

# Headteacher Briefings

November 2019

Matt Dunkley CBE  
Corporate Director  
Children, Young People and Education

# Overview of today's briefing

- School Funding Consultation
- Ofsted New Framework
  - Headteacher perspective
  - Ofsted inspector perspective
- SEND update
- Class Care for schools
- Education Endowment Foundation - an interactive session

# The **EEF**fective Kent Project

Michelle Stanley, Education Lead Advisor, KCC



# The **EEF**ective Kent Project

KCC are collaborating with the EEF to improve outcomes and to bring match funding into schools over a three year period.

KCC and the EEF have both committed £300,000 creating a pot of £600,000 from which schools can bid to match fund EEF the implementation of proven approaches and interventions.



# The **EE**ffective Kent Project

A three year project with three strands, funded by KCC and the EEF

## 1. Evidence-based training

How to implement school-level change

Improving behaviour in schools

Best uses of Pupil Premium

## 2. Promising projects

Maths, literacy, cross-curricular

EY-KS4

50% co-funded by EEF and KCC

## 3. Building capacity

Identify leaders

Train-the-trainer

Building network and collaboration

3 years

# The **EEF**ective Kent Project

## Timeline

December 2019 – project prospectus launched

January 2020 – ‘promising projects’ applications open

February 2020 – project allocation (to begin immediately or in September)

Summer 2020 – applications re-open

Summer 2021 – final round of applications



Education  
Endowment  
Foundation



# Evidence-Informed School Improvement

Stuart Mathers

*National Delivery Manager 13<sup>th</sup> November 2019*

# Objectives



- Build and share our understanding on evidence-informed school improvement
- Focus on the Explore phase of the *School's Guide to Implementation*:
  - Using data to confidently identify school improvement priorities
  - Making evidence-informed decisions
  - Assessing feasibility
- Writing an implementation plan
- Selecting evidence-based programmes in line with school priorities



# Who we are ...



- Dedicated to breaking the link between family income and educational achievement
- Founded in 2011 by the Sutton Trust and Impetus, with a £125m founding grant from the UK Department for Education
- What Works Centre for Education

**190**

EEF-funded projects

children and young people reached

**1,300,000**

**£114 million**

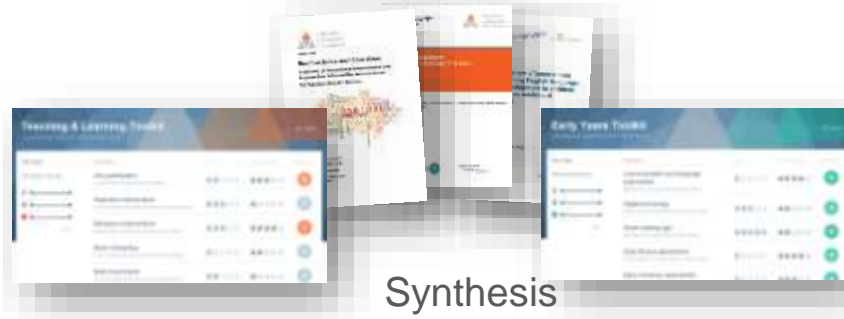
total funding committed to date

**13,000+**

schools, nurseries, colleges involved



# What we do ...



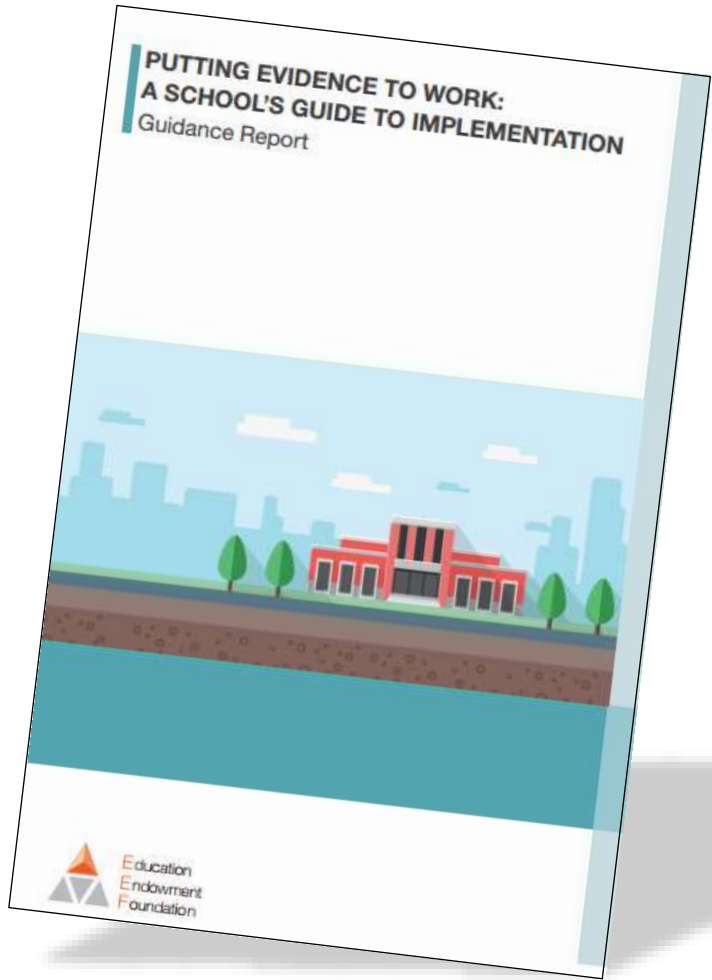
Synthesis



Generation

Mobilisation





## An evidence-informed approach to school improvement

# New Inspection Framework



Education  
Endowment  
Foundation

Intent → Implement → Impact

“...leaders play a key role in ensuring that schools are able to introduce and implement change effectively. This also includes ensuring that **implementation is a structured process, where leaders actively plan, resource, monitor and embed significant changes**, such as the introduction of new curriculums or behaviour management systems” (Dyssegaard et al., 2017; Education Endowment Foundation, 2018f).”



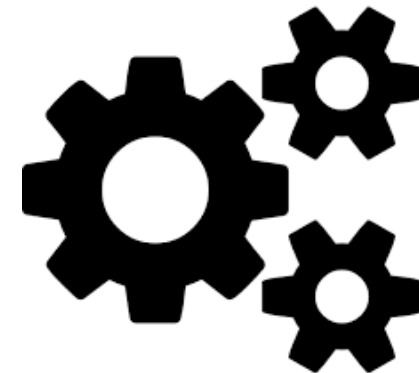
# Exercise 1: Implementation Card Sort

- a) Divide the cards into two lists:  
What makes effective implementation and what doesn't.
  
- b) Reflect on how these statements relate to your work.  
How prevalent are these features in your school?

# How implementation can go wrong...



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# IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

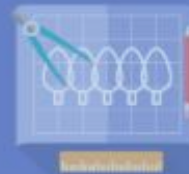
Identify a key priority that is amenable to change

Continuously acknowledge support and reward good implementation practices

Systematically explore programmes or practices to implement

Plan for sustaining and scaling the intervention from the outset

Examine the fit and feasibility with the school context



**SUSTAIN**

**EXPLORE**

**STABLE USE OF APPROACH**

**ADOPTION DECISION**

Use implementation data to drive faithful adoption and intelligent adaption

**DELIVER**

**PREPARE**

Reinforce initial training with follow-on support within the school

Develop a clear, logical and well specified plan



Assess the readiness of the school to deliver the implementation plan

**NOT READY - ADAPT PLAN**

**READY**

Support staff and solve problems using a flexible leadership approach

Prepare practically e.g. train staff, develop infrastructure

**DELIVERY BEGINS**

# 1

## FOUNDATIONS FOR GOOD IMPLEMENTATION

Treat implementation as a process, not an event; plan and execute it in stages



- Treat implementation as a process not an event.
- Allow enough time, particularly in the preparation stage; prioritise appropriately.
- **Do fewer things better** - stop approaches that aren't working.
- De-implementation - treat stopping as seriously as starting.

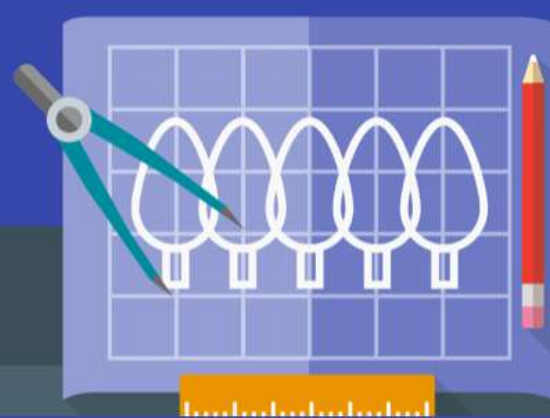


# Bellwood Academy



- Large urban Primary school
- OfSTED: Requires Improvement
- Outcomes have plateaued
- Initiative overload has taken it's toll on workload and morale
- High levels of staff turnover and challenges with recruitment.

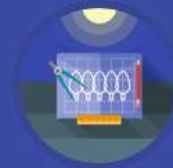




Implementation / Explore

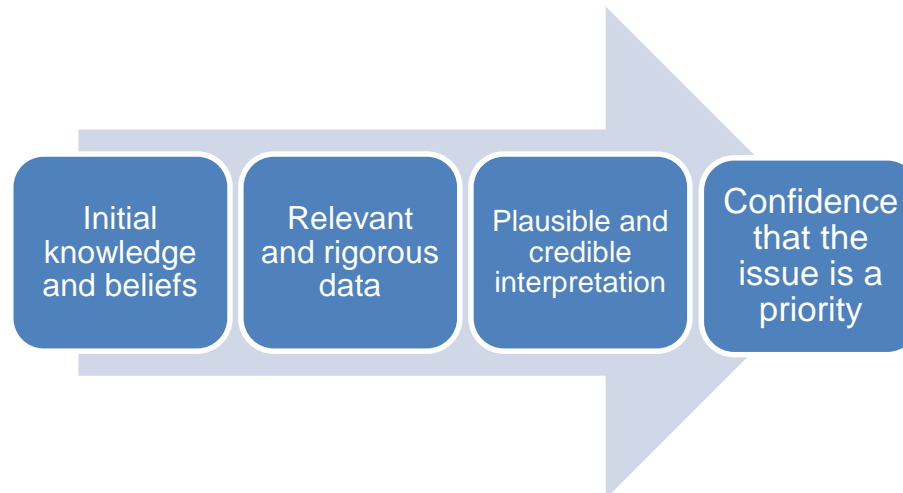
## EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement



### Step 1: Identify an appropriate area for improvement, using a robust diagnostic process.

- Making fewer strategic changes means it is crucial that the right issues are being addressed
- Aim: move from initial perceptions to being confident that the issue is real and important



# Gathering and interpreting data

## 1 Confidently identify a priority

The aim of gathering good data on a school improvement issue is to move to a point of confidence that the issue is both real and important i.e. a priority. Such confidence relies on two factors:

- Gathering relevant and rigorous data
- Generating plausible and credible interpretations of that data.

Remember that any data you use are simply representations of the effects of a problem – what Prof. Rob Coe would refer to as one of the “multiple inadequate glances” that you can take at the perceived issue. They are not the problem itself. For example, low attainment at Key Stage 2 may appear to be a problem, but it is a symptom of underlying issues (see the figure in section 4).

To generate evidence and insights on the problem we have to interpret data and use judgement, and that begins by questioning the quality of your data.



## 4 Provide credible and plausible interpretations

To generate evidence of a problem we have to provide credible and plausible interpretations of the data – this requires triangulating data from different sources and using judgement to draw accurate conclusions. Here are some things to bear in mind:



Describe how each piece of data provides evidence for the problem e.g. Defunctural issues, captured through lesson observations, suggest that some pupils are struggling to access the curriculum.



Avoid fitting the data to your preconceptions – while you and the data may end up in agreement, this is not automatically the case. Set aside preconceptions of problems and solutions and focus on letting the data reveal the nature of the issue.



Rather than trying to convince yourself and your colleagues that you are right, focus on demonstrating an issue with evidence. Create a strong argument that is credible and acceptable if it will never be definitive rather than compelling.



Share your interpretation with people who might disagree with you, to test your thinking and identify weaknesses in it. Encourage them to challenge any assumptions and see if they can disprove the existence of the problem.



Example of data interpretation

## 2 Gather data that is fit-for-purpose

We sometimes use data that we have to hand rather than what we need. Examine information from a range of sources to build a rich picture of the issue, recognising the strengths and weaknesses of different sources.

Ask yourself, ‘What symptom of a problem does the data represent?’, ‘What are the trends in the data over time?’, ‘What are the underlying issues?’.

	National test data	Internal test data	Lesson observations	OFSTED data	Surveys/interviews
Pros	Generally reliable Overview of achievement Gives comparative data No increased workload	Links tests to needs Can use existing tests Cheap and efficient	Gives holistic view of teachers' actions and students' learning responses	Comparability to a national standard External perspective Actionable conclusions	Gathers perceptions Opens lines of communication Tailor surveys to needs
Cons	Overall scores can mislead Interpretations of specific problems/question-level analysis can help	Often not as reliable as external tests Internal tests data cannot be compared to national norms	Potentially unreliable May not represent normal practice Presence of observer can raise practice	Potentially unreliable High stakes can drive unhelpful actions Presence of observer can raise practice	Low response rates and pressure to respond means data can be unreliable Additional workload
Using Well	Use overall scores across year groups and over several academic years to provide reliable trend data	Use to provide fine-grained insights on an issue, alongside large-scale data (e.g. KS2 Maths attainment)	Use to observe the contextual issues in context, and gain a richer picture of how students and teachers experience the issue	Consider perceived issues raised on inspection or within your own school improvement priorities	Use to understand the perceptions of a problem in context, and gather suggestions for future actions

## 3 Recognise weaknesses in the data

There are always weaknesses in the data schools use – everything from the wording of questions, to how tired the person marking test papers is, can affect the robustness of the information. This is something we need to accept and respond to constructively by interrogating data for its quality. Ask yourself:

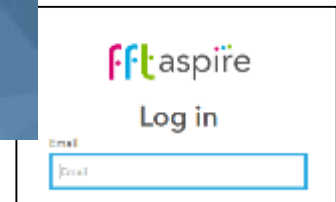
- Are your biases, and those of colleagues, skewing your interpretations of the data?
- Are there significant gaps in your data? If so, are you filling these with your own assumptions and generalisations?
- Is the most relevant and rigorous data – that which is most fit-for-purpose – being prioritised, while data of less relevance and rigour treated with greater caution?

Source of weakness	How to identify the issue
<b>Bias in the generation of the data</b>	Be clear on what the data represent and don't represent, and how they were generated e.g. internal test scores may be biased if the tests are set and marked by a teacher in a department under pressure to show pupils making quick progress.
<b>Data isn't valid</b>	Be clear that your choice of assessment is actually measuring what you set out to measure. Sometimes we overreach in our claims about what an assessment is telling us e.g. a survey on reading for pleasure, or motivation to read often results in how well pupils can read, but such a survey doesn't offer an accurate assessment of reading ability.
<b>Data isn't reliable</b>	Be clear whether your data source is fair and consistent. A reliable source of data usually follows processes that increase accuracy and consistency, such as question testing, marking moderation and triangulation of different data sources e.g. lesson observation data conducted by different school leaders could, without consistently applied processes, produce very different – and/or non-comparable – insights.
<b>Data isn't manageable</b>	Be clear that the process of gathering valid and reliable data can increase workload. Weigh up the value of gathering robust data with the opportunity costs in doing so e.g. a survey of staff on a whole school change can offer valuable insights, but it proves less worthwhile than reviewing of data.

# Bellwood Academy



- Attendance below national average - trailing at 94%.
- The leadership team believe a significant contributing factor is that a group of pupils in Year 5 are regularly absent.



Exercise 2: What information and data should the school to look at?  
How should that data be used?

# Bellwood Academy



This was uncovered...

- The perceptions of SLT were correct: 15 Year 5 children account for much of the absenteeism.
- Analysis of KS1 data reveals low levels of literacy for half of these pupils.
- Staff deployment data shows these pupils are often assigned to work with TAs for long periods of time.
- There are range of associated issues with behaviour.

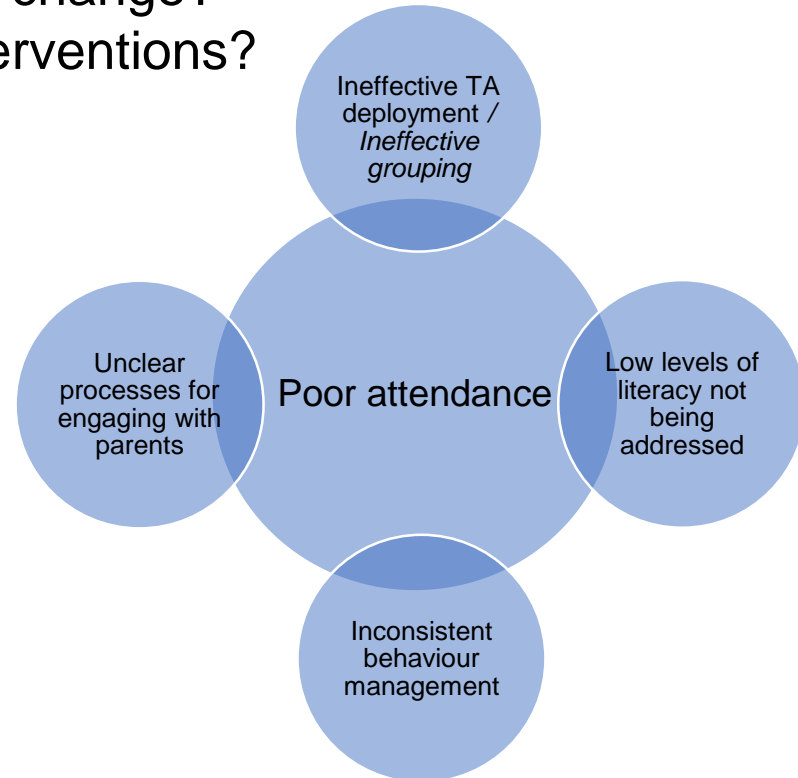
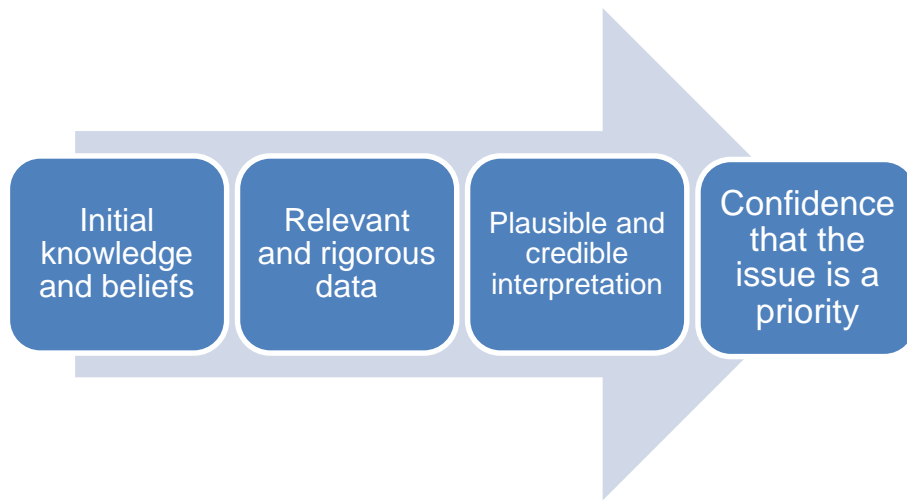
## Exercise 3:

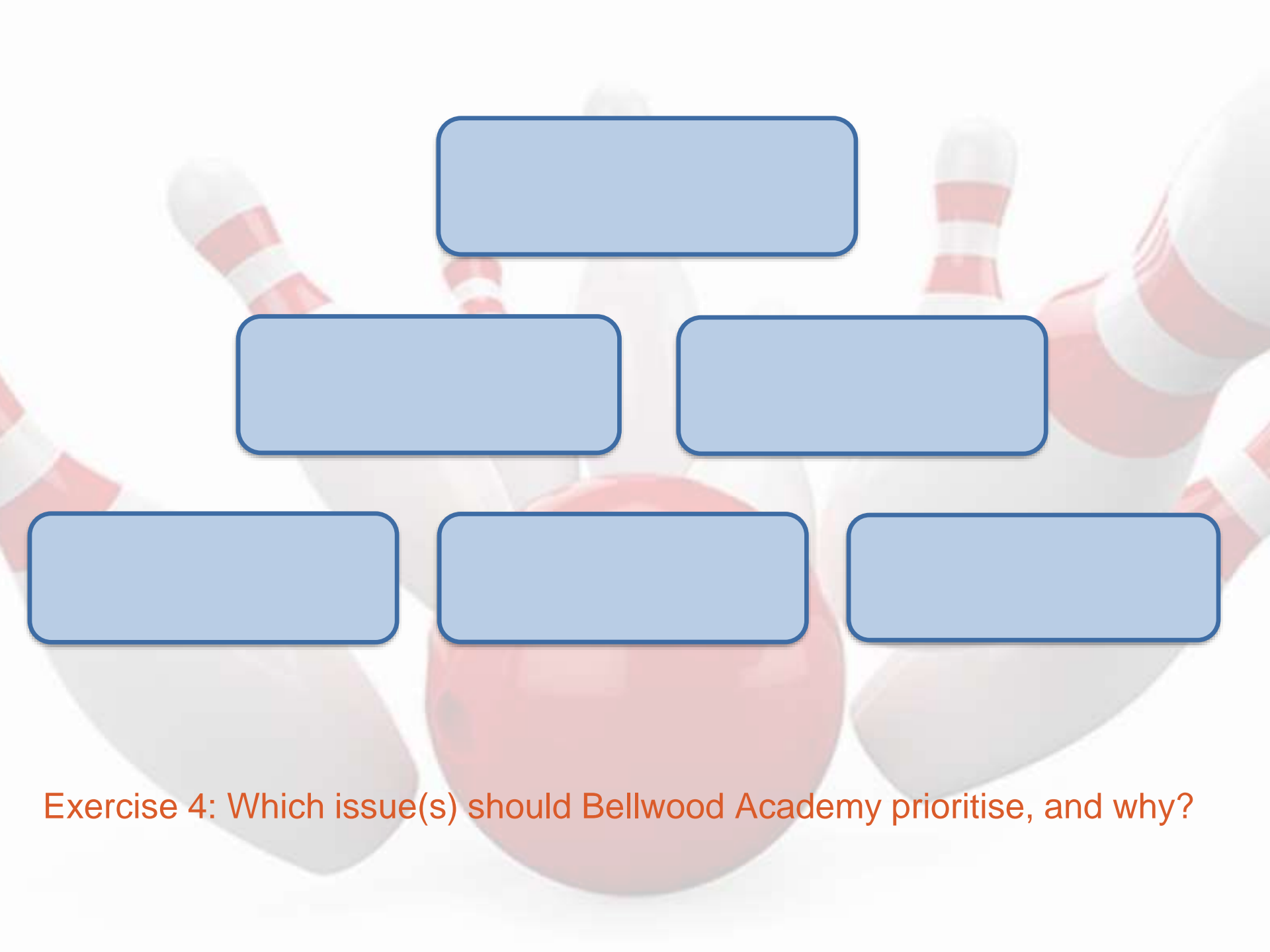
- ✓ Do their sources of evidence still get to the root of the problem?
- ✓ What other information would be helpful?
- ✓ How could you develop and test this interpretation?

# Bellwood Academy



- Identified the root causes of the issue?
- Examined data from a range of sources?
- Built a rich evidence picture?
- Checked for weaknesses in the data?
- Identified specific and actionable areas for change?
- Confidently able to identify appropriate interventions?





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Exercise 4: Which issue(s) should Bellwood Academy prioritise, and why?



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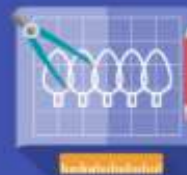
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## SUSTAIN

## EXPLORE

STABLE USE OF APPROACH

ADOPTION DECISION

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## DELIVER

## PREPARE



Reinforce initial training with follow-on support within the school

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Support staff and solve problems using a flexible leadership approach

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# DELIVERY BEGINS

# EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement



## Step 2: Making evidence-informed decisions on approaches to implement

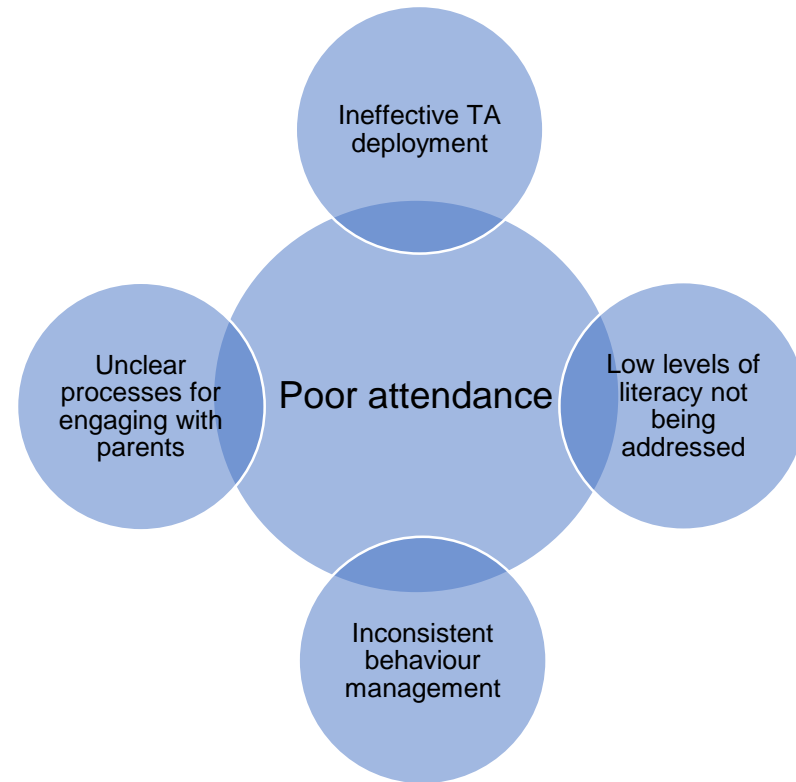
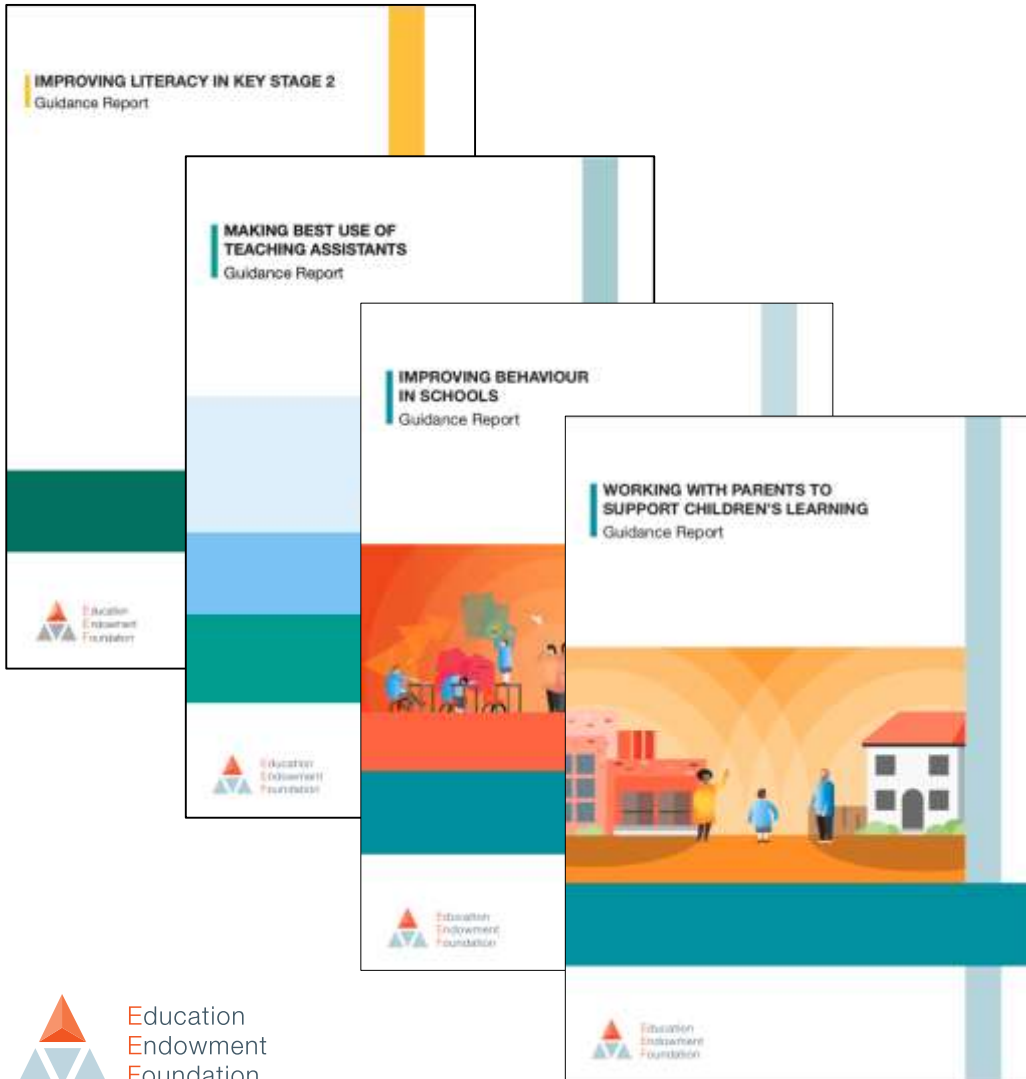
### *Build a rich evidence picture*

- Look at multiple pieces of research, from a range of sources (reviews are helpful)
- Avoid 'cherry picking' studies that support your existing views
- Don't start with a solution (e.g. a programme) then look for a problem to apply it to

### *Get beyond the surface*

- 'Devil is in the detail' - consider the variation in effects and what drives that variation
- Identify the active ingredients for successful implementation.

# Relevant Guidance Reports





## Examples of two programmes in the fund that relate to this case study

<b>Programme</b>	<b>Abracadabra</b>	<b>Switch-on Reading</b>
For	Reception and Year 1 struggling readers	KS2 struggling readers
Trains	Reception and KS1 TAs	KS2 TAs plus a teacher coordinator
Looks like	20-week small-group phonics, fluency and comprehension	Intensive 10-week 1:1 reading programme

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DELIVERY BEGINS



SUSTAIN

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## 3

# EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement



## Some questions to consider...

- Does a programme or practice fully address the defined challenge?
- Is it likely to lead to better outcomes in *our* school?
- Do the values and norms of an intervention align with ours?
- How motivated are staff to engage in this change?
- What internal or external support is needed to enable its use?
- Are these staff sufficiently skilled? If not, what is the right blend of professional development activities?
- Are we able to make the necessary changes to existing processes and structures, such as timetables or team meetings?

**And crucially... what can we stop doing to create the space, time, and effort for the new implementation effort?**



## PREPARE

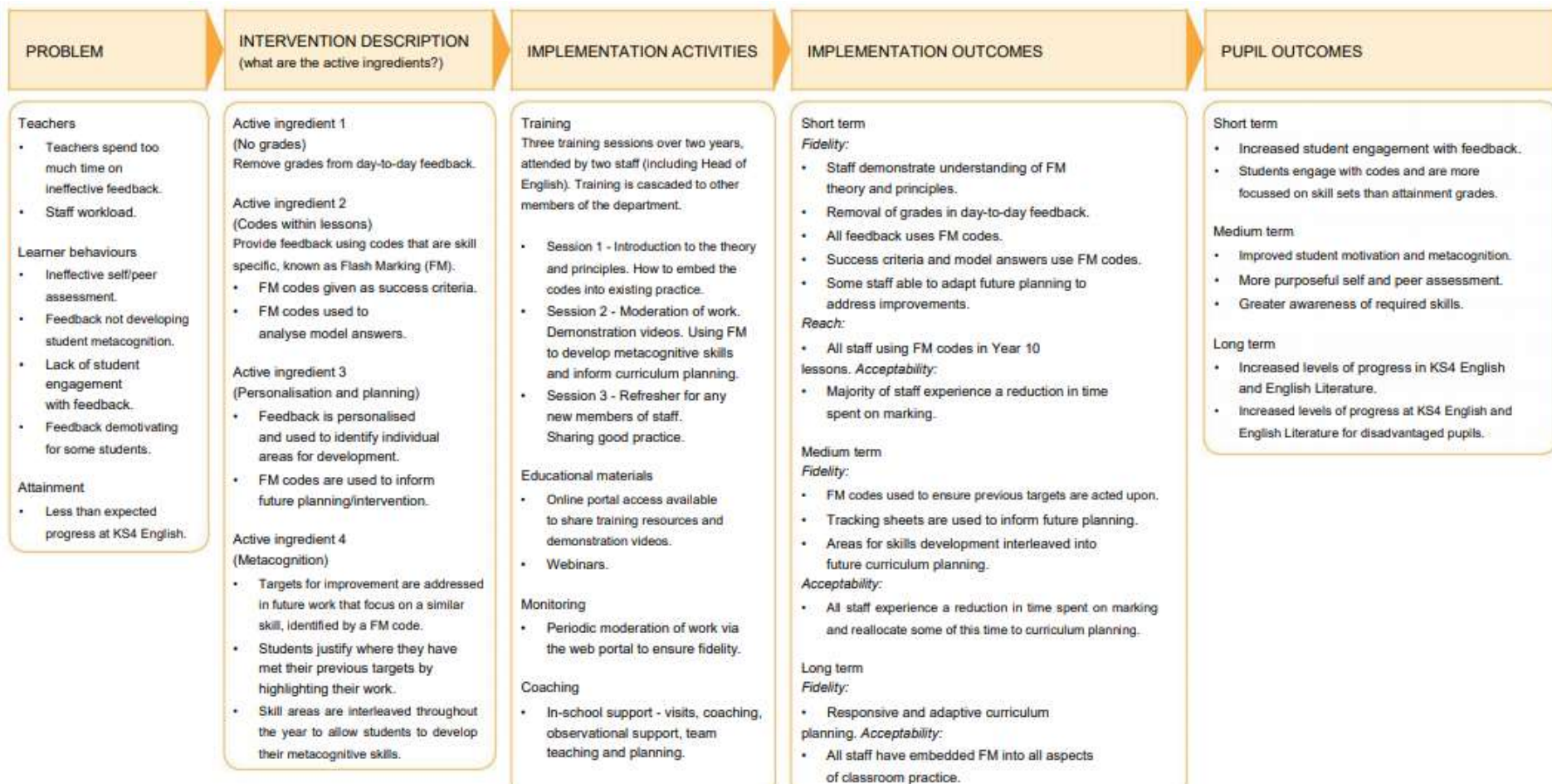
Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources

Implementation / Prepare



- a. Create a clear, logical, and well-specified plan. Describe:
  - the **issue you want to address** (why?)
  - the changes you hope to see - **implementation outcomes** (e.g. fidelity, reach) (how well?)
  - the **final outcomes** (and so?)
  - the approach you want to implement - **active ingredients of the intervention** (what?)
  - the **implementation activities** to deliver the approach (e.g. coaching) (how?)

# Example implementation plan: FLASH Marking







## Gap task: Identifying a priority

- Working with a colleague(s), discuss a clear school improvement priority that is amenable to change. Use the A3 handout on *Gathering and interpreting data* to identify priorities to support you in this process.
- Take care not to define the problem too broadly e.g. “boys’ writing”.
- Consider the issue from multiple perspectives, such as staff behaviours, student behaviours, pupil outcomes.

# New resources, tools and case studies



## **Online course**

- *An interactive online course, which guides you through some key activities in the guidance report.*

## **Guidance report checklist**

- *An aggregated set to checklists from across the guidance report*

## **Video case study - Implementation process**

- *An overview of how Bedlington Academy, in Northumberland, have introduced retrieval practice*

## **Video case study - Professional Development**

- *An overview of how Durrington High School, in Worthing, have used high-quality PD*

## **Thematic summary - Professional Development**

- *This summary provides more information on Professional Development*

## **Thematic summary - Active ingredients and fidelity**

- *This summary provides further information on what we mean by 'active ingredients'*

## **Implementation Plan template**

- *A template to help create a clear and logical implementation plan.*

## **Examples of Implementation Plans**

- *Examples of implementation plans created by schools in the Research Schools Network*

## **'Expected, supported, rewarded' planning template**

- *A template to help communicate what will be expected, supported and rewarded during implementation*

## **Card sort activity**

- *An interactive activity to introduce some of the key themes in the guidance report*

## **Presentation on *Putting Evidence to Work: A School's Guide to Implementation***

- *Video of Jonathan Sharples delivering a presentation that delves deeper into the report's recommendations.*



**Thank you!**

[@EducEndowFoundn](https://twitter.com/EducEndowFoundn) 

# Class Care Consultation

April 20 and beyond



# Class Care April 2020

## Background

Class Care was started back in 2013 with the outlook to keep your schools 'Open, Safe, Warm and Dry' while giving you financial consistency and assurance.

It has delivers circa 100 jobs per week since opening, however during this time we should have been increasing numbers in the scheme but it has been reducing.

## Time for Change

Your needs have changed since 2013, the scheme needs to change with the demands.

Its stronger, cheaper and the long term quality of your property increases as the number of schools increase in the pool.

## Aims of any new scheme

Be simple

Greater transparency

Reduce your administration to increase usage of the scheme.

Improve the condition of your buildings in the long term

Reduce the running costs of your building.



# Consultation

	Length	KCC Funded School
Landlord Funded Statutory Inspections ( <b>LFSI</b> )	Annual	Included in property Costs
<b>Stat Inspection Pooled Fund</b> The resulting works from the above LFSI which aren't already covered by Landlord.	3 years	Set fee entered into the central pool.
<b>Minor Repair Pooled Fund</b> Covers building maintenance and repairs from £1000- £7000 (£20,000 for Secondary)	3 years	Set fee entered into the central pool.
<b>Enhanced Maintenance Budget</b> Managed enhanced maintenance activities specified by the schools	Annual	Bespoke Fee based size of building and condition.
<b>Full Compliance and FM</b>	Annual	Individual Quote
<b>Caretaker cover</b>	Annual	Flat fee plus day rate.

# Next Steps

## Consultation

We need your feedback on the old and what you require from the new scheme.

Face to Face, questionnaires, web based meetings and different feedback channels.

## Issue of the new scheme details

You will all be sent the final details of the new scheme including individual prices and coverage.

## Signing up for scheme

Sign up for the scheme and roll up access information including meeting the delivery team.



Questions?



# 2020-21 School Funding

Simon Pleace, KCC Finance  
Headteacher Briefings

# Background

## Dedicated Schools Grant (4 Blocks) for 2019-20

Total DSG KCC receives = £1.2 billion			
Schools	High Needs	Early Years	Central Schools Services
£918.8m	£205.1m	£81.4m	£13.7m

- Main focus for this session is the Schools Block
- How much schools receive is primarily linked to how much the LA receives, and to a much lesser extent on how the LA (informed by schools and Forum) chooses to distribute the funding
- Traditionally Kent has been a low funded area, things are improving but I would argue too slowly (Government policy to date has favoured protection and stability over fairness)

# Background

## Local Authority PUF and SUF's

Ranked Positions

Local Authority Areas	Primary Units of Funding (PUF)			Secondary Units of Funding (SUF)		
	2019-20	2020-21	% Inc.	2019-20	2020-21	% Inc.
Tower Hamlets	£5,923 1st	£6,028 1st	+1.8%	£7,861 2nd	£8,000 2nd	+1.8%
Greenwich	£4,907 14th	£5,012 14th	+2.1%	£6,598 13th	£6,811 13th	+3.2%
Kent	£3,793 140th	£4,005 137th	+5.6%	£4,945 132nd	£5,242 105th	+6.0%
South Gloucestershire	£3,683 147th	£3,905 149th	+6.0%	£4,960 127th	£5,170 127th	+4.2%

Out of 149 LA Areas

# School Budgets 2020-21

## The National Picture

	Total Budget £'bn	Of which Pension Funding £'bn	Of which Spending Round £'bn	Increase from 2019-20 levels %
2019-20	44.4	0.9		
2020-21	47.6	1.5	<b>2.6</b>	5.8%
2021-22	49.8	1.5	<b>4.8</b>	10.8%
2022-23	52.2	1.5	<b>7.1</b>	15.9%
			<b>14.5</b>	

Publicly quoted figure - very misleading

- A three year funding commitment for schools is very welcome
- 2020-21 includes £700m for High Needs - no news on how much for High Needs in years 2 or 3
- Additional cost pressures will need to be found from within this new funding e.g. inflation, rising Secondary population, starting teachers salary = £30k
- A firm commitment to move towards a hard NFF but no idea when
- Therefore, 2020-21 remains a Soft NFF year with “hardening” features

# School Budgets 2020-21

## Minimum Funding Levels (per pupil)

NATIONAL FF	Primary	Secondary
2018-19	£3,300	£4,600
2019-20	£3,500	£4,800
<b>2020-21</b>	<b>£3,750</b>	<b>£5,000</b>
<b>2021-22</b>	<b>£4,000</b>	<b>£5,000</b>

KENT FF	Primary	Secondary
2018-19	£3,200	£4,500
2019-20	£3,400	£4,700

DfE have consulted on mandating MfL factor and value into the Local Funding Formula. Consultation closed on 22 October and we await the Government's response.

# 2020-21 Spending Round Statement

Other key points from the 4 September announcement:

- NFF core factor values to increase by 4%
- MFG % to be set locally, between +0.5% and +1.84%
- Local Authorities can continue to transfer funding into the High Needs Block - current year rules apply:
  - Up to 0.5% with Forum approval
  - Above 0.5% (or below without Forum approval) - requires Secretary of State approval
- Confirmation that the additional costs associated with Teachers Pension will be separately funded at £1.5bn per annum
- Both Teachers Pension and Teachers Pay will continue to be paid as separate grants in 2020-21, on top of the LFF

# High Needs

- Confirmed that our share of the £700m will be £16m (8% increase for floor funded authorities). Some OLA +17%
- Reminder of current year figures

Current in-year overspend	£18m
Add back 1% transfer	£9m
Add back share of £125m	£3.6m
<b>Underlying overspend</b>	<b>£30.6m</b>

- Conclusion - despite the £16m increase, there is still going to be a significant in year overspend in 2020-21
- Accumulated deficit at the end of the current year is forecast to exceed the 1% of DSG threshold, meaning the LA will be required to submit a deficit recovery plan

# School Block 2020-21

## Kent's Share

- Indicative DSG funding allocations have now been confirmed - very close to our initial estimate
- We estimated an increase to our Schools Block of £52m (which equates to +5.7%), based on the following assumptions:
  - Previous NFF rates increased by 4% except FSM which is to increase by 1.84%
  - Minimum Funding Levels of £3,750 for Primary and £5,000 for Secondary
  - **No cap**
  - Using 2019-20 school data from October 2018 census

2019-20 Schools Block	£918m
Estimated increase	£52m
Estimated 2020-21 Schools Block	£970m



# KCC Consultation with Schools

- KCC launched an all schools consultation on 14 October, which closes on 18 November

[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation)

- The consultation focuses on proposals to distribute the additional £52m DSG funding in 2020-21
- Main areas of the consultation:
  - General Principle
  - Areas of Concern
  - Increases to Factor Rates
  - Other
- Detailed document, school illustration model, equality impact assessment and an on-line response form

# Consultation Proposals

## General Principle question

1. Should we fully implement the NFF ASAP (and ignore areas of local concern)

*Or*

2. Should we continue to take further steps towards implementing the NFF but at the same time address areas of local concern (where we can)



# Consultation Proposals

## Areas of Local Concern

1. Lump Sum (primarily an issue for small Primary schools)
  - keep the rate at £120k for Primary schools?
2. Transfer funding to the High Needs Block? Repeat the 2019-20 1% transfer, yet use to incentivise greater inclusion of pupils with EHCPs in mainstream schools?
3. Falling Roll fund - should we introduce one?

If there is support to address some or all of these areas of concern, we would not be able to fully implement the NFF



# Consultation Proposals

## Increases to funding rates

LA modelled many different scenarios and settled on and published three within the consultation:

1. Fully implement the NFF without recognising areas of local concern
2. Recognise areas of local concern and pay Minimum Funding Levels at NFF rates. This means not fully funding low prior attainment and Ever6 FSM
3. Recognise areas of local concern and look for a more even distribution of gains in funding across all schools.

*All three scenarios maintain phase specific distribution*

# Consultation Proposals

## LFF rates compared to NFF rates

	Scenario 1	Scenario 2	Scenario 3
Age Weighted Pupil Unit, Deprivation (IDACI & FSM), English Additional Language	100%	100%	100%
Low Prior Attainment - Primary	100%	87.3%	100%
Low Prior Attainment - Secondary	100%	93.3%	100%
Ever6 Free School Meals - Primary	100%	70%	59%
Ever6 Free School Meals - Secondary	100%	70%	74%
Minimum Funding Levels - Primary	100%	100%	98.7%
Minimum Funding Levels - Secondary	100%	100%	99%

### Local Areas of Concern

1% Transfer	No	Yes	Yes
Primary Lump Sum (before ACA)	£114,400	£120,000	£120,000
Secondary Lump Sum (before ACA)	£114,400	£114,400	£114,400
Falling Roll Fund	No	No	No

See illustration and Impact Tables

# Consultation Proposals

## Individual School Illustration

No	Factors	Pupil Data	A 2019-20 LFF (your current budget)	B Scenario 1 (see note below)	C Difference between columns B and A	D Scenario 2 (see note below)	E Difference between columns D and A	F Scenario 3 (see note below)	G Difference between columns F and A
1	Basic Entitlement Primary	423	£1,162,779	£1,209,290	£46,511	£1,209,290	£46,511	£1,209,290	£46,511
	<b>Total Basic Entitlement Funding</b>		<b>£1,162,779</b>	<b>£1,209,290</b>	<b>£46,511</b>	<b>£1,209,290</b>	<b>£46,511</b>	<b>£1,209,290</b>	<b>£46,511</b>
2	Deprivation FSM - Primary	18.0	£7,925	£8,071	£146	£8,071	£146	£8,071	£146
	Deprivation Ever 6 FSM - Primary	31.9	£10,351	£17,569	£7,218	£12,298	£1,947	£10,351	£0
	Deprivation IDACI Band F - Primary	19.0	£3,803	£3,955	£152	£3,955	£152	£3,955	£152
	Deprivation IDACI Band E - Primary	2.0	£480	£500	£19	£500	£19	£500	£19
	Deprivation IDACI Band D - Primary	1.0	£360	£375	£14	£375	£14	£375	£14
	Deprivation IDACI Band C - Primary	1.0	£390	£406	£16	£406	£16	£406	£16
	Deprivation IDACI Band B - Primary	2.0	£841	£874	£34	£874	£34	£874	£34
	Deprivation IDACI Band A - Primary	0.0	£0	£0	£0	£0	£0	£0	£0
	<b>Total Deprivation Funding</b>		<b>£24,150</b>	<b>£31,749</b>	<b>£7,599</b>	<b>£26,478</b>	<b>£2,328</b>	<b>£24,531</b>	<b>£381</b>
4	English as an additional language - Primary	14.0	£7,206	£7,495	£288	£7,495	£288	£7,495	£288
6	Low cost, high incidence SEN - Primary	83.9	£61,568	£91,672	£30,104	£80,049	£18,481	£91,672	£30,104
7	Lump Sum		£120,083	£114,479	-£5,604	£120,083	£0	£120,083	£0
8	Sparsity - Primary		£0	£0	£0	£0	£0	£0	£0
9	Area Cost Adjustment - London Fringe (3.64%)		£0	£0	£0	£0	£0	£0	£0
10	Split Sites		£0	£0	£0	£0	£0	£0	£0
11	Rates		£32,162	£32,162	£0	£32,162	£0	£32,162	£0
12	PFI funding		£0	£0	£0	£0	£0	£0	£0
13	Exceptional Premises Factors		£0	£0	£0	£0	£0	£0	£0
14	Minimum Funding Levels		£62,414	£131,566	£69,152	£142,856	£80,442	£112,030	£49,616
	<b>Formula Factors Total</b>		<b>£1,470,362</b>	<b>£1,618,412</b>	<b>£148,050</b>	<b>£1,618,412</b>	<b>£148,050</b>	<b>£1,597,262</b>	<b>£126,900</b>
	Minimum Funding Guarantee (MFG)		£0	£0	£0	£0	£0	£0	£0
	<b>LFF - School Budget Share</b>		<b>£1,470,362</b>	<b>£1,618,412</b>	<b>£148,050</b>	<b>£1,618,412</b>	<b>£148,050</b>	<b>£1,597,262</b>	<b>£126,900</b>
	Percentage increase from 2019-20 LFF				10.1%		10.1%		8.6%

# Consultation Proposals

## Summary table showing percentage gains - Example

**Scenario 1 – impact of fully implementing the NFF without addressing any areas of local concern**

<b>Table 1</b>	<b>0% to 0.9%</b>	<b>1% to 1.9%</b>	<b>2% to 2.9%</b>	<b>3% to 3.9%</b>	<b>4% to 4.9%</b>	<b>5% to 5.9%</b>	<b>6% to 6.9%</b>	<b>7% to 7.9%</b>	<b>8% to 8.9%</b>	<b>9% to 9.9%</b>	<b>Above 10%</b>	<b>Grand Total</b>
Primary Below 105		1	9	23	11	7	1					52
Primary 106 to 140	1	1		10	10	4	5					31
Primary 141 to 175		1		3	13	12	8	2	1			40
Primary 176 to 210	2			1	13	41	25	13	2			97
Primary 211 to 315	2				2	15	31	18	4	4	1	77
Primary 316 to 420	3	1		1			15	24	13	9	16	82
Primary 421 and above	1	1			1		1	22	14	6	31	77
Selective							32					32
Non-selective				1		7	23	23	8	2		64
All-through								2	2			4
<b>Grand Total</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>39</b>	<b>50</b>	<b>86</b>	<b>141</b>	<b>104</b>	<b>44</b>	<b>21</b>	<b>48</b>	<b>556</b>

Note: Based on a 0.5% MFG percentage and our assumptions about the NFF rates for 2020-21

# Consultation Proposals

## Other Issues

1. Should we introduce a Pupil Mobility factor into our Local Funding Formula?
2. Minimum Funding Guarantee - required to set a local MFG between +0.5% and 1.84%





# Timetable of key events in the run up to 2020-21

14 October	KCC launched consultation with schools
November	Presentations and briefing sessions across Kent
15 November	CYPE Cabinet Committee (KCC Members)
18 November	Consultation with schools closes
29 November	Schools' Funding Forum meeting
December	DSG allocations confirmed
January and February	School budgets calculated

**Thank you for listening**

**Please do take the time to respond to  
the consultation which closes on 18  
November**

**[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation)**

**Do you have any questions?**

# SEND Update

Keith Abbott

Director, Education Planning and Access

# Written Statement of Action

- Written Statement of Action formally approved by Ofsted on 3 September 2019
- This means the clock is now ticking. Re-inspection of the Local Area is expected to take place at some point between September 2020 and March 2021
- We are now in the process of regular monitoring/reviews of progress across the Local Area by DfE and NHS England.

# Governance and Workstreams

Over the past few months we have changed some of the governance arrangements for the 5 workstreams that cover the 9 areas.

- Each workstream now has a Project Sponsor at Director level:
- Parental engagement and co-production - Stuart Collins
- Inclusive practice and outcomes, progress and attainment of children and young people - Keith Abbott
- Quality of Education, Health and Care plans - Sarah Hammond
- Joint commissioning and governance - Rachel Jones (CCG)
- Service provision - Rachel Jones (CCG)

# DfE and NHS Monitoring

- We had a DfE/NHS monitoring meeting on 4 November. This was the first since the WSOA was approved.
- We used this as an opportunity to feedback honestly to DfE and NHSE on what we had achieved over the nine months since the inspection.
- Whilst there has been progress in some areas we acknowledged this has been insufficient and is also taking place far too slowly

# Work that has taken place

- Some of the work taking place includes:
- Engagement with parents. This has started and a large survey to ascertain parent's views on our services has just been completed. The new KENT PACT is now establishing itself.
- Engagement work with schools around inclusion and working alongside ISOS (research company) in seeking schools' views but there is a lot more to do in this area.
- Ensuring the quality and timeliness of EHCPs and the development of a quality assurance framework to underpin the work to improve their quality
- Establishing an SEND Improvement Board to oversee key activities.
- Ensuring that Joint commissioning works on four key priorities -
  - ❖ speech and language therapy
  - ❖ Neuro-developmental Pathways
  - ❖ Independent School placements
  - ❖ the linked decision-making processes.
- Supporting CCG colleagues to look at service provision, specifically, pathways and waiting times for key services.

# James Roberts

**CEO, The Education People**



## Provisional Outcomes thus far

### From 31 Inspections (to 21/10/19)

- 15 Section 5 inspections and 16 Section 8, under new framework
- 24 Primary, 4 Secondary and 3 Special schools inspected
- 12 no movement (10 G, 2 RI)
- 7 uplift (1 category to RI, 5 RI to G, 1 G to O)
- 4 drops (3G to RI, 1 O to G)
- 1 new to RI
- 7 awaiting outcome
  
- No significant dip in outcomes and no real surprises.

# Feedback from School Improvement Advisors

- Main focus on Quality of Education (limiting judgement)
- Wider curriculum progression of skills and knowledge through progression documents remains a challenge.
- Middle leadership, in particular wider curriculum subject leadership, is a thread - middle leaders need to be able to explain curriculum content.
- Although roll out time for the expected curriculum changes is being adhered to, Ofsted are expecting schools to already have a clear plan and to have begun implementation.
- Reading and mathematics curricula are expected to be in full implementation.
- High focus on literacy and intervention.
- In Primary, evidencing progression in reading in particular Key Stage 2 has been limiting. This is especially true of schools using book bands - it needs to be systematic.
- Do not overlook safeguarding - ensure documentation is robust and available (and location known across senior leadership).
- Deep dives focussing heavily upon vertical sequencing of curriculum and consistency in implementation
- Useful link for Primary reading deep dive:
  - <https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/>

## Common trends

- Phone call
- IDSR (starting point)
- Prepare page 18/19 - have documentation ready
- Section 8 - know Spot Light focus and prepare the information in advance
- Middle leader focused - prepare for Deep Dives
  - Strategies being embedded to strengthen teaching - pupils knowing more and remembering more
- Focusing on SEND and DA - provided EHCP/provision maps
- Clear on systems impact of leadership - evaluating your school information
- Day one mostly deep dives

# School Inspections - KAH feedback

# Thank you for attending

## [www.kelsi.org.uk](http://www.kelsi.org.uk)

Please continue to visit the Kelsi website for key legislation, guidance and latest news and events available to educational professionals.

