

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **CABINET**

DATE: **TUESDAY, 18 FEBRUARY 2014**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

SUBJECT: **SCHOOL FUNDING FORMULA REVIEW**

1.00 **PURPOSE OF REPORT**

1.01 To update Cabinet Members on the outcome of the consultation regarding the Flintshire Schools' Funding Formula review and to approve the new formula from April 2014.

2.00 **BACKGROUND**

2.01 The current school funding formula which is used to delegate funding to Flintshire schools was inherited from the former Clwyd County Council with its roots dating back to the introduction of Local Management of Schools in 1988. Much of the information used is based on the position of Flintshire schools at that time. Although the formula has been incrementally updated there are many factors and elements within the current formula that lack a clear educational or operational rationale.

2.02 Many changes have taken place within schools since the formula was developed. The Welsh Government has introduced new initiatives and whilst more distribution methods have been added to historical arrangements, there has been no fundamental review by the Authority of the overall methodology for funding schools until recently. It has long been acknowledged by schools, officers and members that a review of the formula was long overdue.

2.03 A long and detailed process has been undertaken in Flintshire to review both the Primary and Secondary formulae. A key role has been played by project groups. These groups were established to drive the development of a new set of principles which would underpin the allocation of resources to schools. The groups comprised officer, headteacher and governor representation. In addition to this there has been ongoing consultation and discussion with stakeholders through the Schools Budget Forum and Heads Federation Groups.

3.00 CONSIDERATIONS

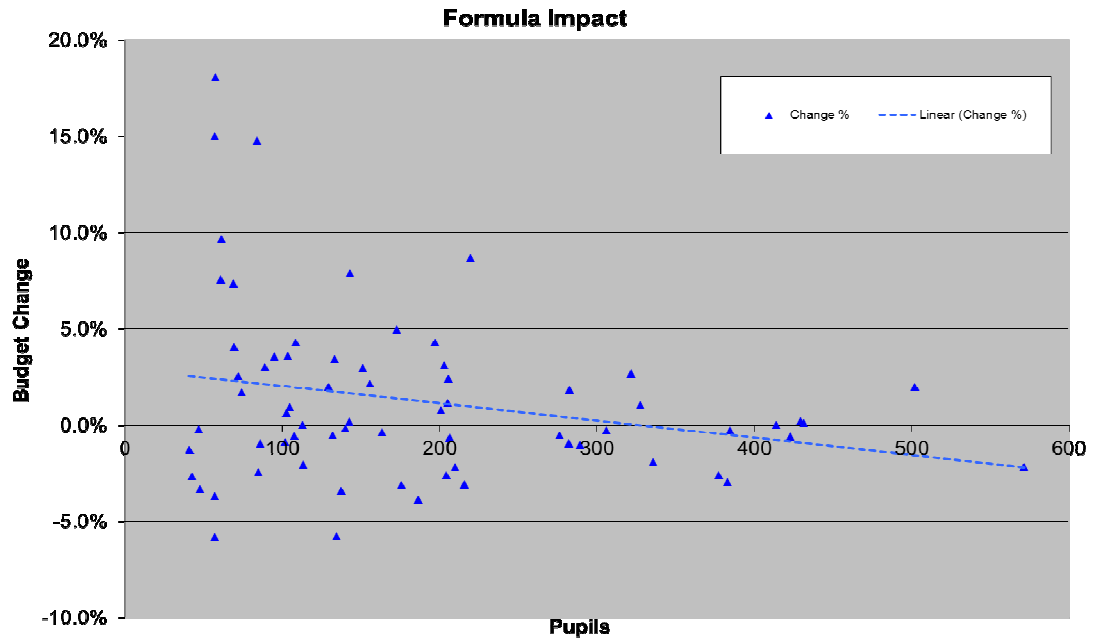
- 3.01 Consultation documents were issued for primary and secondary schools which set out the proposed key principles and cost drivers which had been considered and developed by the project groups. Schools and other stakeholders were encouraged to complete a questionnaire which formed part of the consultation document.

We received 35 responses to the primary consultation from 27 schools. A summary of the responses is shown at Appendix 1.

We received 11 responses to the secondary consultation from 10 schools. A summary of the responses is shown at Appendix 2.

The majority of responses to both the Primary and Secondary consultations were supportive of the proposals.

- 3.02 In addition to the formal consultation a significant amount of informal consultation has taken place through attendance at consortium meetings, 1:1 meetings with Headteachers, and attendance at governor and union meetings. Both informal and formal consultation have been invaluable in developing the final design of the funding models.
- 3.03 Some key funding policy issues were discussed through the primary consultation. Firstly, respondents were generally in favour of restricting headteacher teaching commitment to 0.5 even in the smallest school and reducing headteacher teaching commitment to 0 in bigger schools from 240 pupils to 210. Secondly, some respondents raised concern that Planning, Preparation and Assessment time would be costed at HLTA rates in the funding model. Some schools have provided cover through Higher Level Teaching Assistants and specialist coaching arrangements whilst others have provided cover through teachers since the National Workload Agreement in 2003. In each case, there is no clear view on where funding could be withdrawn to reallocate to these areas.
- 3.04 Whilst we acknowledge the responses raised in 3.03 above to the consultation points, at this time there are insufficient funds available to provide additional funding to schools on this basis. However, the formula review has provided an opportunity to highlight and debate these issues and we would propose that they should be taken forward as a policy debate in the future as funding becomes available for additional investment.
- 3.05 Primary sector formula impacts were issued to Headteachers on Monday 27 January 2014. Officers attended the Primary Heads Federation on the 28 January 2014 to discuss the impacts of the formula review. Appendix 3 shows the detailed impact on individual schools. The graph below provides a summary of impacts.



3.06 Secondary schools formula impacts were issued to schools before Christmas and a number of meetings have been held with the Secondary Heads Federation to consider the outcome. Table 1 below shows the total impact on Secondary schools of the new formula based on 2013/14 funding values and the effect in year 1 after the 75% transitional dampening for each school. The maximum negative impact in year 1 is 0.6%.

Table 1: Secondary Impacts Due To New Formula

School	Change £	Change %	Year 1 Impact	Year 1 % Impact
Elfed High, Buckley	1,861	0.1%	465	0.0%
Connah's Quay High	-4,268	-0.1%	-1,067	0.0%
John Summers High	542	0.0%	136	0.0%
Flint High	26,296	1.0%	6,574	0.3%
St Richard Gwyn	28,791	0.9%	7,198	0.2%
Hawarden High	-20,941	-0.6%	-5,235	-0.1%
Holywell High	-16,923	-0.8%	-4,231	-0.2%
Castell Alun	14,693	0.4%	3,673	0.1%
Mold Alun	-115,677	-2.5%	-28,919	-0.6%
Maes Garmon	14,260	0.7%	3,565	0.2%
Argoed	49,281	2.0%	12,320	0.5%
St David's High	22,087	1.1%	5,522	0.3%

Based on 13/14 values

4.00 RECOMMENDATIONS

- 4.01 Cabinet approve the implementation of the revised funding formulas for primary and secondary schools, inclusive of proposed transitional dampening arrangements.

5.00 FINANCIAL IMPLICATIONS

- 5.01 The revision to the formula is modelled within existing resources and so has no impact on the Council budget. Individually schools may see an increase or decrease in their budgets in comparison to the current formula. Transition arrangements will be implemented over a three year period to allow schools with reduced levels of funding to make the necessary adjustments.

6.00 ANTI POVERTY IMPACT

- 6.01 The formula allocates funding to mitigate the impact of deprivation. Pupil Deprivation Grant (PDG) also allocates funding to support individual learners from local income families.

7.00 ENVIRONMENTAL IMPACT

- 7.01 None.

8.00 EQUALITIES IMPACT

- 8.02 The aim of the formula is to ensure that all schools received a 'fair' share of the funding available.

9.00 PERSONNEL IMPLICATIONS

- 9.01 Schools will have to consider the impact of any changes in funding. The redistribution of resources is mitigated in individual schools through transitional arrangements. Schools do need to plan their provision within allocated resources through the formula, specific grants and other sources.

10.00 CONSULTATION REQUIRED

- 10.01 Schools Budget Forum 11/2/14
Lifelong Learning Overview & Scrutiny 30/1/14
Cabinet 18/02/14

11.00 CONSULTATION UNDERTAKEN

- 11.01 Secondary Consultation Document issued 2/10/13
Primary Consultation Document issued 21/10/13
School Budget Forum 23/01/14
Lifelong Learning Scrutiny Overview & Scrutiny 30/01/14
Flintshire Governors Association
Elected Member Workshop

Primary and Secondary Heads Federations

12.00 APPENDICES

- 12.01 Appendix 1 – Responses to Primary Consultation
Appendix 2 - Responses to Secondary Consultation
Appendix 3 – Primary Impacts by School

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985
BACKGROUND DOCUMENTS**

None.

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