mainstream school. Children are taught in smaller groups with additional staff within the resource base, but also have access to mainstream classes and wider school life as their individual needs allow. The resource base at Corrie Primary and Nursery School, would be for children with cognition and learning and/ or communication and interaction and / or social, emotional and mental health needs and will offer up to 10 places for pupils aged 5 to 11.
- 2.2 This important new provision will both support Tameside Council to ensure that there are the necessary specialist places across the borough to meet need and demand, and also increase opportunities for younger children to gain early access to the specialist support and interventions they need.
- 2.3 The Executive Cabinet considered a report on 23 June 2021 which explained the need to increase the amount of resourced provision in the borough.

The SEND Forward Plan identifies the need to develop additional resourced provision across the borough to meet the needs of pupils identified as requiring enhanced provision but not a special school place.

Targeted provision is provision that is more specialist than mainstream schools, providing a higher level of support for children and young people with SEND, but not a special school. This may be shorter term provision to support a child into the most appropriate provision, or a longer term placement attached to a mainstream school. Tameside resource bases do not all provide a longer term option for placement, which means that children and young people may move straight from mainstream to special school when their needs could be met in a longer term targeted mainstream placement. This is a gap in the borough's provision.

The Forward Plan identifies that the Council will begin to commission new targeted mainstream provision model with a greater emphasis on highly supported resource based provision for a small number of children. This will:

- *Be related to the level and type of need in different neighbourhoods across the Borough.*

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- *Be small group focused provision, for both boys and girls, attached to mainstream schools.*
- *Be provided for primary and secondary pupils.*
- *Include a higher level of specialist staffing to meet need, linked with social care and health provision where appropriate.*
- *Prioritise the two greatest areas of need: Communication and Interaction (including autism) and SEMH, (however, consideration needs to be given to lower levels of need that are currently in Special Schools in order to free up places.).*

2.4 A number of schools came forward to be part of this exciting new provision and host resource bases and Corrie Primary and Nursery School was one of those schools. Corrie has dedicated space for the resource base and over the summer of 2021, internal and external works were carried out to make the space fit for purpose.

2.5 At Corrie Primary School, the school aims to provide a broad and stimulating learning experience which caters for the needs of all children through an exciting and balanced curriculum. The school know that it is important to provide all children with the necessary skills which will enable them to become lifelong learners. Corrie aims to create an ethos of high expectation, aspiration and team work. The school recognise that everyone learns best when they are valued and they strive to ensure that all children receive the care and guidance they need.

3. WHAT ARE SPECIALIST FACILITIES?

3.1 Specialist facilities are located within a mainstream school and provide specific support to a limited number of pupils with an education and health care plan (EHCP). Pupils within the resource base are on roll of the mainstream school and are in addition to the published admission number of the school. The Published Admission Number at Corrie Primary and Nursery School is currently 60.

3.2 The school receives additional funding to support pupils' needs. Placements are commissioned by Council according to clear criteria. Pupils in the resource base will have their special educational needs reviewed regularly in discussion with parents/carers and professionals to ensure that the facility remains the most appropriate placement to meet these needs.

4. WHAT WILL BE THE IMPACT OF THE CHANGES TO THE RESOURCE BASE ON OTHER PUPILS IN THE SCHOOL?

We expect the establishment of a resource base at Corrie Primary and Nursery School will have a positive impact on provision at the school. Specialist staff would work with pupils in the resource base and also work with teaching staff across the school to develop skills and expertise in responding to SEND needs and creating an inclusive environment.

5. WHY WE ARE CONSULTING ON THE ABOVE PROPOSAL?

5.1 We have a responsibility to consult with the wider community on any prescribed alteration or significant change to the organisation and structure of the school. The Department for Education set out how the consultation should run and we will be following those guidelines.

6. HOW CAN YOU HAVE YOUR SAY?

6.1 You can have your say by;

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- Completing the online form via the link here;
- Completing a paper copy requested from the school office; or
- Alternatively you could email your response form to jacqueline.nurney@tameside.gov.uk

7. HOW LONG IS THE CONSULTATION PERIOD?

- 7.1 The consultation period will begin on 27 January 2022 and it will run until 11.59pm on 3 March 2022.
- 7.2 If you have any further questions regarding the process or proposal, please do not hesitate to contact jacqueline.nurney@tameside.gov.uk

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Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	18 January 2022
Reporting Officer:	Tim Bowman – Director, Education (Tameside and Stockport) Caroline Barlow – Assistant Director, Finance
Subject:	SCHOOL FUNDING DECISIONS
Report Summary:	This report provides an update on the latest school funding announcements
Recommendations:	For Members to note this report and changes to funding for Schools and the Local Authority arising from the grant allocations announcements for 2022-23.
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 supports Aspiration and Hope through learning and moving with confidence from childhood to adulthood.
Policy Implications:	In line with financial and policy framework.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	<p>The Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. The provisional allocations for 2022-23 are outlined within the report. The allocation of the High Needs element of this grant is insufficient to meet current spending or growth in number of pupils requiring support.</p> <p>The Local Authority and Schools Forum must continue to look for savings to address the growing High Needs deficit and continue to update DfE with progress against the DSG deficit recovery plan.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>The legal framework for school budgets is based on legislative provisions contained in sections 45-53 of the School Standards and Framework Act 1998 and accompanying regulations. The School and Early Years Finance (England) Regulations 2014 provide the framework for the funding of maintained schools including how the local authority may allocate their schools budget.</p> <p>The School and Early Years Finance Regulations 2014 gave effect to the decision to reform school funding through a simplified local formula with greater delegation to schools and new arrangements for funding pupils with high needs. In addition the School and Early Years Finance (England) (No. 2) Regulations set out the requirements for determining the 2022/2023 financial year.</p> <p>The Department for Education and Skills Funding Agency has also issued Operational Guidance for local authorities relating to school and early years budget setting for the 2022/23 financial year to support Council's compliance with the Regulations.</p>
Risk Management:	The Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. This report sets out the proposed allocation basis for all Tameside schools for 2022-23.

The allocation of the High Needs element of this grant is insufficient to meet current spending or growth in number of pupils requiring support.

The Schools Forum and the Authority must continue to look for savings to address the growing High Needs deficit and continue to update DfE with progress against the DSG deficit recovery plan.

Schools Forum de-delegated decisions may present financial pressures for the authorities budgets.

Access to Information:

NON-CONFIDENTIAL

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 – Finance Business Partner, Financial Management, Children’s and Safeguarding Services



Telephone: 0161 342 3216



e-mail: christine.mullins@tameside.gov.uk

1. INTRODUCTION

- 1.1 This report sets out information on the allocation of the Dedicated Schools Grant (DSG) for 2022-23 and details of the supplementary grant provided to address increased costs to schools, and proposed changes to the Schools Improvement Grant by the DfE.

2. PROVISIONAL DSG SETTLEMENT FOR 2022-23

- 2.1 The provisional DSG settlement for 2022-23 of £240.507m was received on 16 December 2021, with accompanying essential data released on 20 December 2021. All DSG funding must be deployed to schools and / or pupils in accordance with the School and Early Years Finance (England) Regulations 2022.
- 2.2 In addition to the DSG, supplementary funding for 2022-23 has been allocated totalling mainstream schools totalling £5.605m. The additional funding in the primary and secondary sector is to cover both the Health and Social Care Levy and other cost pressures and £1.300m supplementary funding has been received to support the High Needs Block.
- 2.3 Table 1 provides the breakdown of the provisional settlement for the four blocks within the DSG announced in December 2021, compared with the 2021-22 latest settlement figures.

TABLE 1 – DSG Settlement as at December 2021

DSG Blocks	2021-22 £000	2022-23 £000	Increase £000	% Inc	Supplementary Funding £m
Schools Block (includes Academies)*	183,081	190,743	7,662	4.19%	5,605
High Needs Block	28,196	31,617	3,421	12.13%	1,300
Early Years Block	17,494	16,965	(529)	-3.02%	
Central Schools Services Block	1,114	1,182	68	6.10%	
Total	229,885	240,507	10,622	4.62%	6,905

Note: the table above includes roundings

* It should be noted Academy funding is recouped by the ESFA. The amount recouped by the ESFA is calculated using the formula set out in Section 3.

- 2.4 The Schools Block increase relates to an increase in pupil numbers, uplift for RPIX on PFI and an increase in DfE funding rates.
- 2.5 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 12% for 2022-23, allowing Local Authority's (LAs) to see an increase up to this amount compared to the 2021-22 actual high needs allocation. Tameside are seeing an increase of 12.13% including growth in pupil numbers.
- 2.6 The Early Years Block overall reduction relates to the numbers of children (PTE) reducing. There is an increase in the DfE funding rate rates and further details can be found in Section 6.
- 2.7 The CSSB increase relates to an increase in pupil numbers and an increase in the DfE funding rate, further information is provided in Section 7.

3. SCHOOLS BLOCK

- 3.1 The Schools Block is the largest element of DSG funding which provides the majority of funding for Mainstream Schools and Academies, with additional elements potentially being allocated through the Early Years and High Needs blocks. The schools block settlement from the DfE is made up of the following funding:
- A primary unit of funding (PUF) of £4,734.84
 - A secondary unit of funding (SUF) of £6,097.80
- 3.2 This core school funding covers funding for all pupil and school led factors in the funding formula. The PUF and SUF are multiplied by the pupil numbers in reception to year 6 plus pupils aged 4 to 10 not assigned to a year group for primary and pupils in years 7 to 11, plus pupils aged 11 to 15, not assigned to a year group for secondary.
- Premises – this includes PFI and business rates which are based on historical spend. Whilst rates are included in the calculation of the DSG grant, this will not be allocated to Schools or Academies in 2022-23. This will be top sliced from the DSG allocation and retained by the ESFA who will make payments to all LA's directly on behalf of Schools.
 - Mobility – to support schools in which a high proportion of pupils first join on a non-standard date.
 - Growth – this is calculated using the difference between the primary and secondary numbers on roll on the October 2020 and October 2021 school censuses.

TABLE 2 – Schools Block Settlement from DfE

Element of Funding	Schools Block £000
Primary Funding (20,372 Pupils)	96,458
Secondary Funding (14,571.5 Pupils)	88,854
Premises	3,992
Growth	1,439
Total	190,743
Business Rates included within Schools Block	(2,011)
Total Allocation less NNDR	188,731

Proposed funding Formula for Mainstream Schools

- 3.3 The rates used for each sector to allocate the funding to each individual school are included at **Appendix A**.
- 3.4 The PFI funding continues to be delegated to the relevant schools. The delegated figures have been uplifted by RPIX of 3.17% which reflects the increase in the unitary charge paid for the delivery of PFI services. This element of funding will be recovered by the LA in 2022-23 as in previous years.
- 3.5 Business Rates are funded to the equivalent value of the Business Rates charge for 2022-23. This funding is estimated and will be removed from Tameside's allocations and retained by the DfE who will pay this over to rating authorities directly on behalf of all Tameside Schools and Academies.
- 3.6 In 2022-23 LAs are able to set the Minimum Funding Guarantee (MFG) between +0.5% and +2% per pupil. In the Schools' Forum paper in November 2021 the proposals were to include a 0.5% MFG which is the rate at which MFG has been set. It should be noted that MFG does not protect a reduction in funding due to a reduction in pupil numbers.

3.7 The Gains Cap is a limiting factor which limits the gain in pupil led funding per pupil that a School receives. This is a necessary factor to enable the LA to meet its statutory duty to set a balanced DSG budget. For 2022-23 the gains cap will be 4.61% as opposed to the 3.64% cap consulted upon in November 2021. This means that a gaining school will receive up to a 4.61% increase. Any gain above this is used to partly offset the MFG and allow a balanced Schools Block budget to be set.

Growth

3.8 The policy for the growth fund was agreed by Schools’ Forum in June 2019 and continues to be the method for allocating explicit growth.

3.9 There are 2 types of growth that are funded from the growth fund. Explicit Growth and Implicit Growth.

- Explicit growth relates to the specific growth fund and is allocated based on the growth criteria agreed by Schools Forum.
- Implicit growth relates to adjustments to pupil numbers when calculating the funding; in this case for new and growing schools.

3.10 The estimated Growth Fund required in 2022-23 is £1.3m and detail of this is included in tables 3 and 4. The final growth allocation will be based on actual numbers which will be taken from the October 2022 census.

TABLE 3 – Explicit Growth

School	£000
Milton St John's CofE Primary School	33
Alder Community High School	66
Mossley Hollins High School	64
Hyde Community College	79
Denton Community College	79
St. Thomas More RC College	40
All Saints Catholic College	79
Audenshaw High	79
Total	519

Note: the table above includes rounding's

3.11 There are currently two new and growing schools in Tameside. Implicit Growth is required for these schools as the intake increases each year. The growth for these schools is allocated by adjusting pupil numbers to reflect the estimated intake in September. The breakdown of allocations is included in Table 4.

TABLE 4 – Implicit Growth

School	£000
Discovery Academy	77
Laurus Ryecroft	718
Total	795

3.12 As in previous financial years, Schools are asked to support safeguarding in the borough, by agreeing to make a contribution of £2.99 per pupil towards the cost of the TSCP (Tameside Safeguarding Children Partnership). All schools are asked support the continuation of this arrangement in 2022-23. This equates to approximately £0.105m.

- 3.13 In addition to the Schools Block DSG settlement for 2022-23 DfE have announced funding of a separate supplementary grant for mainstream schools. The purpose of this grant is to provide support for the cost of the Health and Social Care Levy and wider costs. This will be paid as a separate grant for 2022-23 it is the DfE's intention for this to be included in the DSG allocation from 2023-24.
The final figures provided will not be provided until spring 2022.

The allocation will be based on the October 2021 census with the exception of the early years element as this will be based on January 2022 census. Final figures will be provided in spring 2022. The allocation funding basis in the schools block is as follows;

- basic per pupil rate for pupils 5 to 16, with different rates for primary and key stages 3 and 4
- a lump sum of £3,680 per school
- A rate for FSM ever6 different rates for primary and secondary.

4. OUTCOME OF SCHOOLS FUNDING CONSULATION

- 4.1 In line with funding regulation requirements consultation has been carried out with all schools and Academies in Tameside with regards to the funding for 2022-23, in line with proposals outlined in the 28 September 2021 Schools Forum report.
- 4.2 Schools' Forum were asked to consider a disapplication request to the Secretary of State to move 1% from the Schools Block to the High Needs block due to the significant pressure in the High Needs spending, Schools Forum do not support this request, however Schools' Forum agreed to support a 0.5% transfer. This transfer moves £0.954m from Schools Block funding to the High Needs Block.
- 4.3 Consultation took place with all Schools and Academies between 19 October and 19 November. The consultation was carried out via survey monkey, and shared with the Head teachers via Tameside Primary Consortium, Tameside Association of Secondary Head and Special School Sector Partnership, Governor Services also shared the consultation with Chairs of Governors.
- 4.4 Tameside proposals in relation to the applying NFF continues to be applying the NFF rates in line with DfE allocations, as far as possible whilst supporting a transfer from the Schools Block to the High Needs Block, the consultation questions focused on the percentage of transfer. Schools and Academies were asked if they supported 0.5% transfer and were separately asked if they supported a 1% transfer and to approach the Secretary of State for making a disapplication request.
- 4.5 The outcome of the consultation is as follows;
- a. Support is given for a 0.5% transfer from the Schools Block to the High Needs block. 67% (20 respondents) supported the transfer, 33% (10 respondents) did not.
 - b. Support is not given for a 1% transfer. 74% (23 respondents) do not support this proposal, 26% (8 respondents) did support the transfer
- 4.6 Various comments have been made by schools as part of the consultation, in relation to not supporting the 1% transfer. A number of schools have cited increasing cost pressures in schools arising from term time only costs and increased national insurance contributions. Some schools have commented that they did not believe even if schools supported the 1% that the Secretary of State would not allow it.
- 4.7 Schools Forum have been asked to note the outcome of consultation when making the schools block transfer decision.

5. HIGH NEEDS BLOCK

- 5.1 In December 2021, the government released the provisional 2022-23 High Needs Block Allocation of £31.617m (before academy recoupment). This is an increase in funding of £3.422m (12%) compared to 2021-22 budget settlement and includes an additional £0.350m to cover growth in pupil numbers.
- 5.2 In addition the local authority has received supplementary funding of £1.300m. These allocations are on top of the DSG high needs allocations calculated under the national funding but are subject to the same DSG conditions of grant. This extra funding recognises the additional costs that local authorities and schools will face in the coming year, which were not foreseen when the original high needs block allocations were calculated, including the Health and Social Care Levy.
- 5.3 Table 5 shows the increase in funding compared to 2021-22, note the allocation is subject to further adjustments outlined below:
- The outcome of the Place change request in November 2021 which adjusts recoupment of academy places in September 2022, an expected adjustment to funding of £0.298m is included.
 - Import and Export adjustments to reflect cross border movement of pupils living in one borough and accessing provision in another (a further update to this data will follow in June 2022 when January 2022 school census for Pre 16 and February 2022 R06 individualised Learner Record (ILR data) for Post 16 is available)

TABLE 5 – Changes in settlement compared to 2021-22

	Forecast 2021-22 £000	Forecast 2022-23 £000	Difference £000
Total high needs elements in the funding floor and gains calculation	£25,468	£28,533	£3,064
Basic Entitlement	£3,282	£3,633	£351
Total Formula Allocation	£28,751	£32,165	£3,415
Plus AP Funding Factor	£180	£187	£7
Less Import/export	(£735)	(£735)	£0
Total Allocation (before Recoupment)	£28,196	£31,617	£3,422
Less Recoupment	(£1,853)	(£1,964)	(£111)
Total Allocation (after Recoupment)	£26,343	£29,653	£3,311
Further Recoupment Adjust (place Change Sept 22)	£0	(£298)	(£298)
Supplementary Funding	£0	£1,300	£1,300
Funding Available	£26,343	£30,656	£4,313

Basic Entitlement	2021-21	2021-22	Difference
Increase in Numbers	698.50	773.00	74.50
Cash Value £	4,698.96	4,699.67	0.71
Total £	3,282,224	3,632,846	350,622

Supplementary Funding 2022-23

- 5.4 In light of the recent announcement and additional funding the local authority is currently considering how the additional £1.300m will be utilised, a number of GM authorities facing financial difficulty are retaining this funding to support the High Need Deficit.

High Needs Funding Allocations to Schools

- 5.5 The number of commissioned places have been agreed with special schools and resourced units for September 2022. These are included below in table 6a, 6b and 6c.

TABLE 6a : Special School Places Commissioned September 2022

Special Schools	Current No's	Commissioned No's
	Sep-21	Sep-22
Hawthorns	140	170
Thomas Ashton	90	90
Oakdale	130	135
Cromwell High	116	120
Samuel Laycock	170	190
Total	646	705

AP Places Commissioned Sept 2022

Tameside Pupil Referral service numbers were 130 in September 2021. There will be ongoing conversations with TPRS with regards to the commissioned numbers for September 2022.

TABLE 6b: Resourced Base Places Commissioned September 2022

Resourced Units	Current No's	Commissioned No's
	Sep-21	Sep-22
Oakfield	8	16
Russell Scott	6	10
Greenside	10	20
Rosehill	0	10
Corrie	0	10
Linden Road	4	4
St John Fisher	15	12
Hyde	2	2
St Thomas Moore	19	18
Total	64	102

High Needs Deficit Projected Position

- 5.6 The table below show budget forecast after the 0.50% transfer from schools for 2022-23 and shows and impact expected growth will have on the budget position going forward. An update on the recovery plan will be brought back to Schools Forum at a future meeting.

TABLE 7 - Forecast High Needs Deficit

High Needs Deficit Forecast	DSG Balance b fwd. £000	2021-22 £000	2022-23 £000	2023-24 £000	2024-25 £000	2025-26 £000
Funding Available (after Recoupment)		26,342	30,656	30,969	31,110	31,449
Expected Spend based on Growth Projections		29,521	35,887	38,940	41,305	42,774
Schools Block Transfer		878	954			
In Year Deficit		(2,301)	(4,277)	(7,970)	(10,195)	(11,325)
Plus DSG Overall Deficit	(1,686)					
Overall Cummulative DSG Deficit		(3,987)	(8,264)	(16,234)	(26,429)	(37,754)

6. EARLY YEARS BLOCK

- 6.1 Table 8 provides the current funding settlement for Early Years for 2021-22 and 2022-23. The settlement for 2021-22 is based on the Schools, Early Years and Alternative Provision censuses data from January 2020. Confirmation of the basis of the settlement for the provisional 2022-23 information is being sought but this will be updated based on January 2022 and January 2023 census data.

TABLE 8 – Early Years Funding

Early Years Funding Streams	2021-22 Early Years Allocation at Nov 2021 £000	2022-23 Provisional Early Years Allocation £000	Increase / (Decrease) in Funding £000
3 & 4 Year Old Universal Entitlement	9,819	9,712	(107)
3 & 4 Year Old Extended Entitlement	4,560	4,308	(252)
2 Year Old Entitlement	2,906	2,670	(235)
Early Years Pupil Premium (EYPP)	136	179	44
Disability Access Fund (DAF)	73	94	21
Total	17,494	16,965	(529)

- 6.2 The reduction in funding for 3 and 4 Year Olds and 2 Year Olds is as a result of a reduction in the numbers of children (PTE). The rate the LA is funded on for 3 and 4 year olds has increased by £0.17 from £4.65 to £4.82 and by £0.21 for 2 year olds from £5.46 to £5.67.
- 6.3 The increase in funding for EYPP and DAF is as a result of an increase in the rates. The allocation rate for DAF has increased by £185 from £615 to £800. The allocation rate for EYPP has increased by £0.07 from £0.53 to £0.60 per hour per eligible pupil up to a maximum of 570 hours.
- 6.4 Consultation will need to be held with Early Years providers regarding the increased rates and therefore an additional Schools Forum meeting will be required to agree the rates of allocation for this element of funding. A report will be completed for this additional meeting

proposed for 15 March 2022 with further information on the funding arrangements for the LA and for providers.

6.5 Approval is sought to centrally retain 5% (in line with the operational guidance) of 3 & 4 Year Old funding (£0.701m based on the current settlement) and £0.13 per hour (as a minimum) of 2 Year Old funding (£0.061m based in the current settlement).

6.6 The centrally retained funding will continue to support:

- Early Education Funding Team – This fully supports the administration of Early Years funding, the annual costs associated with the Servelec IT system which is used to calculate and process the payments to Schools and Private, Voluntary and Independent providers.
- Family Information Services – This supports an Information Officer. This post provides advice, guidance and information to families wishing to access Children’s services and was implemented to support the increased demands from the early years extended provision.
- Early Years Quality Improvement Team – This currently supports 6 Quality Officers which includes specialist SEND Quality Officers. Support is primarily in relation to: signposting and promoting the standard 15 hours offer and extended 30 hours offer; OFSTED regulations and standards; practice development; and Special Educational Needs and Disabilities related issues. The focus of the team going forward is weighted heavily towards SEND and language development.
- SEN Team – funding support for an Early Years SEN Caseworker as specific support for SEN in early years.
- Social Emotional and Mental Health service – funding support for an Early Year Co-ordinator as specific support in early year.
- Sensory Support – funding support for a Hearing Impaired Teacher as specific support for Early Years.
- Making it REAL (Raising Early Achievement in Literacy). This is aimed at supporting practitioners to build parents’ knowledge and confidence so that they can help their children with reading and writing and create a positive early home learning environment. This programme is evidence-based, has been very successful in Oldham at raising GLD. We have run test cohorts in eight primary schools in Tameside and have rolled out the programme to 12 settings and three further schools for the 2021-22 academic year. The funding will be used to bring PVIs and more school nurseries on board with Making it REAL.

6.7 A detailed paper with proposed funding rates, SEN Inclusion Fund and outcome of consultation will be presented at the proposed 15 March 2022 meeting.

7. CENTRAL SCHOOL SERVICES BLOCK (CSSB)

7.1 The Central School Services Block to fund statutory duties the LA undertakes for both maintained schools and academies. The CSSB brings together:

- Funding previously allocated through the retained duties element of the Education Services Grant (ESG)
- Funding for ongoing central functions such as admissions which were previously top sliced from the schools block
- Residual funding for historic commitments of which there are none for Tameside MBC

7.2 The total allocation to the LA for 2022-23 is £1.182m. This is based on a per pupil element of £33.83 for ongoing duties (i.e. Admissions, Schools Forum, Copyright Licenses, former ESG duties).

- 7.3 National Copyright School Licenses are also funded from this block and the amount for 2022-23 is £0.189m.
- 7.4 The DSG operational guidance for 2022-23 requires the LA to formally request Schools Forum approval for the central retention of funding for the following:
- School Admissions
 - Servicing of Schools Forum
 - Contribution to responsibilities that LAs hold for all schools (formally the retained duties element of the ESG)
- 7.5 The budgets for the above are still being worked on but the costs overall are currently estimated in excess of £1.102m. There is £0.993m available to support these costs, which Schools' Forum is requested to approve.
- 7.6 Central Services has not received any supplementary funding to support the increased cost in this area expected to arise from the Health and Social Care Levy.

8. DE-DELEGATION DECISIONS FOR SCHOOLS FORUM

- 8.1 De-delegated funds are a deduction from a school's budget share and are held centrally to fund relevant services. De-delegation can only apply to maintained primary and secondary school budgets. Decisions on de-delegation have to be taken at the Schools Forum. The Schools Forum Primary and Secondary sector vote separately in relation to each of the services, following discussion with their wider stakeholder colleagues.
- 8.2 Academies do not have the option of de-delegating but can procure the service as a traded service. The charge would be on the same basis as de-delegation.
- 8.3 Decisions made to de-delegate are for one year only, so an annual vote is required. Schools Forum members for the primary maintained schools and secondary maintained schools must decide separately for each sector whether the specific service should be provided centrally and funding de-delegated. The decision made will apply to all maintained mainstream schools in that sector.
- 8.4 The services that are subject to de-delegation vote are
- Local Trade Union Support – A review of the service provision and charges can be has been carried out during the 2021/22 year which has resulted in a reduced per pupil cost from £6.13 to £4.80. Engagement with Trade Unions and Schools has taken place in devising the new offer.
 - Contingency – A contingency fund has been established with the support and consultation of Schools Funding Group and Schools Forum a review again has been carried out in year and a maximum fund value has been set at £424,000. The fund currently stands at £166,020.
 - School Improvement is a new de-delegation decision for Schools Forum due to proposed changes by DfE in a consultation held in November 2021 further details are outlined at section 9.

9. SCHOOLS IMPROVEMENT GRANT

- 9.1 The Local Authority (LA) currently receives an annual School Improvement and Brokerage grant direct from DfE of £213,000, to support statutory school improvement functions (i.e. school intervention, etc.). The DfE published a consultation document (hyperlink provided below) which closed 26 November 2021.

9.2 The DfE proposes to remove this grant. In 2022-23. The LA will receive transitional funding of 50% which therefore results in a need to seek de-delegation of schools funding to support ongoing statutory function activity.

<https://consult.education.gov.uk/simb-grant-team/local-authority-school-improvement-funding-reform/>

9.3 A formal response to the DfE was submitted in response to the proposal. Many concerns were raised including;

- Although formal powers of intervention had not been used a great deal, the grant is used to meet needs before schools reach this critical point of failure and therefore monies are used to support schools to prevent them from failing children before being eligible for intervention.
- School improvement activity in Tameside is not limited to maintained schools only, support is provided to academy schools too. Removal of this grant and funding would remove the ability to support the whole sector and be detrimental to the whole Education offer in Tameside.
- De-delegation would present an uneven playing field between MAT's and maintained schools, MATs do not need to seek permission of schools to top slice school budgets to provide improvement support.
- Removal of this central government grant to fund school improvement functions is transferring the cost and applying more pressure to the schools block funding of the DSG.
- The timeline for the change makes decision making and informed consultation very difficult.

9.4 The final decision and outcomes of this consultation are due be received from DfE early January 2022, these have not been received at the time of writing this report, which is extremely unhelpful in terms of budget planning for 2022-23. As the LA is required to outline all de-delegation decisions on the annual pro-forma return, which must be submitted to the DfE detailing all local schools funding formula arrangements (including de-delegation) by 20 January 2022.

9.5 As outlined at 3.13 the DfE is providing a supplementary grant to schools, alongside the DSG to support with the new Health and Social Care Levy and wider costs. As this announcement was made at a similar time as the end of this consultation, it is currently anticipated that the removal of this grant will be agreed.

9.6 The Schools Improvement service will not be able to deliver its statutory functions without the grant and placings a further pressure on the authorities budget. A request to de-delegation funds has been made to Schools Forum, to de-delegate the equivalent of 50% of the grant for 2022-23. The de-delegation contributions will only be taken should the DfE decision remove the grant. If the decision is to keep the grant the funds will be returned to schools.

9.7 The cost of Schools Improvement for 2022-23 is £6.12 per pupil, it should be noted that this would at least double in 2023-24, as the LA will receive 50% transitional grant in 2022-23, the cost of the service would need to be de-delegated in full from schools in 2023-24.

10. CONCLUSION

10.1 Additional funding will be received in the schools block for all schools and academies. An additional Supplementary Grant will also be received, however there will be additional costs in the system such as the Health and Social Care Grant, Term Time only pay rises and potentially Schools Improvement duties that will need to be met from this funding. Schools

support the transfer of 0.5% of schools block funding to the High Needs block to support financial pressures in supporting pupils with additional needs in the borough.

- 10.2 High Needs funding has increased, however this is still capped and insufficient to meet the growth in need presenting in borough. Supplementary funding has been provided but as outlined in 10.1 this funding is provided to support additional costs the LA and specialist providers will incur.
- 10.3 Early years funding has reduced as a result of a reduction in the numbers of children (PTE,). The funding rates have increased. The outcome of consultation and a more detailed paper will be presented to March Schools Forum.
- 10.4 Central Service Support Grant has increased but continues to be insufficient to meet the costs of delivering the associated service.
- 10.5 Proposed changes to the Schools Improvement Grant bring potential financial pressures for Schools and the LA.

11. RECOMMENDATIONS

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

Rates for the Mainstream Funding Formula	Rates for Primary Sector 2022-23	Rates for Secondary Sector 2022-23
	£	£
Basic Entitlement (AWPU)		
Primary	3,217	
Secondary - KS3		4,536
Secondary - KS4		5,112
Deprivation		
FSM	470	470
FSM6	590	865
IDACI band F	220	320
IDACI band E	270	425
IDACI band D	420	595
IDACI band C	460	650
IDACI band B	490	700
IDACI band A	640	890
English as an Additional Language (EAL)	565	1,530
Low Prior Attainment	1,130	1,710
Mobility	925	1,330
Minimum Funding Level	4,265	5,525
Lump Sum	121,300	121,300