

NORFOLK SCHOOLS FORUM

AGENDA

Meeting on Wednesday 13 March 2024 09:00 – 12:30

Venue: Cranworth Room County Hall

Members will be asked on the day for their permission to record the meeting to support the preparation of the minutes. The recording will be deleted once the minutes are approved.

09:00 – 09:05	1	Welcome and Introductions Apologies	Report
09:05 – 09:15	2	Minutes of Last Meeting and Matters Arising <ul style="list-style-type: none">• Local First Inclusion<ul style="list-style-type: none">○ Steve Bush from Cambridgeshire Community Services to be invited to a future Schools Forum to set out ways of working collaboratively between health providers and school (date TBC).○ Provide Forum with information on numbers of INDES and the impact this approach is having – covered in item 3.○ Provide Forum with information about School and Community Teams and their impact – covered in item 3.• Pupil variations – 3-year trends covered in item 4.	3-9
09:15 – 10:30	3	Strategic Planning (inc. Local First Inclusion) Programme Update based on paper for DfE meeting update(s) + stock-take and DSG re-modelling	Information/ Comment
10:30 – 10:50		COFFEE	
10:50 – 11:30		Strategic Planning (inc. Local First Inclusion) Presentation / discussion based on new initiatives within the programme	Information/ Comment
11:30 – 11:45	4	System leadership, achieving our shared ambitions	Discussion
11:45 – 12:00	5	Final pupil variations <ul style="list-style-type: none">• Update on estimates• 3-year trends	Information 21-29

12:00 – 12:20 6 Shared Parental Leave Discussion 30-31

12:20– 12:25 7 Review Future Meeting Plans Information 32-33

12:25– 12:30 8 Any Other Business

9 Date of Next Meeting
Friday 17 May 2024, 9.00am – 12.30pm, Cranworth
Room County Hall

Norfolk Schools Forum

Minutes of Meeting held on Friday 26 January 2024 Cranworth Room County Hall

09:00 – 11:30 hours

Present

Adrian Ball	Diocese of Ely Multi Academy Trust
Helen Bates	Diocese of East Anglia Schools Service
Stephen Beeson	Diocese of Norwich Education Service
Lacey Douglass	Freelance Early Years Advisor
Mike Grimble	Avenue Junior School
Bob Groome	Joint Consultative Committee
Glyn Hambling	Unity Education Trust
Georgie Howell (sub)	West Norfolk Academy Trust
Carol Jacques	Earlham Nursery School
Clare Jones	Broad Horizons Education Trust
Karen McIntosh (sub)	City College
Joanne Philpott	City of Norwich School
Rachel Quick	The Wherry School
Sarah Shirras	St Williams Primary School
Joanna Tuttle	Aylsham High School
Matthew Smith (sub)	Sheringham Woodfields School
Vicky Warnes	Joint Consultative Committee

Representing

Academies
Roman Catholic Diocese of East Anglia
Church of England Diocese of Norwich
Early Years Representative
Maintained Primary Governors
Joint Consultative Committee
Alternative Provision
Academies
Maintained Nursery Schools
Academies
16 – 19 Representative
Academies
Special School Academy
Maintained Primary Schools
Maintained Secondary Schools
Maintained Special Schools
Joint Consultative Committee

Local Authority Officers

Martin Brock	Accountant (Schools, Special Educational Needs, and Early Years)
Michael Bateman	Assistant Director, SEND Strategic Improvement and Partnership
John Crowley	Assistant Director, Education Intelligence and Effectiveness
Marilyn Edgeley	Admin Officer
Dawn Filtress	Finance Business Partner (Children's Services)
Sam Fletcher	Assistant Director Education Infrastructure and Partnerships
Nicki Rider	Assistant Director High Needs SEND and CWD
Sara Tough	Executive Director of Children's Services
James Wilson	Director for Sufficiency Planning and Education Strategy

Apologies:

Steven Dewing	Sapientia Education Trust	Academies
Martin Colbourne	City College	16 – 19 Representative
David Hicks	Synergy Multi Academy Trust	Academies
Sarah Porter	The Heart Education Trust	Academies
Daniel Thrower	The Wensum Trust	Academies
Martin White (Chair)	Nebula Federation	Maintained Primary Governors

A summary of the papers and meeting is available as a concise briefing here:
<https://www.schools.norfolk.gov.uk/school-finance/norfolk-schools-forum/forum-briefings>

1. Election of Chair/Vice Chair

Martin White and Glyn Hambling have indicated that they are happy to continue as Chair and Vice Chair.

It was resolved unanimously that:

there being no other nomination they are duly elected.

The vice chair chaired the remainder of the meeting in Martin's absence.

2. Welcome and Apologies

Apologies and substitutions were noted. Stephen Beeson was welcomed as the new Diocese of Norwich Representative.

3. Minutes of Last Meeting and Matters Arising

The Early Years representative pointed out the following clarification for Item 6, Early Years Funding

Paragraph 2 & 3 need to reference 6.1 on November agenda (Wraparound Pathfinder). The wraparound pathfinder is for school age children, not those in early years.

Paragraph 1 and 4 onwards relate to 6.2 on November agenda (Early Years Block 2024/25 Funding Formula

It was resolved unanimously:

to approve the minutes of the meeting of 22 November 2023 as a true record.

Teachers pay and pensions

An email has been shared with an update on what information has been sent out.

Members highlighted that if there is different information to what was said at last meeting a communication should go out to update schools.

The JCC representative highlighted:

Pension details for the school 2022/23 have not been updated. There is a couple of TUPE transfers imminent, is it possible that this could delay the transfers when the new trusts are carrying out their due diligence? Staff will also want to know where they stand and what their course of action should be.

Action: Officers will check this before circulating a response.

De-delegation/Central School Services Block - Members asked if there is still a budget for PATHS

- This budget is no longer used to provide PATHS support. The budget of £121k is used towards providing a range of inclusion support, provided by the Inclusion and Opportunity Service.
- RHSE support – through fully and partially subsidised training, webinars and CPD etc

- Mental Health and Wellbeing – links to Mental Health Support Teams, ensuring these are linked to the wider transformation of the NSFT offer for CYP and schools
- Anti-bullying support
- Prejudice reporting and anti-racism support for schools
- PATHs support – for schools who still use this as part of their whole school approach.

4. **Review of Membership**

The Schools Forum received a [paper](#) that reviewed the current membership.

It was resolved that:

there was no need for any changes in the current membership at this time.

5. **Local First Inclusion (LFI)**

The Schools Forum received a [presentation](#) and [paper](#) that gave an update on Special Educational Needs in Norfolk (SEND)

James Wilson introduced the update on LFI to Schools Forum with particular emphasis on the two meetings that had taken place in November/December with the DfE as part of the 'EMS' programme. He summarised the successes in delivering the programme to date but also setting out the challenges that had occurred, specifically regarding ongoing high referral rates for EHCP and specialist provision.

Michael Bateman provided further detail on the implementation of, and impact to date, across the five workstreams of the LFI programme and high level update on the DSG remodelling.

Individual members raised the following points in relation to the presentation:

- Question: if completion of the INDIES (Identification of needs descriptors in educational settings) was increasing and what the impact of this particularly on requests for EHCPs? Officer response: numbers are growing (95% of mainstream schools now involved in this approach) and detailed numbers can be provided to members of SF, however, the flow of data from this is relatively recent. INDIES data will be key within the 'front door' design work and other strategic planning within LFI and business as usual.
- Question: is there any early information on impact of the new School & Community teams. Officer response: the presentation set out the contacts so far, since launch in September 2023, however, whilst verbal feedback has been positive it is too early to determine measurable impact.
- Comment: it is important that individual case study, improvements should be highlighted to celebrate successes and achievements.

- Comment. a reiteration that not all school leaders are aware of the services offer by the new teams and where contact had been made concerns about the offer being consistent. Officer response: the 'success' criteria for School & Community Teams, initially, within the triannual reporting to DfE was focussed on the establishment of the teams; clearly the next stage reporting will move onto impact and outcomes. Also, we all need to ensure our communications are more explicit about the offer in future and the way we assess impact.
- Comment: that the staff we have recruited for school and community teams have taken people out of schools into those jobs, and that schools are struggling to refill posts and have lost the benefit of those experienced colleagues. Officers acknowledged this issue.

Actions:

- **Steve Bush from Cambridgeshire Community Services to be invited to the next Schools Forum to set out ways of working collaboratively between health providers and schools.**
- **Provide Forum with information on numbers of INDES and the impact this approach is having.**
- **Provide Forum with information about School and Community Teams and their impact.**

The Chair summarised that reporting to DfE needed to balance their need for keeping on track with projects and the broader need for effective impact and addressing issues that arise during implementation. All Members need to feedback to our areas both the concerns that may exist and the celebrations relating to pieces of work and to continue that two-way process.

Individual members raised further points in relation to the presentation;

- Question: with the Independent sector, how soon can you tell us progress, for example have prices lowered and impact on viability/staffing. Officer response: work still progressing to determine the pattern of independent provision in the short, medium and long term. The likely timescale for determine this in a form that can be reported back to SF will be spring 2025.
- Question: the finance information extracted from the Cabinet report and within the LFI paper highlighted £30m+ overspend forecast within next financial year. And the concerns of this situation at the relatively early stage of the LFI programme of work. Officer response: The Cabinet paper confirmed the latest forecast at the time of preparation, in particular based on the flow/demand for special school places, whereas the 'stock-take' and remodelling work for LFI will take other factors into consideration and we will update SF on the revised figures based on those that we provide to the DfE, by end of March, as part of the EMS process.

- Comment. As a Special School, we no longer have an admissions process focussed on Children's Services 'direction' but one that is determined via the tribunal service. We need to work collectively to promote how good mainstream schools are with their offer of inclusion to give families confidence and ensure that special school places are prioritised for the greatest need. Officers confirmed that this term there is a series of 'round the county' face to face (plus one online session) to engage families and professionals alike for our strategic SEND improvement work and with a focus on plans to extend support for mainstream alongside specialist provision development.

Action: Officers will bring back KPIs in March.

The Chair commented - as a group you should say what you are looking for to be able to reassure the system and go back to who you represent.

Individual members raised further points in relation to the presentation:

- said parents need confidence that wraparound support is there. Lot of people use EHCPs to get them in to a certain school. Challenge around what schools are inclusive and those that are not – what is the feedback, how do we hold those schools to account?
- asked about level of school and community teams and their action points, what is their strategy and consistency across the zones. That is our starting point.
- suggested looking at how people are deployed and responding to what we are working to and are teams over crossing. Officers response: we are doing everything at such a pace that we are almost doing and refining and writing all at the same time. In a perfect world we would be doing things slightly differently in terms of how we would be introducing these teams, designing the strategy and having data packs up front and then go.
- highlighted that working at this pace to meet the requirements of a DfE holding you to account but may leave key people behind. Officers response: An important part about these conversations is where we are missing the point and getting clarity and refining it. It is a big communication piece.
- highlighted the point that NCC colleagues are embroiled in it but schools are not so are looking for comms that give insight in the system.

6. Proposed DSG Budget

The Schools Forum received a [paper](#) that provided information on the proposed DSG Budget including central costs and covered the following points:

Forum members were asked to:

- Note information provided for the 2024-25 Dedicated Schools Block allocations and other DfE grants (Sections 1 and 2);
- Note the funding announcements in relation to High Needs Block (Section 3);
- Note the funding announcements in relation to the Schools Block (Section 4);
- Note the funding announcements in relation to the Early Years Block (Section 5);
Officers highlighted that they have just learned that the budget for under 2s has increased slightly to support funding for 26 weeks, not 22; this is not reflected in these figures but will not affect funding rates.
- Note the retention of 4% of 3- and 4-year-old, 2-year-old, and under 2's base rate allocations for EY central services (£2.776m), agreed at the November'23 meeting (Section 5);
- Note the information provided in respect of the final Early Years Block formula for 2024-25 (Section 6)
- Note the funding announcements in relation to the Central School Services Block (Section 7).

Individual members raised the following points:

- Regarding pensions grants the JCC representative confirmed that all four teaching unions have written to the DfE to demand what is happening to the money and will feedback to Forum.
- Question: about Final Early Years Formula - has the base rate reduced? Officers response: Yes. This is the first time we have the 3% SENIF and 4% top slice of the disadvantaged 2-year-old funding, so the base rate for the disadvantaged 2-year-olds is lower than the current rate. Most of those historically funded children will now get additional funding through early years pupil premium which they did not get previously which will mean the total funding is an increase. This has been communicated through finance alerts to the sector.

7. Planned Growth (Pupil Variations) 2024/25

It was confirmed that the 1.5% transfer from the Schools Block to the High Needs block has been accepted.

The Schools Forum received a [paper](#) that provided information on pupil variations requested in Authority Proforma Tool (APT) submission for 2024/25.

Individual members raised the following points in relation to the pupil variation paper:

- Question: asked if Officers check estimates and said it would be useful to have that information. In response Officers said they did not but agreed this could be done.

Action: Martin Brock to provide information

8. Sparsity Distance – Disapplication

Schools Forum member Adrian Ball (Diocese of Ely MAT) disclosed an interest, as Duchy of Lancaster CE School is within his Trust.

It was confirmed that Schools Forum members were asked via email whether they would support the disapplication for the 2024-25 financial year. The LA received 17 responses from Schools Forum members, all of which were supported the disapplication.

9. Forward Plan

It was resolved that if the March meeting had a light agenda, time should be set aside for LFI reporting.

10. AOB

Feedback on school Forum Communication document
Very helpful for feeding School Forum business back to colleagues.

The next Schools Forum Meeting will be held on 13 March 2024 in the Cranworth Room County Hall.

Schools Forum

Item No. 3

Report title:	Local First Inclusion
Date of meeting:	13 March 2024

Executive summary

As set out in the January Schools Forum paper and discussion on Local First Inclusion (LFI), due to the nature of the ongoing discussions with the DfE as part of Enhanced Monitoring & Support (EMS) process we are currently focussing reports on updates from meetings with the DfE, outcomes of the LFI stock-take across the whole programme of work and the implications of this on the DSG remodelling. Ultimately leading to a revised plan to be submitted to the DfE by 31 March 2024.

In the March update to Schools Forum (both within this paper and through presentation slide-deck), therefore, we will cover the following:

- Provide a briefing on meetings to date with the DfE finance and special educational needs advisers, including the latest meeting with finance advisers (1st March 2024)
- Update the stock-take with a focus on
 - Earlier Help for SEND and Inclusion (Team around the school and family model)
 - School & Community Teams
 - INDES & IPSEF
 - Special School Outreach
- High level DSG remodelling with a focus on
 - Break-even year
 - Statistical neighbour comparisons

Schools Forum are asked to:

1. Note the ongoing process of EMS and related 'stock-take' and DSG remodelling work taking place up to 31 March 2024
2. Provide comment, support and challenge regarding the next steps plans for the Local First Inclusion programme
3. Provide comment, support and challenge regarding the DSG remodelling work

1. Enhanced Monitoring & Support (EMS) – latest meeting(s) with DfE

Since the DfE set out the enhanced, monitoring and support (EMS) process in the autumn term we have met with DfE officials and consultant advisers on three occasions, the most recent meeting was held on 1st March 2024 (with finance advisers). There will be a further meeting in mid-March with the finance advisers and following this a meeting with SEND consultant/advisers.

The discussions with finance advisers have given us an opportunity to set out the detailed stock-take that we have undertaken across the entire Local First Inclusion programme (5 workstreams and 80 individual projects) to date and the impact of this analysis on the re-modelling of the DSG recovery plan. Further information on this is set out in section 3. of this report.

The SEND consultant/advisers gave an initial view, in the December meeting between DfE and NCC, that they felt our programme of work was comprehensive and that the strategy was right and that therefore the focus should how we deliver the existing strategy and new workstreams within that, rather than any change of overall approach. Since then we have continued to work through options and opportunities across the LFI programme, including through Peer Review work across the Eastern Region and desk-top research into statistical neighbour local authorities to determine other approaches that we could take to achieve the twin ambitions of LFI; namely to continue to meet the needs of children and young people with SEND more effectively whilst achieving an in-year balance budget. Further information on this is set out in section 2 of this report. We will convey this to SEND consultant/advisers later this month to seek their views and, again, ask if they have any advice for us on the validity of our proposals and/or other LA's to research.

Currently the timeline of submission of a revised DSG plan by 31st March 2024 remains.

2. Local First Inclusion ‘Stock-take’

Update on the stock-take across the Local First Inclusion (LFI) programme of 5 workstreams and 80 projects with a focus on:

- INDES & IPSEF
- School & Community Teams
- Earlier Help for SEND and Inclusion (Team around the school and family model)
- Special School Outreach

In addition to a summary within this paper we will, during the March Schools Forum meeting, provide a presentation to explore further the developments of these current and planned initiatives.

During our meeting with DfE on 1st March we had the opportunity to update advisers on activity to date across the LFI programme with a view to exploring how this impacted the DSG re-modelling. A summary of this is provided below:

Our stock-take, distance travelled and groundwork in place

Within our mainstream inclusion, culture and practice work we can confirm that 100% of mainstream schools have now adopted the LA 'INDES' / 'IPSEF' approach to define 'ordinarily available' provision prior to accessing Element 3 funding and enabling greater county-wide consistency of approach to inclusion. Also, 100+ staff recruited to new School & Community Team and operational since September 2023 – 320 school contacts and 600 families supported to date.

Significant engagement with leaders of secondary schools within the context of a new School Led AP model leading to sign-up for pilot schemes from spring term 2023.

Our ongoing work with independent schools has progressed with a small number of schools entering an 'open-book' approach to compare with state-funded special school funding/staffing models. This has taken place alongside business as usual work, for example fee increases negotiated down (e.g. 11% down to 5% with one major provider). There has also been a lower rate of placements year to date compared to forecast.

Our sufficiency and capital development work continues with 23 primary specialist resource bases progressed / progressing through public notice with target opening dates confirmed - 330 new funded places in primary SRBs (first base opening in April 2023) and ongoing up to September 2025. In addition one new ASD secondary SRB expression of interest has been confirmed from previous 'wave'. Also, linked to previous wave of capital development the three new special schools remain on track to achieve full capacity (269 of 358 funded places to date).

However, delays and risks do still remain in this part of the programme with the DfE process to appoint MAT sponsors for the two new special schools (170 place complex needs in Great Yarmouth and 100 place ASD in Downham Market) continuing to progress with a one term delay. This delay was caused by the late announcement of the capital funding and subsequent knock-on effect to the school sponsor process, which should now conclude by end of March.

Within the specialist resource base (SRB) programme the expression of interest process to create ten new complex need secondary SRB's resulted in zero expressions of interest. We will carry out work to determine the reasons for this, however, in parallel we are looking at options to repurpose the available revenue and capital funding to achieve the same outcomes. Initial refresh of sufficiency data suggests that further ASD SRB across both primary and secondary phases could be appropriate. We also have a meeting with all special school headteachers at the end of March and within that will discuss ways that this sector can help with further support for children and young people within mainstream packages of support.

During the Schools Forum meeting in March we will provide a presentation to explore further work to date within the LFI programme (INDES/IPSEF and the work of the School & Community Teams) alongside our thinking on some new initiatives (Earlier Help for SEND and Inclusion - Team around the school and family model – and special school outreach)

A summary of activity in the programme and planned next steps is below:

Our focus on SEN Support

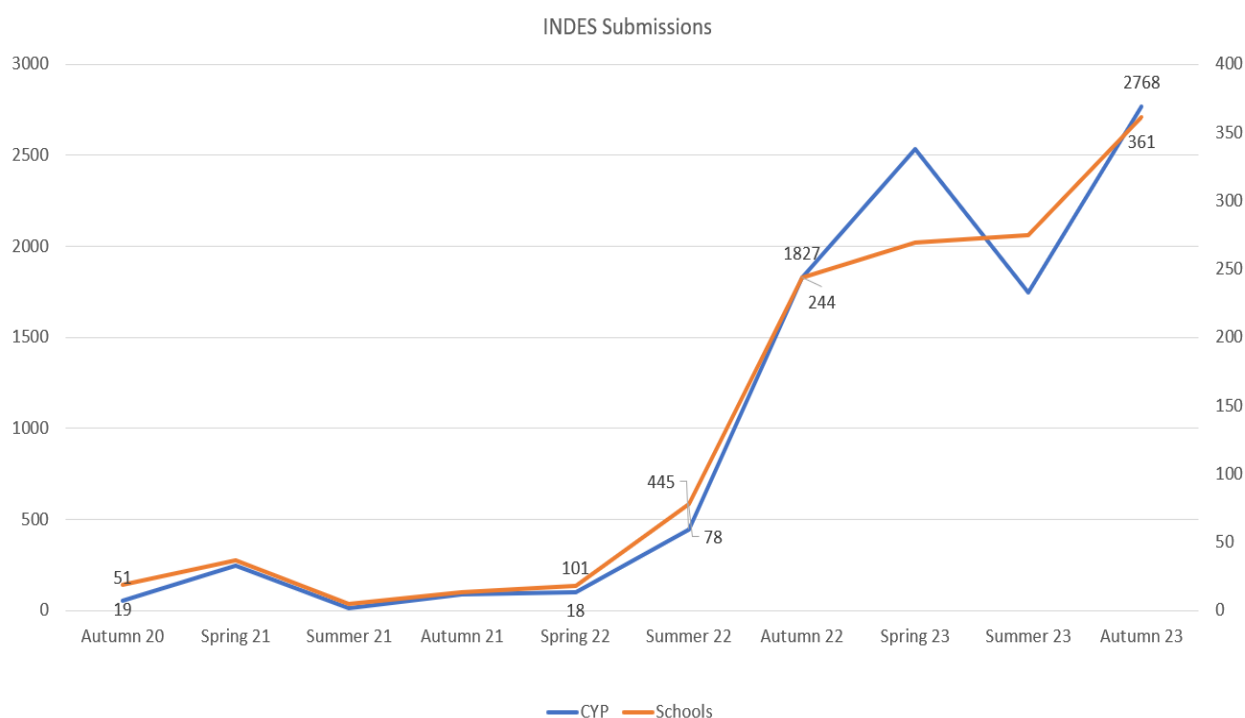
Within the LFI programme both Workstream 1 and 2 are focussed on mainstream inclusion and in particular the SEN Support cohort.

In addition to our work with the DfE on the LFI programme we also continue 'business as usual' activity across children's services and this includes assessing our progress through self-evaluation against the Ofsted/CQC framework for Local Areas. Recent meetings with Ofsted/DfE have enabled us to reflect on our work on the SEN Support cohort in Norfolk and the cross-over between this activity for LFI and our priorities in our Area SEND & AP Strategy, in summary we have progressed,

- Identification of Need in Education Settings (INDES) and moderation panels
- SEN support guidance templates and case studies have been produced with education settings to support participation of children and families (live from Nov 2023)
- IPSEF implemented - Resulting in needs being identified in a consistent way across the county with take up from schools for INDES & IPSEF now at 100% (424 mainstream schools)
- 193 schools moderated and with 73% receiving effective support (26% top 'grade', 49% middle 'grade' of 3 grade process)

INDES

15422 Submissions, for 12080 children and young people from 427 schools



However, we have also noted that post-pandemic Key Stage 2 attainment of all pupils, including those with SEND, is below national average. Norfolk's at/above attainment for GCSE at SEN Support has dipped in 2023 below the national average.

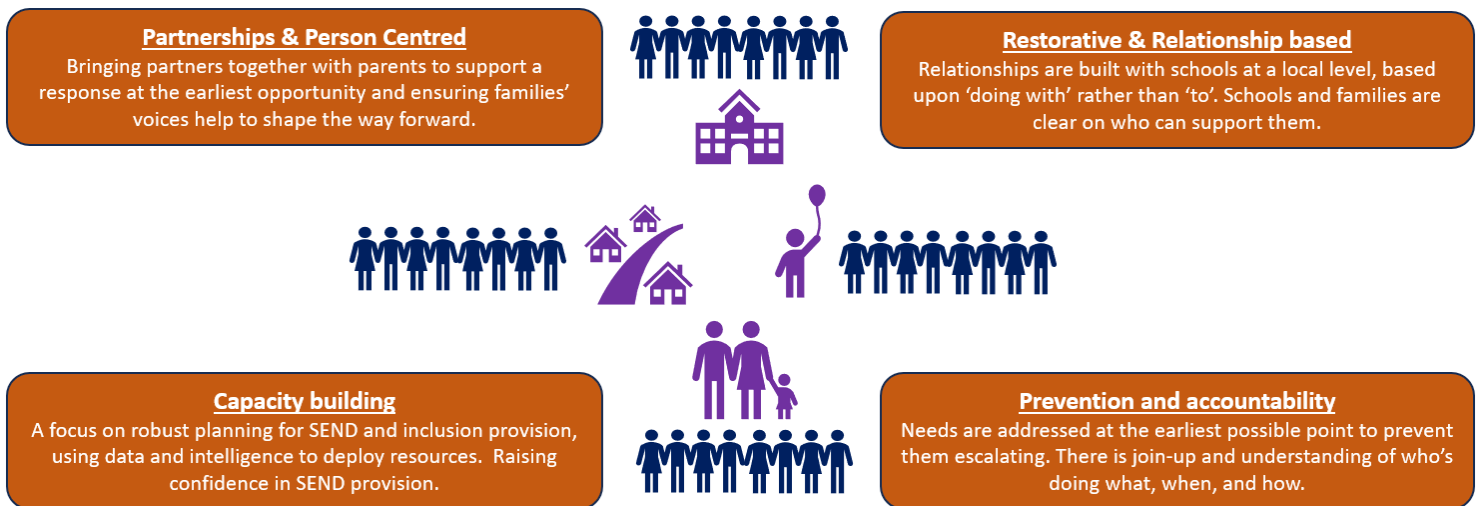
We have asserted to both the DfE advisers for the safety valve programme and to Ofsted/CQC as part of our ongoing self-evaluation that the development of the School & Community teams continues to be a key element of our current and future planning. The teams have only been operational for one and half terms, however, their reach is expanding and feedback from schools and parents is starting to illustrate the benefits of this approach:

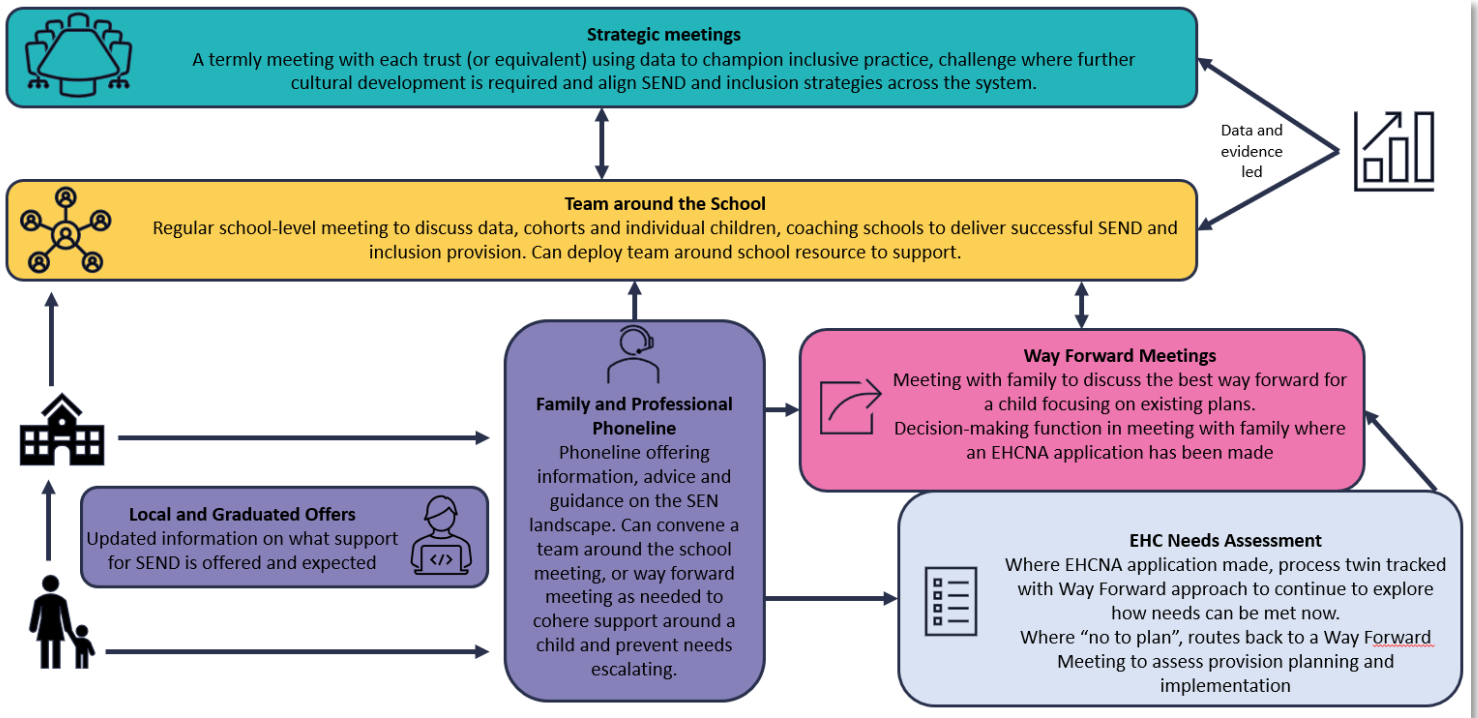
- 15 new School & Community teams each with a geographical zone has been developed to increase capacity to support schools and families with a focus on SEN Support cohort
- School and Community teams offer support to education settings and families focused on prevention, early help and inclusion. Teams are working alongside education settings to identify need earlier that is responded to through co-ordinated plans of support and intervention
- within first term of operation (Autumn 2023) teams have provided support to more than 320 schools and over 600 families through 1:1 or group work intervention

- parental feedback received to date provides an average score of 8/10 on the support received (10 being that support has made a positive difference to our family and 1 being that support has made no difference)
- professional feedback received states that schools gave an average score of 8/10 on the support received being effective (10 being extremely effective and 1 being not effective at all)

The stock-take of the LFI programme has resulted in a recognition that Workstream 1 and Workstream 2 should be combined to ensure greater join up of our range of current and planned activity for SEN Support. This has resulted in the development of new thinking about support for individual C&YP, cohorts, families and schools. This will be explored further within the March Schools Forum meeting, a summary illustration of the new approach is set out below:

A Team Around Model



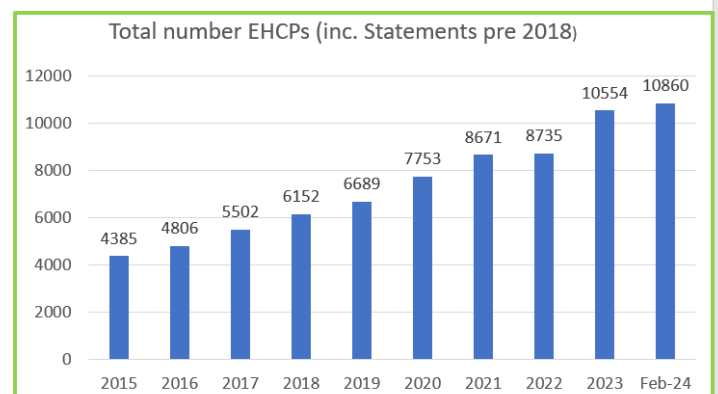
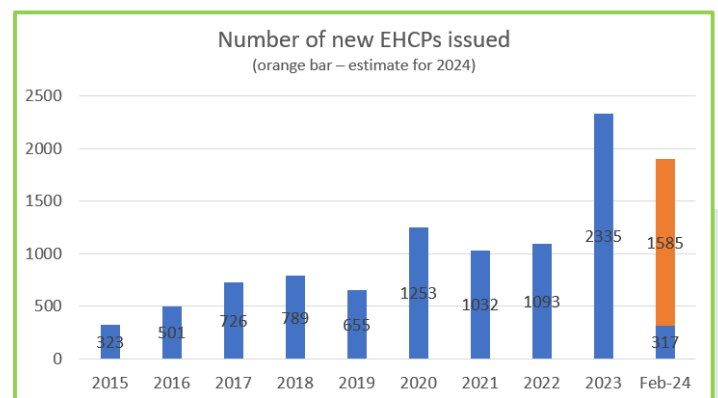
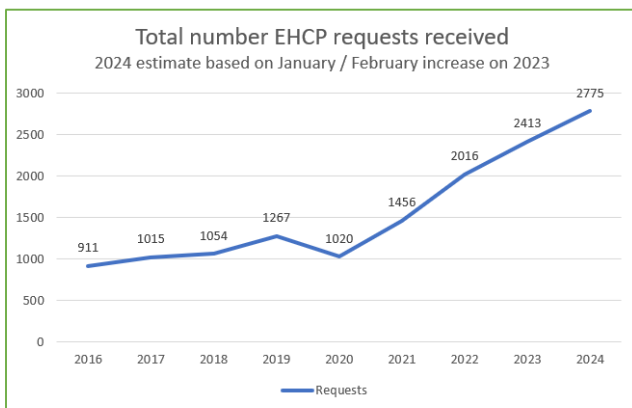


Our ongoing focus on EHCP and harnessing the expertise of special schools across the programme of work

There is significant cross-over of activity related to EHCP through the LFI programme and also 'business as usual' SEND strategic improvement work through the ongoing Area SEND & AP Strategy developments (with the new 5 year strategy currently completing a round of engagement with parents and professionals ready for summer term implementation).

The increase in EHCP referrals continues to be an issue impacting all our programmes of work and below are the latest figures.

Understanding overall needs and demand for support



Whilst we have set out previously that there is not a significant direct link between EHCP volume and the LFI DSG modelling, for achieving in-year balance, we do continue to assert that meeting needs earlier at SEN Support will be more effective for children and young people and longer term savings through preventative approaches. For this reason a focus on improvement work within EHCP is relevant and is set out in summary here:

- increased number of plans issued (1020 to 2043 from 2020 to 2023)
- keeping pace with national average timescales (43% SEN2 2023 – with 63% current)
- number of overdue EHCPs reduced from 866 Jan 2023 to 284 Jan 2024
 - with average days late reduced from 177 days to 28 days same 12 month period
- reducing annual review backlog (40% to 20% from 2020 to 2023)
- improving quality of plans with 51% audited as Good
- EHCP Information Line increased uptake, giving families and professionals immediate response:
 - 2021=2900 calls
 - 2022=6233 calls
 - 2023=7495 calls
 - with 60% of calls from parents resolved at first contact

We have continued in Norfolk to ensure that access to specialist advice and guidance, funding and SRB can all occur without the need for EHCP; with admission to special school remaining as the only ‘must’ reason for an EHCP in terms of the Children & Families Act 2014 and associated SEND Code of Practice. Therefore, our work with special schools continues to be critical to the success of our overall SEND strategic improvement work there is a meeting with all special school headteachers at the end of March to discuss their input to the LFI programme.

We want to explore with special schools further developments of their outreach function (S2S), the links to that work and their role as ‘specialist partners’ for the specialist resource base model and also to explore opportunities that occur in other LA models of ‘satellite’ special school provision. This is in addition to looking again at the optimum model for special school consultations to ensure that the high level of requests are managed in an effective way to ensure that a collective view is achieved regarding meeting the needs of children and young people with the most need and in turn exploring how further packages of support for mainstream inclusion can be secured.

3. DSG Remodelling & Next Steps

Update on the DSG remodelling across the Local First Inclusion (LFI) programme of 5 workstreams and 80 projects with a focus on:

- Break-even year
- Statistical neighbour comparisons

During our meeting with DfE on 1st March the main focus was the implications of our stock-take review on the forecast for the High Needs Block, both in terms of FY2024/25 and also looking forward to the end of the current six year programme of LFI and break-even point. A summary of this is provided below:

Refreshed modelling

Recognising that the baseline has worsened and that we have several new schemes coming into the programme we have substantially re-built the financial model and have done so by taking a bottom-up approach mapping all interventions and impacts in a logic model. This has resulted in more nuanced modelling being possible, in particular

- Detailed sampling of the consultation list
- Using INDES scores to target specific cohorts for early intervention
- Using evidence base from existing SRBs to project impact
- Understanding the interactions between SEN and AP provisions

The DSG model is based on this bottom-up approach rather than working backwards from a fixed target. However, alongside this we are looking at a 'top down' model based statistical neighbour LAs, for e.g. Cumbria, Cornwall, Lincs to determine if we have set a realistic trajectory towards sufficiency provision for an optimised inclusion system.

Reasons for changes in trajectory

We provided the DfE with a summary of the key elements of spend in the current financial year that have contributed to the off-target situation, for example

- Increase in medical needs by 247 CYP in 2023-24 c. £0.5m
- Increase in section 19 by 206 CYP in 2023-24 c. £2.4m
- Increase Post 16 by 119 CYP in 2023-24 c. £1m
- Element 3 – additional spend in 2023-24 as at January 2024 c. £10m

In addition to the direct financial elements we also provided a summary of increased indicators of need,

- ECHP referral rate from 2016 to 2413, in past 12-month period
- Special school referral rate received from 1061 to 1472, in past 12-month period
Prevention / early help activity commenced, but too early for significant impact 'need' and referrals
- 'consultation list' for special schools analysed to determine appropriate provision within SRB and via Element 3 support in mainstream (inc. ESP) to ensure cohort within DSG remodelling are 'reserved' for C&YP who would not have appropriate alternative placement/provision

Current modelling

As set out in recent reporting to both Cabinet and Schools Forum the forecast for FY2024/25 is c. £40m in-year over-spend forecast (prior to NCC / DfE contributions).

Our work to date on stock-take suggests that there remains a gap to achieve an in-year balanced budget, beyond FY28/29, on the basis of current modelling and the focus of our discussion with DfE and work throughout March will be on identifying opportunities to close this gap.

We also set out to the DfE the need to continue reviewing both inflation and HNB increases assumptions for future years. We concluded our latest discussion with agreement to consider approaches taking place within other LA's and within the Norfolk model to consider further the pupil flow into specialist provision and the relationship between increased Element 3 funding and the move, over the next three years, to the national average for Notional SEN funding.

Overview / summary

Following the original SV agreement Norfolk has moved the programme forward at pace and the groundwork and enabling services are being put in place, preventative spend has been deployed and the new provision is being established in phases.

Since the original SV agreement and modelling was undertaken the Norfolk system has experienced demand growth substantially beyond original projections – SEN support, element 3 requests, EHCPs and referrals for specialist placements are all higher than the previous trends.

The baseline position for the model has substantively changed and worsened as a result, both in terms of current deficit and underlying demand to account for. Therefore, we continue to innovate and learn and are now planning to bring several new strands of activity into the programme to mitigate pressures and further deepen the impact.

Norfolk is committed to working with the DFE team to achieve a model which balances and is sustainable, however, the latest figures do indicate a longer timeframe will be required to reach a balanced position than the original SV agreement.#

4. Schools Forum are asked to:

1. Note the ongoing process of EMS and related 'stock-take' and DSG remodelling work taking place up to 31 March 2024
2. Provide comment, support and challenge regarding the next steps plans for the Local First Inclusion programme
3. Provide comment, support and challenge regarding the DSG remodelling work

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, e.g. equality impact assessment, please get in touch with:

If you have any questions about matters contained in this paper, please get in touch with:

Officer Name:	Tel No:	Email address:
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If you need this report in large print, audio, Braille, alternative format or in a different language please contact 0344 800 8020 or 0344 800 8011 (textphone) and we will do our best to help.

Schools Forum

Item No. 5

Report title:	Planned Growth (Pupil Variations) 2024/25
Date of meeting:	13 March 2024

Executive summary

The LA's Authority Proforma Tool has been verified and approved by the DfE for 2024/25. This paper provides a minor update to the total final pupil variations cost within the APT (reduced from the £610,975 estimated in January to £610,951 in the final APT submission).

This paper also sets out the processes for pupil variations and provides a comparison of 3 years' worth of previous pupil variations vs actual final pupil numbers in schools, in response to a request made at the January Schools Forum meeting.

Finally, the paper sets out options for making retrospective pupil number adjustments, including a 'status quo' option (no retrospective adjustments, as previously recommended by Schools Forum in 2019).

Schools Forum are recommended to:

- **Note the update to final pupil variations requested in Authority Proforma Tool (APT) submission for 2024/25 and that there was no significant difference between the estimate and final growth funding required;**
- **Note the pupil variation data vs actual pupil numbers for previous years (3 years);**
- **Consider the options for retrospective pupil number variations, including the process for different types of pupil variations, and make a recommendation to the LA on whether or not the LA should implement a process for retrospective adjustments (in the 2025/26 APT onwards, relating to 2024/25 onwards).**

1. Updated Pupil Variations for 2024-25

This paper provides a minor update to the provisional pupil variations that were brought to Schools Forum in January.

Norfolk's final pupil number variations for 2024/25 are provided in Appendix A to this paper, along with the original estimate shown to Schools Forum in January. The final individual schools' budgets affected have been calculated through the final APT for 2024-25.

The final pupil variations total £610,951, following very minor changes to the (Authority Proforma Tool) APT submission, which has now been verified and approved by the DfE. This is £24 less overall than the pupil variations that had been estimated in January (£610,975 had been estimated).

2. Principles of the Pupil Variation Process

2.1 Reorganisations/Admission Limit changes

Local Authorities (LAs) can, through the APT, increase the pupil numbers used for calculating funding for specific schools where:

- there has been, or is going to be, a reorganisation, or;
- a school has changed, or is going to change, its admission limit.

The Education, Skills and Funding Agency (ESFA) expects LAs to present any pupil variations to their Schools Forum to illustrate the impact to overall funding and specific schools' budgets.

The exception to this is that any request for a negative pupil variation adjustment for schools with downward trends in pupil numbers would require a disapplication with compelling evidence as to why it should be approved.

2.2 New and Growing Schools

For new mainstream schools that have opened in the last 7 years that do not yet have pupils in every year group, the LA is required by the regulations to estimate pupil numbers in collaboration with the schools concerned on the APT submission. The LA enters pupil variations for schools based on 5/12th census from the APT October Census data plus 7/12th of estimate for new academic year based on the estimated number on roll.

Norfolk has one new free school opening in September 2024 (Cringleford Prep School), and three other mainstream free schools that opened within the last 6 years and are still growing.

Although not mandatory, the DfE indicates in their guidance that they would generally expect a mechanism for retrospective pupil adjustments for new and growing schools, except for where the LA has guaranteed pupil numbers through the APT. Guidance states that if retrospective adjustments are implemented, LAs can set a threshold.

Norfolk usually guarantees the growth in new schools based upon numbers of classes required for expected intake, to enable appropriate planning by the school.

The DfE recoups funding for new schools based upon information provided by the LA in the APT and may make retrospective adjustments to recoupment for new schools if the LA has not shown an appropriate pupil variation adjustment (to ensure adequate funding).

2.3 Academies

Most academies are funded on census data in the same way that maintained schools are, and those would only be subject to pupil variations for re-organisation / age-range change pupil variations. Additional growth for basic need is given through the growth fund.

Academies that meet the definition of a new school funded on their estimates, rather than the census, because this is the provision in their funding agreements. There is then a retrospective pupil number adjustment applied by the DfE in the following year. Local authorities can choose how to estimate numbers for the APT, and whether and how to use a retrospective adjustment. It is therefore possible that the numbers the academy is funded on, and the subsequent adjustment, may differ. This is essentially no different to other variations which may occur between the amount recouped and the amount funded because of different baselines being used. Norfolk does not have any new academies meeting this definition.

Some older academies also work on estimates because of a clause in their funding agreements. However, they will tend to have pupils in all year groups and so there will normally be no need for the LA to vary pupil numbers, except in the case of reorganisation, age-range changes, or the addition of extra classes to meet basic need. Funding would be allocated in the same way as for maintained schools, either by pupil variation, or through specific funding from the growth fund.

2.4 Responsibilities

DfE guidance states that it is a 'local decision' regarding applying retrospective adjustments to pupil variations, but it does not clarify whom. Based upon the DfE published document on Schools Forum powers and responsibilities¹, it would be the LA who proposes and decides with Schools Forum being consulted if treated in line with formula changes (including redistributions).

In 2019, there was no recommendation to change the current policy.

It is the LAs view that the proposer and decision maker for change is the LA with Schools Forum consulted, as per the 2019 considerations.

3. Previous Years' Pupil Variations

3.1 Summary

At the January Schools Forum meeting, a comparison of previous years' submitted pupil variations to final actual pupil numbers was requested.

Appendix B provides 3 years' worth of prior year data:

¹ [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Over a period of 3 years from 2021/22 to 2023/24, the total combined pupil variations were underestimated by 27 pupils (with variances in either direction). Norfolk does not currently make retrospective pupil adjustments.
- The pupil numbers for new and growing schools in 2023/24 were guaranteed by the LA through the APT to support their opening, therefore no retrospective negative pupil adjustments should be made in those cases.

3.2 Review of previous years'

In the case of Wymondham College Prep School, where the rate of growth exceeded the 2023/24 APT pupil variation for Oct'23 (329 pupils vs 292 estimated), the LA agreed with the school to fund an additional Year 5 class of 30 pupils from the Growth Fund for Sept'23 onwards:

- The Growth Fund monies are in addition to the pupil variation process.
- This approach was taken because, at the time of the original pupil variation, the possibility of a further additional class had been discussed between the LA Admissions team and the school, but had not been confirmed in time for the 2023/24 APT.
- No retrospective increase in pupils has been entered in the 2024/25 APT, but the school will have been funded more quickly for their additional class by allocating via the growth fund during 2023/24 as agreed.

The LA will monitor DSG recoupment to ensure that the DfE does not recoup from the DSG to provide additional funding for this school in 2024-25 which would result in double-funding.

Similarly, White House Farm was under-estimated in 2021-/22, but the LA agreed an additional class through the Growth Fund for that year.

St Clement's Hill Primary 2023/24 were over-estimated due to a pupil variation PAN of 60 being agreed with the school but only 39 applications were received at National Offer Day, resulting in 21 fewer pupils. However, the school would still have needed to provide for two classes to meet infant class size regulations. Over the period of growth for the schools for the 3-year period, the pupil variation funding has been below actual numbers.

A one-off issue with the Swaffham CofE Primary Academy numbers for 22/23 has been highlighted through the checking of historic pupil variations. The local authority over-estimated the number of pupils (50 instead of 30 coming into year 5), due to not taking into account the reduction in the Published Admission Number (PAN), costing c. £50k. The PAN was adjusted following a revised split of intake numbers with Heartwood CofE Primary School. The Published Admission Number (PAN) of Swaffham CofE Primary Academy had reduced from 60 pupils to 30 pupils as part of the Swaffham area reorganisation during the 22/23 financial year. The impact of the Swaffham schools' reorganisation is now complete. This was an LA error and would likely have been picked up sooner if retrospective adjustments had been in place at the time.

3.3 Previous Forum consideration

The matter of retrospective adjustments more generally was discussed previously by Schools Forum members in 2019 and no change was made to the LA's approach.

That previous debate considered the following key issues:

- NCC relies on schools to work with us with proposals to re-organise and/or to grow year by year and funding to be able to do this is essential to schools. Any likelihood of funding being removed at a later date could mean that schools/academies would not agree to NCC proposals. The LA is of the view that consideration is still relevant.
- Historically, new schools had been opened when not supported by place planning need. In 2019, Officers re-assured Schools Forum Members that this was a historical issue only due to introduction of a new DfE score card that includes place need, deprivation, and performance issues. The LA is of the view that this continues to no longer be a relevant consideration.

4. Options

It is the LA's responsibility to decide whether to use retrospective pupil number adjustments, although the DfE guidance² indicates that they generally would expect it for 'new and growing' free schools (except where the LA has guaranteed pupil numbers). Norfolk usually does guarantee pupil numbers, as detailed above.

Based upon the DfE guidance, the LA has identified the following options:

4.1 Reorganisation / age-change ranges:

The DfE guidance does not clearly indicate that they would expect to see retrospective adjustments specifically in the case of reorganisation / age-range changes. However, it appears to be implied by the overall guidance which states '*if pupil numbers are not adjusted upwards to reflect actual intake, the department will adjust amounts recouped to enable the department to properly fund academies and free schools affected by this*'.

- **No retrospective adjustments.** This is the status quo and takes into account schools' planning based on the budget provided to support growth through pupil variations. If the numbers work out to be higher or lower than planned, the schools still work with the budgets provided, although in rare cases an additional class may be allocated from the growth fund if it meets the criteria.
- **Make retrospective adjustments.** The budget shares of the affected schools would be adjusted (in either direction) in the following year's APT, affecting their budget for the following financial year by the amount over or under paid in the previous year. This approach might not take into account any additional costs that have been incurred within schools to support the

² [Schools operational guide: 2024 to 2025 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/schools_operational_guide_2024_to_2025_-_gov.uk.pdf), sections 18, 42, 43

planned growth but where a lower amount of growth occurs. A threshold could be used to determine adjustments, e.g., if the final pupil numbers are greater than +/- 10% compared to the estimated numbers. Any additional funding required where the final pupil numbers were higher than estimated would be generated through adjusting other schools' budgets, by reducing what is affordable for unit rates through the formula at the time it is set.

4.2 New free schools:

- **No retrospective adjustments.** This is the status quo and is already correct for guaranteed pupil numbers in new schools as those shouldn't retrospectively be adjusted downwards but does not allow for an increase in the pupils funded at a school where the estimate made in the APT was too low. However, in rare cases where the actual pupils are much higher than estimated, an additional class can be given from the growth fund if requested and it meets the criteria. The DfE may recoup extra DSG if they don't believe that sufficient funding has been provided, although in practice this is not a scenario that Norfolk has experienced when reviewing past examples. Potentially, this is because the LA has issued growth funding when necessary to the affected schools. The LA monitors DSG recoupment to ensure that schools do not become double-funded for any additional growth provided that is above the APT estimate.
- **Make retrospective adjustments.** The DfE generally expects retrospective adjustments for new free schools, but it is a matter for local decision. In the following year's APT (following estimated pupil variations), the LA could adjust for pupil numbers that are higher or lower than the LA estimates made in the previous years' APT (for example, adjusted in 2025/26 for underestimates made in the 2024/25 financial year), but should not adjust negatively for guaranteed pupil numbers. A threshold could be used, e.g., for final pupil numbers greater than +/- 10% compared to estimated numbers (other than when pupil numbers are guaranteed). Any additional funding for increased pupil numbers would be generated through adjusting other schools' budgets, by reducing what is affordable for unit rates through the formula at the time it is set.

4.3 New academy schools:

Norfolk does not have any new mainstream academies requiring pupil number estimates. The process for existing / older academies with pupils in all year groups would be the same as for reorganisation / age-range changes as above.

5. LA Proposal

The LA proposes that Norfolk continues with the status quo arrangements that retrospective adjustments are not made in cases where final pupil numbers are different to the pupil variation estimates.

Overall, the LA has found that not applying retrospective adjustments to pupil numbers has worked well, and, importantly, schools in Norfolk have been able to plan appropriately with the increased (via pupil variation) level of budget which ensures that they can plan for the intended growth.

In cases where not making a retrospective adjustment would result in significant underfunding, it is proposed that the LA continues to work with the school concerned to discuss additional growth funding where appropriate.

Section 2.2 above raises a one-off issue in 2022/23 that has been highlighted through the preparation of this report. If retrospective adjustments had been in place at the time, then this error may have been picked up sooner. However, it may have been significant for the schools' planning and impacted upon future years financial position if it had been recouped, whilst only being a relatively small cost for the whole of Norfolk.

A retrospective review of pupil variations could be carried out in future years by the LA to allow for correction of any significant errors detected through retrospective adjustment, without implementing a general policy of retrospective adjustments for all schools.

The DfE does not appear to have retrospectively adjusted DSG recoupment for higher pupil numbers in the past, so this has not led to adverse variances on the Schools Block DSG.

Although the DfE indicate that they would generally expect a retrospective adjustment mechanism, it is for local decision. Many of the pupil variations entered into the APT by the LA are for guaranteed pupil numbers anyway, so no retrospective adjustment would apply in those cases if the final pupil numbers were lower. This is the case for all the pupil variations that have been entered for 2024/25.

6. Schools Forum are recommended to:

- **Note the update to final pupil variations requested in Authority Proforma Tool (APT) submission for 2024/25 and that there was no significant difference between the estimate and final growth funding required;**
- **Note the pupil variation data vs actual pupil numbers for previous years (3 years);**
- **Consider the options for retrospective pupil number variations, including the process for different types of pupil variations, and make a recommendation to the LA on whether or not the LA should implement a process for retrospective adjustments (in the 2025/26 APT onwards, relating to 2024/25 onwards).**

Appendix A: Norfolk's final pupil number variations for 2024/25

Final calculations from the APT

School	Reason	Oct '23 Census NOR	Budget based only on	Estimated Pupils Sept '24	Budget using (5/12 x Oct '23 NOR + 7/12 x Sept '24 NOR)	Difference
			Oct '23 NOR £			
White House Farm	Growing school	217	1,059,336.83	277	1,208,822.05	149,485.23
Wymondham College Prep School	Growing school	329	1,517,588.20	388	1,676,249.03	158,660.83
St Clement's Hill Primary Academy	Growing school	247	1,223,912.87	306	1,373,853.54	149,940.67
Cringleford Prep School	New free school	0	0.00	30	152,864.46	152,864.46
		793	3,800,838	971	4,411,789	610,951

Estimates provided to Schools Forum in Jan'24

School	Reason	Oct '23 Census NOR	Budget based only on	Estimated Pupils Sept '24	Budget using (5/12 x Oct '23 NOR + 7/12 x Sept '24 NOR)	Difference
			Oct '23 NOR £			
White House Farm	Growing school	217	1,059,336.83	277	1,208,812.81	149,475.98
Wymondham College Prep School	Growing school	329	1,517,588.20	388	1,676,249.03	158,660.83
St Clement's Hill Primary Academy	Growing school	247	1,223,912.87	306	1,373,847.98	149,935.11
Cringleford Prep School	New free school	0	0.00	30	152,903.55	152,903.55
		793	3,800,838	971	4,411,813	610,975

Appendix B: Prior year pupil variation vs subsequent actual census data

School	2023/24			2022/23			2021/22		
	Estimated nos.	Actual Oct '23 nos.	Variance	Estimated nos.	Actual Oct '22 nos.	Variance	Estimated nos.	Actual Oct '21 nos.	Variance
White House Farm	224	217	-7	173	164	-9	87	112	25
Wymondham College Prep School	292	329	37	230	233	3	150	145	-5
St Clement's Hill Primary Academy	268	247	-21	192	208	16	116	132	16
Heartwood CofE Primary & Nursery	206	202	-4	184	176	-8			
Hethersett, Woodside Primary & Nursery				395	409	14			
Swaffham CofE Primary Academy				254	220	-34			
Charles Darwin Primary							358	361	3
St Michael's CE VA Nursery and Infant, Aylsham							143	154	11
Robert Kett Primary School							630	620	-10
Total variation			5			-18			40

Whilst there is some difference between the estimates and the actual census data due to the challenges of trying to predict future demand on an individual school basis where significant change is taking place. Whilst for many there are minimal differences, a small number did experience significant variances with further detail provided in section 3.2 of the report.

Schools Forum

Item No.6

Report title:	Shared Parental Leave
Date of meeting:	13 March 2024

Executive summary

Shared Parental Leave (SPL) has been raised as an issue affecting schools' budgets (both maintained and academies).

SPL is a potential extra cost for schools because parents are able to take it in blocks, including returning to work on full pay during school holidays.

The additional costs, in some cases, may result in deficits due to securing cover for a continuous basis for the expected period of absence.

Recommendations:

The Local Authority recommends:

- **that Schools Forum sets up a time-limited 'task and finish' group to further explore the impact of Shared Parental Leave for both schools and academies to consider the budgetary impact and discuss potential solutions for mitigation;**
- **and, that Schools Forum agrees membership of the group, reporting timescales and consider if wider representation in addition to Schools Forum members with experience or expertise that can contribute to the consideration.**

1. Shared Parental Leave Guidance (www.gov.uk)

Parents may be able to get Shared Parental Leave (SPL) and Statutory Shared Parental Pay (ShPP) if they are:

- having a baby
- using a surrogate to have a baby
- adopting a child
- fostering a child who they're planning to adopt

Parents can share up to 50 weeks of leave and up to 37 weeks of pay between them in the first year after their child is born or placed with their family.

Parents can use SPL to take leave in blocks separated by periods of work or take it all in one go. They can also choose to be off work together or to stagger the leave and pay.

The Government provides further guidance on eligibility on their website: [Shared Parental Leave and Pay: How it works - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/shared-parental-leave-and-pay-how-it-works)

2. Impact on Schools' Budgets

Schools are experiencing costs for shared parental leave against their budgets.

Shared Parental Leave can start/stop multiple times. Contracts in place for covering maternity leave are usually continuous and include the holidays, so this can result in a duplicated cost to the school when a parent returns to work for any significant time during that period, whether term time or holiday time.

The use of supply staff instead of longer contracts might eliminate the duplicated costs during school holidays but may also be more expensive and there are other operational considerations for schools requiring a short/medium term replacement (consistency/training/etc).

SPL is not new, it has been available to parents since 2015, but it had not been raised as an issue significantly affecting schools' budgets until very recently as it is now causing some schools difficulties not previously experienced.

As an example of the impact on schools, one particular school has incurred nearly £15k of costs as a result of leave taken under SPL in 2023/24. These costs will result in a deficit for that school.

For maintained schools, periods of absence of maternity leave is covered by de-delegated funding, but not SPL or paternity leave, which may result in double employment costs for the individual's cover.

Academy trusts may well have a variety of arrangements in place that may mean the issue may impact individual school budgets for some or may be a 'central' cost issue for others.

Recommendations:

The Local Authority recommends:

- **that Schools Forum sets up a time-limited 'task and finish' group to further explore the impact of Shared Parental Leave for both schools and academies to consider the budgetary impact and discuss potential solutions for mitigation;**
- **and, that Schools Forum agrees membership of the group, reporting timescales and consider if wider representation in addition to Schools Forum members with experience or expertise that can contribute to the consideration.**

SCHOOLS FORUM FORWARD PLAN – 2023/24 Academic Year

I – Information & Discussion D- Decision

	Autumn Term			Spring Term			Summer Term	
29/9/23 (Friday)	September (Cranworth Room CH)		26/01/24 (Friday)	January (Cranworth Room CH)		17/05/24 (Friday)	May (Cranworth Room CH)	
09:00 – 12:00	Strategic Planning (inc. Local First Inclusion)	I	09:00 – 12:00	Election of Chair/Vice Chair	D	09:00 – 12:00	Strategic Planning (inc. Local First Inclusion)	I
	Provisional DSG Allocations for 2024/25 and Fair Funding Consultation for Mainstream Schools' Formula	D		Review Membership	I		Dedicated Schools Grant 2023/24 Outturn	I
	Early Years Funding Consultation	D		Strategic Planning (inc. Local First Inclusion)	I		Annual Audit Report (Norfolk Audit Service)	I
	Special Schools Funding Review	D		Proposed DSG Budget including central costs	I			
				Pupil variations 2024/25	I			
				Sparsity Disapplication	I			
22/11/23 (Wednesday)	November (Cranworth Room CH)		13/03/24 (Wednesday)	March (Cranworth Room CH)		10/07/24 (Wednesday)	July (Edwards Room CH)	
09:00 – 13:00	Strategic Planning (inc. Local First Inclusion)	I	09:00 – 12:00	Strategic Planning (inc. Local First Inclusion)	I	09:00 – 12:00	Strategic Planning (inc. Local First Inclusion)	I
	Early Years Block 2024/25 Funding Formula Update (inc. consultation outcomes)	D		Final pupil variations (only if changed from January)	I		Updates on Scheme for Financing Schools (Financial Regulations)	D
	Schools Block (inc. consultation outcomes and Schools Block transfer)	D		Shared Parental Leave	I		Dedicated Schools Grant Consultation Preparation	I
	De-delegation/Central Schools Services Block	D		Next year's plan	D			
	Special Schools Funding Consultation	D						

SCHOOLS FORUM FORWARD PLAN – 2024/25 Academic Year

I – Information & Discussion D- Decision

	Autumn Term			Spring Term			Summer Term	
20/9/24 (TBC) (Friday) 09:00 – 12:00	September (Cranworth Room CH) Strategic Planning (inc. Local First Inclusion) Provisional DSG Allocations for 2025/26 and Fair Funding Consultation for Mainstream Schools' Formula Early Years Funding Consultation	I D D	24/01/25 (Friday) 09:00 – 12:00	January (Cranworth Room CH) Election of Chair/Vice Chair Review Membership Strategic Planning (inc. Local First Inclusion) Proposed DSG Budget including central costs Pupil variations 2025/26 Next year's plan	D D I D I I	16/05/25 (Friday) 09:00 – 12:00	May (Cranworth Room CH) Strategic Planning (inc. Local First Inclusion) Dedicated Schools Grant 2024/25 Outturn Annual Audit Report (Norfolk Audit Service)	I I I
13/11/24 (Wednesday) 09:00 – 13:00	November (Cranworth Room CH) Strategic Planning (inc. Local First Inclusion) Early Years Block 2025/26 Funding Formula Update (inc. consultation outcomes) Schools Block (inc. consultation outcomes and Schools Block transfer) De-delegation/Central Schools Services Block Special Schools Funding Consultation	I D D D D	19/03/25 (Wednesday) 09:00 – 12:00	March (Cranworth Room CH) Strategic Planning (inc. Local First Inclusion) Final pupil variations (only if changed from January)	I I I	09/07/25 (Wednesday) 09:00 – 12:00	July (Edwards Room CH) Strategic Planning (inc. Local First Inclusion) Updates on Scheme for Financing Schools (Financial Regulations) Dedicated Schools Grant Consultation Preparation	I D I