

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 7</b>
<b>2 NOVEMBER 2022</b>	<b>PUBLIC REPORT</b>

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Councillor Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

**SERVICE DIRECTOR REPORT, EDUCATION INCORPORATING THE PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDREN'S SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Jonathan Lewis – Service Director (Education)	<b>Deadline date:</b> N/A
<p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Note the contents of the report.</li> <li>2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough Infant, Junior, Primary and Secondary schools.</li> <li>3. Understand the current situation in Peterborough outlined in the Education Organisation Plan.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 This report has been written by the Service Director (Education) at the request of the committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to outline the latest position on Education in Peterborough. It covers national changes and the three key areas of services provided in Peterborough. The report outlines other key progress in our continual focus on improving educational outcomes.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

1. Children's Services including
  - a) Social Care of Children;
  - b) Safeguarding; and
2. Education, including
  - a) University and Higher Education;
  - b) Careers; and
  - c) Special Needs and Inclusion;

- 2.3 This report links to –
- Corporate priority:
    - Improve educational attainment and skills
    - To drive growth, regeneration and economic development
  - Children in Care Pledge: Support children in care to have a good education.

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. **BACKGROUND AND KEY ISSUES**

#### **National Policy Changes**

- 4.1 The third reading of the government’s Schools Bill in the House of Lords has been delayed by the new government amid a review of current reforms. Through the new Schools Bill 2022 the government aims to raise education standards across the country via a range of measures including supporting schools to join strong, multi-academy trusts, introducing registers for children not in school and giving Ofsted more powers to crack down on unregistered schools operating illegally.
- 4.2 The Education White Paper, Opportunity for all: Strong schools with great teachers for your child, outcomes have slowed in recent months, and we await a further update from the DfE. We have been working with the DfE around how the landscape of school leadership could change. Peterborough has been designated an Education Investment Area (EIA) and we expect further information on this programme to be released in November.
- 4.3 The consultation for the SEND Review Green Paper, which sets out the proposal for the future of special educational needs and disabilities and alternative provision, concluded in July 2022. Appendix 1 outlines the response from Peterborough. Later in the year, the Government will publish a national SEND and Alternative Provision improvement plan setting out in detail how it will move forward to deliver improvements to the system. In addition, a new National SEND and Alternative Provision Board will be established, comprising civil servants, parents and carers and people working across education, health and care. The Board will consider the voices and lived experiences of children young people and their families.
- 4.4 In April 2022, the Department for Education announced its restructure plans including creating 9 regional groups which will provide integrated delivery for schools and local authorities, including childrens social care and SEND. A new strategic centre will create better oversight, drawing together the DfE’s work and setting direction, working alongside operations and infrastructure. There will also be 3 dedicated groups focussing on families, schools and skills.
- 4.5 There have been a significant number of consultations and proposed changes impacting education alongside the previously referenced White and Green papers this year from the DfE. Many of these consultations have now closed and we await further information. We know the outcome of some areas and are readying to implement the changes (further information on Attendance changes are included below).
- 4.6 Should many of the proposals and ideas within the consultations be enacted the year ahead could continue to be one of uncertainty for schools and education services. An overview of some of the topics and areas being consulted on are listed below for reference.
- Ongoing reform around attendance, Elective Home Education and Children Missing Education.
  - The need for children to have access to mental health support in schools, and for better support for SEND children.

- Schools opening for longer hours to help children get the skills they need but also to make sure they are less prey to potential alternatives. Extended day remains an expectation but not yet mandated to be 32.5 hour week until 2023)
- Use of unregistered Alternative Provision
- Early Years Funding Formula
- Implementation of the National Funding Formula
- EHCP Annual Reviews
- Post 16 qualifications
- Behaviour in Schools
- Further Education Funding

4.7 The education service in Peterborough is one of the smallest in the country and it is a real challenge to continue to keep on top of all the changes nationally whilst continuing to deliver statutory services.

### Education Capital Place Planning

#### School Admissions

4.8 For the period from September 2021 to July 2022, a total of 3,819 applications were processed. Since the start of term in September 2022, we have seen the number of applications reach nearly half this level as outlined in the table. This number of applications is the highest number of requests we have ever received during the holiday periods. Most of these applications are a result of wider overseas applications and from out of county. Generally, the numbers of requests from overseas applicants have increased, with 90 Ukrainian applications since April.

Year Group	Total No of Applications Received	Total No of Applications Processed
Reception	180	176
Year 1	189	201
Year 2	173	193
Year 3	232	240
Year 4	181	178
Year 5	187	173
Year 6	146	120
Year 7	113	124
Year 8	147	118
Year 9	160	137
Year 10	107	101
Year 11	86	72
<b>Total to date</b>	<b>1,901</b>	<b>1,833</b>

4.9 Admissions data is showing that given this significant influx we have a shortage of places for in year applications in Years 5, 6, 8 and 9.

4.10 To try and mitigate this shortage, the team is speaking to a number of trusts / schools about the potential for opening a Year 8 class to alleviate the pressure. It may take some time to establish these classes due to recruitment of teachers and additional funding would need to be found from our Dedicated School Grant growth fund. All children have been offered places though.

- 4.11 For Primary, the pressure for school places is mainly centred in Hampton so initial conversations have been held with Hampton Lakes and St John Henry Newman as these schools both currently have capacity. Discussions are taking place over the level of resources required to deliver this provision.
- 4.12 Where we are unable to place children locally we are working with schools in the wider vicinity to seek solutions. Additional cost of transport in these instances is also factored in. It is expected that several places will become available from children who have not returned to school after the summer holidays. This can take up to 20 days after schools restart to resolve.

#### School Admission Appeals

- 4.13 The 'Draft School Admissions Appeals Code 2022', which came into force from 1 October 2022, will permanently reflect some of the changes to the Appeals code that came into effect during the pandemic. The ability to allow appeal hearings to be held remotely or in person has been agreed. However, the flexibility to allow panels of 2 to continue will not go ahead as concerns were raised about the fairness of decision making.
- 4.14 Local Authorities must ensure that panel members are independent and retain their independence throughout their tenure as a volunteer.
- 4.15 All Local Authorities, including Peterborough, are struggling with the recruitment and retention of volunteers. This impacts on the arrangement and delivery of panels. A recruitment campaign is currently running, and we have reached out to regional colleagues to consider ways of working together to ensure a bank of volunteers is available.

#### School Attendance (including Children Not in School CNIS (Elective Home Education))

- 4.16 On 6 May 2022, the Department for Education released new non-statutory guidance to help schools (including the independent sector), trusts, governing bodies, and local authorities maintain high levels of school attendance and improve consistency of support.
- 4.17 The guidance contains expectations of increased and prescriptive attendance duties, and minimum expectations in relation to practice. To drive the change there is a need to transform the current Attendance Team into a service that can meet the new requirements, with the capacity to work in partnership with schools to embed a whole school early intervention approach. Therefore, a full review of the current service delivery against the new duties has started to ensure we plan for statutory delivery from September 2023.
- 4.18 There is a clear expectation that in all cases of poor attendance the focus needs to be on early and supportive interventions, with Penalty Notices and Prosecution through the magistrates' courts as a last option.
- 4.19 We are still issuing, and will continue to issue, Penalty Notices for term time holidays and non-school attendance, however the criteria that we issue fines may well change as an outcome of a DfE consultation. We strongly believe that children need to be in school to achieve their potential. The position on notices this academic year to date is here -
- 290 notices have been issued so far since the new academic year started.
  - There are a further 100 notices that will be issued before October half term.
- 4.20 In a recent BBC review, Peterborough had the 11<sup>th</sup> highest rate of penalty notices per 100,000 pupils. We have seen some significant improvement in overall attendance since we have taken a stronger stance on attendance including reducing the number of days before we issue a penalty notice.

- 4.21 The current position on attendance for the week commencing the 26 September 2022 can be found in the table below. We are still experiencing the impact of Covid-19 but this shows a positive position at this time of the academic year. We are following up at school level where attendance is low and monitoring overall attendance on a fortnightly basis.

Peterborough	Rank (Out of 151 LA's)	Overall Absence	Authorised	Unauthorised
Primary	66 <sup>th</sup>	4.8%	3.7%	1.1%
<b>National</b>		<b>4.9%</b>	<b>3.6%</b>	<b>1.3%</b>
Secondary	53 <sup>rd</sup>	7.9%	5.5%	2.5%
<b>National</b>		<b>8.4%</b>	<b>5.7%</b>	<b>2.8%</b>
Special	89 <sup>th</sup>	12.4%	10.4%	2.0%
<b>National</b>		<b>12.3%</b>	<b>9.6%</b>	<b>2.7%</b>

- 4.22 Additional duties in relation to Children Not on School (CNIS) are expected in October 2022 will require re-shaping of service delivery also. This will be incorporated into the service review when considered how to most efficiently deliver the new duties.
- 4.23 The number of registered Electively Home Educated students in Peterborough is outlined below. The 2020/21 and 21/22 data indicates the impact Covid has had on parental choice in this area.

Academic year	Total number of students registered as EHE
2017-2018	508
2018-2019	624
2019-2020	562
2020-2021	798
2021-2022	837

- 4.24 The number of Electively Home Educated Students on 1 October 2022 was 625 indicating a potential downturn in the trend as families settle back into pre-Covid behaviours and routine.

#### Education Organisation Plan

- 4.25 The Council has a legal duty to ensure sufficient early years, school, post 16 and SEND places. The Education Organisation Plan (see Appendix 2) sets out how we plan to achieve this. Over the last ten years Peterborough has been one of the fastest growing cities in the country. We have responded to this demand with a number of expansions and new schools, the most recent being two new primary schools and one new secondary school opening in September 2022.
- 4.26 Secondary and SEND numbers are forecast to continue to increase for the next five years whilst there has been a fall in the number of annual births, which is resulting in a lower demand for early years and younger primary school places.
- 4.27 The response to these forecast changes in early years, school, post 16 and SEND population is detailed in the plan at a local level.

The following developments are forecast to need new school provision in the next 10 years;

#### Great Haddon development, south of Peterborough (5000 dwellings)

- 1<sup>st</sup> primary (2FE): 2025 to 2027
- Secondary (7FE and post 16 provision): 2030
- 2<sup>nd</sup> and 3<sup>rd</sup> primaries (2FE and 3FE): timescale unknown

Norwood development, north east Peterborough (2000 dwellings)

- One primary (3FE): September 2028

East of England Showground development, Orton (1450 dwellings proposed)

- One primary (2FE): timescale unknown

- 4.28 The new round of free schools – Wave 15 - is currently open with a deadline of 30 November 2022. There is not considered to be the need for a new school in Peterborough that would meet the criteria for a free school. This wave is focused on new schools across the UK in areas that have the lowest educational standards and where there is a need for new school places.

Fair Access Protocol

- 4.29 Following advice from the DfE, we are currently reviewing how our Fair Access Panel operates with a particular focus on our current referral threshold. Our duty and priority remain to ensure all children and young people have access to a school place. The purpose of the Fair Access Protocol (FAP) is to allow children and young people who cannot easily access a place through the mainstream systems that they have a right to access. Our current criteria for consideration under the FAP is:

- Children either subject to a Child In Need Plan or a Child Protection Plan
- Children living in a refuge or in other Relevant Accommodation at the point of being referred.
- Children from the criminal justice system.
- Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.
- Children with special educational needs (but without an EHCP), disabilities or medical conditions.
- Children who are carers.
- Children who are homeless.
- Children in formal kinship care arrangements.
- Children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code.
- Children for whom a place has not been sought due to exceptional circumstances.
- Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance from their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted.
- Previously looked after children for whom the local authority has been unable to promptly secure a school place.

- 4.30 Reaching out to other Local Authorities has provided an understanding of operational models that are aligned to the DfE expectations and has proven useful in recognising the shift that is required to ensure that Peterborough is adhering to due process.

- 4.31 We are proposing to undertake a review with our schools after half term, to explain the changes needed and gain their agreement and support to the proposed Fair Access Protocol. Key Changes to the Fair Access Protocol are:

- School applications will no longer be intercepted and removed from the normal admissions process, in order to be referred to Fair Access. The admissions process must conclude and if places are available, they must be offered.
- We will not allow schools with places available to refuse admission on the basis that they wish for placement to be allocated through the Fair Access Protocol.
- Automatic logging of admissions as fair access, by the Admissions Team, will stop.

- Retrospective referrals will no longer be accepted as it is considered discriminatory. Schools have a commitment made to support pupils and their needs.
- Additional criterion will be removed from the Fair Access criteria list.
- School places will be secured within 20 school days.

4.32 Alongside this, we will submit our definition of what we consider a 'disproportionate number of children' means. This definition must be agreed by all schools.

#### Free School Meals

4.33 As reported in a previous meeting, the challenge of rising deprivation is a significant concern. The latest published position can be seen in the table below -

	<b>Jan-20</b>	<b>May-22</b>
Total no. of FSM Claims	8020	10628
No. of new claims since Jan 2020		<b>2608</b>
% increase in the no. of FSM Claims*		32.52%
% of school population eligible for FSM	20.66%	26.46%
% increase of school population eligible for FSM		5.80%

\* NB. this does not factor in 8.75 % increase in school population during this time

4.34 We expect the number of eligible children to further rise in the October census. The increase in numbers will bring additional resources for schools but we also are aware of the extra challenge deprivation brings to schools.

### **School and Settings Improvement**

#### Governance

4.35 There are 66 governor vacancies across the 25 maintained schools (inc. primary, secondary, nursery and special) of which 6 of these are Local Authority Governor vacancies. We continue to promote the role of governors across social media, through our networks and as a professional development opportunity across the education directorate. Improving governance is key focus of our school improvement strategy.

#### National Literacy Trust update

4.36 Our positive relationship with the National Literacy Trusts continues to support focus on improving the quality of reading across the City. Key updates include -

- 179 Reading Buddies are now trained, with 20 schools actively engaging with Reading Buddies. 21 Peterborough schools are signed up for the Marcus Rashford Breakfast Club and have just received the latest book donations of 30 books to give to the children.
- 28 classes from 17 schools have signed up for Take 10 Virtual Author events on 10 October, promoting reading for wellbeing on World Mental Health Day.
- More than 1000 families engaged in NLT activities in August and September via Literacy Champions in the community and summer events at Ferry Meadows, Central Park, Stanley Rec, Itter Park, West Ravens Community Garden which included book gifting and linking in with partners such as Living Sport, Cross Keys Houses, City College Peterborough, Nene Park Trust and Barnardo's.

## Provision Outcome Data

- 4.37 Provisional results have been published for the first set of full results since 2019. Some information has been published at school level (Secondary) and some at LA level (all Primary outcomes). These are all subject to change as the final data is published after errors are corrected.
- 4.38 The continued focus on standards has resulted in progress across all EYFS, Key Stage 1 (KS1) and Key Stage 2 (KS2). Although standards have declined due to the challenges of the pandemic, LA standards have not declined as much as the national picture so it presents a positive picture with work still to be done. The impact of the pandemic seem to have a differential impact in Peterborough but we should celebrate the effort and commitment of professionals across education with the improvements we have seen.
- 4.39 KS1 outcomes show less improvement however the impact of the phonics results and the focus on reading should ensure further improvements in 2023.
- 4.40 A more detailed overview of the provisional data for EYFS, KS1 and KS2 accompanies this report (please refer to Appendix 3). A summary of the position is below -

	LA	National	Percentile Rank	Comments
EYFSP: Good level of development	60.7%	65.2 %	84 <sup>th</sup>	No trend data due to the changes in the EYFSP
Year 1 phonics	71%	75%	92 <sup>nd</sup> (+7 places)	Although a drop of 6% from the previous year it is less than the national drop of 6.4%
End of KS1 phonics	84.6%	87%	82 <sup>nd</sup> (+11 places)	Less than the National reduction
KS1 reading expected standard	58%	67%	100 <sup>th</sup> (0 place change)	The reduction was in line of the national reduction of 8%
KS1 writing expected standard	49%	58%	98 <sup>th</sup> (+1 place)	The reduction was 0.8 more than the national picture
KS1 maths expected standard	61%	68%	96 <sup>th</sup> (+2 place)	The reduction was 0.6 more than the national picture
End of KS2 expected standard in reading, writing and Maths	51.1%	58.7%	93 <sup>rd</sup> (+6 places)	The average for the last 3 years of data is 53.6%. Although a decrease of 4.6% the national reduction was 6.2%
KS2 reading expected standard	69%	74%	97 <sup>th</sup> (+2 places)	Although lower than the national average the increase year on year is 4.8% whereas the national average was only 1.3%, therefore we are closing the gap.
KS2 writing expected standard	61%	69%	95 <sup>th</sup> (+5 places)	This area declined slightly more than the national average by 1%.
Ks2 maths expected standard	68%	71%	78 <sup>th</sup> (+20 places)	Although lower than the national average the decrease is 4.6% whereas the national average decreased by 7.3%.
KS2 reading progress	-0.5	+0.1	70 <sup>th</sup> (+20 places)	Progress score has increased by +0.7 whilst the national average increased by +0.1
KS2 writing progress	-0.6	+0.1	75 <sup>th</sup> (+12 places)	Progress score has increased by +0.5 whilst the national average increased by +0.1
KS2 Maths progress	+0.1	+0.1	58 <sup>th</sup> (+14 places)	Progress score has increased by +0.7 whilst the national average increased by +0.1



4.41 Provisional data for Secondary Schools was released in the last week of half term so we have included an early view of the data. A detailed report will be shared in the Spring term. A provisional review of this data suggests that significant improvement has been made.

	Progress 8		English – Strong Pass		Maths – Strong Pass	
	Peterborough	England	Peterborough	England	Peterborough	England
2018-19	-0.15	-0.03	51%	61%	38%	49%
2021-22	0.09	-0.03	60%	65%	48%	55%
Change	+0.24		+9%	+4%	+10%	+6%

4.42 Progress 8 measures how far young people progress in their education across education for 8 subjects against individual pupils who were at the same level when they started in secondary. The improvement by 0.24 is a substantial improvement and the first time Peterborough has had a positive progress 8 outcome. Out of the 151 local authorities, this places Peterborough as 38<sup>th</sup> nationally, up from 107 in 2022-23. This means each pupil has seen an improvement of a quarter of grade on each subject from those pupils in 2018-19. The gap has also closed significantly for English and Maths. The provisional data for Peterborough includes independent schools whilst the England figures excludes these schools. Once comparable data is available, the gap should close further.

### **SEND and Inclusion Service**

#### SEND Census Headlines

4.43 Each year, the government undertakes an analysis of performance and data in each Local Authority. In the late summer, a statistical analysis is produced that allow comparison of performance. Below are key headlines from the analysis:

- Peterborough's caseload (number of EHCPs held on census day) was lower than the statistical neighbour average of 2,550 plans. Peterborough holds more plans than three other statistical neighbours, and fewer than seven.
- Peterborough had the second highest rate of EHCPs (% of caseload) in the 20-25 age group among statistical neighbours.
- The number of new plans in year has been under statistical neighbour average for the last five years.
- Peterborough had the highest % of new EHCP holders (2021) placed in mainstream settings among statistical neighbours
- Peterborough had one of the highest rates of EHCPs completed to timescales in 2021.
- Peterborough had more than statistical neighbour average number of mediation (50) and tribunal cases (20) in 2021. The number of mediation cases was third highest in the group.

#### SEND Service Performance Headlines

4.44 We closely monitor our performance relating to SEND. The key headlines for September 2022 are -

- Request for Education Health Care needs assessment for September 2022 – 17 requests. This shows an increase in demand for EHC Needs Assessments, which is consistent with regional pressures and is expected to rise further, creating more pressure on the system in future.
- Draft EHCPs issued within timescale 71% / Final EHCPs issued within timescale 83%. These figures are above national average which is 59.9% for finalised plans (at 20 weeks), however, while the percentage should be recognised as high and the product of exceptional focus and commitment by the SEND team, the percentage has fallen from last year (81% / 92% respectively), which is a measure of the increased pressure within the system. This pressure has been created by a spike in requests for EHC Needs Assessments, which is a growing concern both regionally and nationally.

- Ten live tribunals - There is also additional pressure with regards to Tribunals, again this is in direct correlation with increased requests for assessment.
- Overall satisfaction with the EHCP (Education Health and Care Plan) process:
  - Very satisfied 63 %
  - Somewhat satisfied 33 %
  - Somewhat dissatisfied 4 %
  - Very dissatisfied 0 %

The level of satisfaction remains high with 96% showing levels of satisfaction with the EHCP process. The SEND team are focussed on learning from feedback obtained through the Quality Assurance framework to continue to make improvements and aim for 100% satisfaction. This information is collected from parents and carers at the end of the EHCP process.

#### Behaviour and Inclusion Support

- 4.45 During the Summer Half Term all paperwork and referral forms have been reviewed and updated and Behaviour & Inclusion Guidelines have been put in place in preparation for these to be communicated to schools.
- 4.46 Training programmes have been delivered on Permanent Exclusion and Exclusion hearings to ensure the Inclusion teams are fully up to date with recent changes in legislation, we have also started a routine of training for school governors with this focus.
- 4.47 The latest DfE guidance on Permanent Exclusions and suspensions has been reviewed by the team and amendments to PCC paperwork/processes have been made.
- 4.48 Over the Summer STEPS (the local authority recognised support programme for working with children who have inclusion challenges) example documents were created – Predict and Prevent and Risk reduction behaviour plans – these can now be sent to schools following behaviour panels where support around Steps has been highlighted. Visits to school to offer training sessions on STEPS paperwork will be offered and strategies can also be offered to support a school to meet a child's behaviour/communication needs.
- 4.49 There have been 2 Permanent exclusions in the current school year so far and we are awaiting the dates for exclusion hearings for 2 further cases both of which have EHCP's. The inclusion team are supporting alternative solutions for all of these children in order to support a return to school as quickly as possible.
- 4.50 Our overall data on exclusions last year is here -
- 4.51 There were a total of 62 permanent exclusions (PEX) in Peterborough during the academic year 2021/22 - 8 from primary schools, 52 from secondary schools and 2 from one special school academy. The data for permanent exclusions is now accurately recorded across all settings. There has been an increase in the use of PEX, which is being addressed by additional support through the Behaviour Panel and Inclusion team.
- 4.52 The Behaviour Panel continues to meet and support individual cases raised by schools. This maintains support for many cases and avoids placement breakdowns. This term 4 schools have benefitted from direct support to date.
- 4.53 Medical needs provision has recently moved to the responsibility of the inclusion service. This term we have had 5 referrals to date with 3 of these referrals successfully starting tuition services and 2 referrals yet to be fully processed, but within statutory timeframes. We expect numbers to continue to rise with more mental health needs being presented and long Covid becoming a greater issue.

## Accelerated Progress Plan Update

- 4.54 The Accelerated Progress Plan is Peterborough's response to the remaining area of weakness highlighted by Ofsted and CQC following their revisit to measure the effectiveness of the Written Statement of Action. The area we have to address is related to Preparation for Adulthood namely; *'The provision for young people aged 18 to 25 is not sufficiently developed to make sure that young people have the full range of opportunities and support that they need as they move through into adulthood'*. Our plan to address this was agreed by the Department for Education (DfE) in August 2022.
- 4.55 The APP will be reviewed every 6 months with the Department for Education and NHS England and given the focussed element of the plan we are aiming to complete the actions within 12 months (2 visits).
- 4.56 A regular working group to address the areas highlighted has been created and the following is an update on the areas of focus addressed so far:
- 4.57 Development of a Post 16 Strategic Plan.
- The focus of this area is the development of a robust post-16 strategic plan approved by Joint SEND Strategic Partnership Board which has been consulted on and developed in partnership with children, young people, parents/carers and partners to ensure a system wide voice and engagement
  - The aim is that through evidence from surveys and focus groups young people, parents and carers report that the service offer is reflective of their views and that they were involved in the design of the provision.
  - We have started to increase the level of engagement with children and young people with SEND by adding specific views elements to annual reviews. We have also agreed joint Commissioning arrangements with CCC to increase the reach of our participation group arrangements which will support more direct views from young people so they can impact upon our strategic actions.
- 4.58 Development of shared resource for Disability Social care 0-25.
- The focus of this element is to develop a shared resource for the Disability Social Care 0 – 25 service workforce to ensure they have the practical resources, templates, training and technology they need to communicate and engage effectively with children and young people.
  - Physical resources have been made and are ready to be collected by the PCC Teams.
  - Virtual resources have been collated and are in the process of being shared over to the Children's Portal and will be accessible to all staff.
  - A Training & Practice Development Programme has been planned and we are in the process of setting the dates for staff to book on.
- 4.59 Develop opportunities for Engagement
- This element focusses on working with the Local Parent Carer Forum and Networks to broaden the reach / membership and create a targeted survey for parents, carers and young people to share their views on how to further develop opportunities for education, employment and alternative community provision including improving health outcomes to better meet the needs of young people as they transition into adult services (18 to 25).
  - Through this workstream we have agreed informal monthly collation and sharing of feedback received from children, young people, and families across the Disability Social Care service.
  - A multi-agency meeting has been undertaken to identify gaps in the reach of the existing programme and try to secure how to reach more seldom heard groups, for example those who are Electively Home Educating (EHE).

- 4.60 Prioritising the information on the SEND Information HUB (Local Offer) to ensure it meets the needs of young people and families.
- The focus of the element is to ensure that the Local Offer is reviewed and updated for young people, parents and carers in partnership with the Peterborough Youth Council, the Network Team, Family Voice and relevant teams/organisations:
  - Disability Social Care 0-25 Service, including moving from children to adults social care / or accessing adult social care and ensuring that information relating to a Range of support, living, social and leisure options available in Peterborough
  - Local offer updates have been completed and / or drafted and new SEND Information Hub (Local Offer) to be relaunched in 2023
  - Consultation events will be continued with YP planned for October and November, with an 18–25-year-old focus looking to increase understanding of how this group of young people want to access information.
  - SEND commissioning project to identify availability of community involvements for 18-25 years has been launched
  - Family Voice and Caring Together events planned to support understanding of the range of opportunities as 18-25 yr old move into adulthood

### Schools Funding

- 4.61 A key challenge for schools currently is ‘cost of living’ rises and austerity in schools funding. This is likely to be a huge issue moving forward especially with the lack of a comprehensive spending review which could bring more money to the education budget nationally. 2023-24 is the final year of a 3 year settlement and whilst it has an increase in funding, it is not reflecting the cost pressures of the sector. The position for school funding is in the table below, with comparison to some other authorities.

	<b>2022-23 Baseline per pupil (£)</b>	<b>Rank (out of 149)</b>	<b>2023-24 Baseline per pupil (£)</b>	<b>Rank (out of 149)</b>	<b>% Change</b>
England	5,534		5,641		1.94
Tower Hamlets	7,747	1	7,762	1	0.19
Hackney	7,685	2	7,727	2	0.55
Cambridgeshire	5,210	137	5,315	136	2.03
Peterborough	5,529	59	5,660	58	2.36
Wokingham	5,113	150	5176	150	1.22

- 4.56 The mini budget announced by the government in October has not provided much positivity for education funding. The key features are -
- Lower NI costs as a result of the health and social care levy being reversed. Schools received a grant to cover these costs in the 2022/23 financial year and the funding will not be recovered but the grant is being removed in the 2023/24 financial year.
  - There will be a £2.1 billion fund for public bodies to invest in energy efficiency and renewable heating. No details have yet been disclosed on how to access this for education settings.
  - Energy support - New “government-supported price” of £211 per megawatt hour for electricity and £75 for gas will equate to a saving of £4,000 for a school paying £10,000 a month for energy. This will however depend on where a school is in its contract discussions. The support will only last for 6 months between 1 October 2022 and 31 March 2023 and this may lead to a cliff edge on funding at the end of this period.

- 4.57 Aside from energy protection, the other key inflationary pressure is on pay. There are two separate pay awards –
- Teachers – the School Teacher Review Body set their recommended pay scales for Teachers in September –
    - September 2022 - a 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Scale as a step towards achieving a minimum starting salary of £30,000 by September 2023;
    - September 2023 - a 3% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Scale to deliver a minimum starting salary of £30,000, and a limited-scope timely review mechanism to ensure that the recommended 2023 pay levels remain appropriate.
  - Local Government employees - The National Employers group made an offer of a flat rate increase of £1,925 on all NJC pay scales – could be up to 10% for some staff depending on their grade.

4.58 There has been no announcement yet on additional funding for schools and these additional costs are likely to see a number of schools facing deficits. Some academy trusts might face difficulties declaring in their accounts they are a 'going concern' and some maintained schools may face deficit budget licences.

4.59 Nationally there are also pressures on high needs funding. This is the grant each LA receives to support children with additional needs. 58.6% of LA's with a deficit at the end of 21/22. Peterborough is one of the few Local Authorities who have a small surplus. We have had our funding announcement for 2023/24 and despite each LA receiving a minimum 5% increase, the inflation and other pressures outlined above will be significant. The position for Peterborough can be seen in the table below -

	2022-23 £m	Uplift	2023-24 £m
Peterborough	43.2	6.3%	45.9

4.60 **We are currently waiting for the October School Census and we will be building budgets throughout November. We will consult Schools Forum on these proposals and they will form part of the council's budget in January.**

4.61 In September we also received funding for children from Ukraine. The team are currently working on a funding formula to allocate an amount to schools where children have been placed and for the LA to retain a percentage of funding to support with transport, ongoing complex support etc.

## 5. CONSULTATION

5.1 We intend sharing key documents from this report with education settings and accepting feedback before they are finalised.

## 6. ANTICIPATED OUTCOMES OR IMPACT

6.1 The actions outlined above have provided support for pupils, families, schools and early years settings.

## 7. REASON FOR THE RECOMMENDATION

7.1 We value the committee's feedback to help us shape the best possible outcomes for education.

## 8. ALTERNATIVE OPTIONS CONSIDERED

8.1 None

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 The budget proposals for the Dedicated Schools Grant will be fully considered by Schools Forum and will go as part of the budget proposals to Full Council.

### **Legal Implications**

- 9.2 None

### **Equalities Implications**

- 9.3 None

### **Rural Implications**

- 9.4 None

### **Carbon Impact Assessment**

- 9.5 There are no carbon implications arising from this decision.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 None.

## **11. APPENDICES**

Appendix 1 – Peterborough’s Response to SEND Green Paper  
Appendix 2 – Education Organisation Plan  
Appendix 3 – Peterborough Provisional Educational Performance