

Derbyshire County Council
Schools Forum
6th October 2015
Radical Rethink of Early Help Offer Project
Progress update

Introduction

1. At its meeting in June 2015, Schools Forum received a report on the preliminary work that had been undertaken around a Radical Rethink of the Early Help offer (hereafter REHO) in Derbyshire. The report:
 - Outlined a range of top-down cost-reduction and income-generation proposals for responding to the financial challenges facing the portfolio of early-help services;
 - Described the initial conversations that had been held between Derbyshire and four clusters of schools across the county around the possibility of developing prototypes for new ways of organising and delivering these services;
 - Recommended that the work of these potential prototypes be organised into a programme, with appropriate management and governance arrangements to ensure progress over the summer and into the 2015/16 academic year.

Schools Forum gave its support to the suggested approach, and asked for an update to be submitted to its first meeting of the new school year.

Progress update – governance

2. In line with the decisions of Schools Forum, a programme board has now been established to oversee the work. The REHO board is chaired by Kathryn Boulton (Derbyshire's Senior Responsible Officer for the programme) and has representation from Schools Forum and the Council. It had its first meeting in July, has the second meeting scheduled for September 30th, and has two further meetings scheduled across the remainder of 2015. Its remit is to:
 - i. Take decisions on individual prototypes and on programme-wide initiatives
 - a. Chase progress
 - b. Provide challenge and support to individual prototypes – to ensure they are sufficiently radical, and sufficiently focused on the key challenges facing the Council
 - ii. Monitor progress and consider emerging conclusions from the implementation of agreed prototypes
 - a. Identify requirements for ongoing support to prototypes
 - b. Track prototype results around spend, effectiveness and satisfaction
 - c. Understanding what is working and why
 - iii. Consider Derbyshire -wide issues (e.g. around resources and policies) that arise from the prototypes
 - iv. Prepare for the post-prototype phase of the initiative
 - a. Develop strategies for scaling and rollout
 - b. Provide advice to Derbyshire and Schools Forum on the shape of the County-wide solution for the future of Early Help services, in time for the new financial environment (i.e. 2017/18 and beyond)

3. Derbyshire has also designated Rosie Kightley, Programme Manager in Early Help and Safeguarding, as the operational programme manager overseeing the progress of the initiative and the work undertaken in each of the potential prototype clusters.

Progress update – work across the clusters

4. The programme now includes work in five clusters: Whittington Green, Kirk Hallam, Hope Valley, Heanor and South Derbyshire. Key points from each cluster are:

- a. Whittington Green – keen to run a prototype and has developed detailed proposals that should be ready to present to the programme board at the end of September. Depending on the response of the board, the prototype could be live from October/November. The focus is on aligning the efforts of school-based family support staff with those of MAT caseworkers, on improving strategic and operational planning arrangements, and on refocusing efforts towards earlier intervention.
- b. Kirk Hallam – keen to run a prototype and has developed detailed proposals that will be finalised in October and ready to present to the programme board at the start of November. KH priorities are for the services to be focused on people not postcodes, and for improved information flows and systems (including school access to framework i) to enable better operational co-ordination between school-based staff and MAT caseworkers.
- c. Hope Valley – keen to use the prototype opportunity to address issues of accountability and responsiveness in service provision. The prototype development process has led to improved communication between the MAT and schools in the cluster, with a number of school concerns now being progressed. The cluster has proposed the designation of a fourth pastoral lead within the cluster to be focused on primary schools (to sit along the three that lead on pastoral matters for each house of Hope Valley Academy) to allow earlier intervention and with the aim of reducing downstream demand for MAT casework; the cluster is also developing proposals for new models of governance and operational management.
- d. South Derbyshire – determined to maintain Early Help services and pool budgets where possible across the MATs and schools. They are eager to implement joint governance arrangements, as this prototype will be across more than one cluster. There are strong partnerships in South Derbyshire and the prototype will aim to strengthen joint arrangements with Health and Voluntary sector partners in particular. The first workshop is on the 15th October.
- e. Heanor Gate– running on a slightly slower timetable than the earlier clusters. Workshop scheduled for October 19th, with the intention of developing proposals in time for consideration by the Programme board before the end of the autumn term.

5. For each cluster that wants to run a prototype there is merit in ensuring that the key features of proposals are captured in a consistent fashion – in part to allow the programme board to consider each set of proposals in a similar way, in part to assist with the tracking and monitoring of progress after prototypes have started. To enable this consistency, each cluster will be asked to submit a brief written description to the programme board covering:

- The proposition
- How it will be implemented
- Risks and their management
- Anticipated improvement opportunities
- How the prototype will be monitored and evaluated.

To assist with the drafting of these proformas, some guidance notes have been prepared (see Appendix A); clusters will be encouraged to refer to these when preparing their outlines, but not to be bound by them – each cluster needs the freedom to craft their outline to fit the distinctive characteristics of their prototype.

Emerging thoughts on models for the future organisation and delivery of early help services

6. The commitment to prototyping different approaches - and then discovering what works well in practice, and why it works – means that it is not possible at this stage in the initiative to state with certainty which model (or models) will be suited for rolling out across the county and what benefits are likely to accrue from this rollout. However, if asked to give a steer at this stage in the programme about ideas that are starting to emerge around future models for the organisation and delivery of early help services, we would highlight the following:

a) Overarching principles

The new service should shift from a referral-led postcode driven reactive services to one that is pupil and family-led, working proactively, driven by results rather than process compliance, and underpinned by a philosophy of early intervention. As part of this shift: the services should aim to become more transparent in their operations, more responsive to the needs of schools and more accountable for their results; and the service governance arrangements should be closer – and more customised – to the varied local contexts.

b) Features

In support of these overarching principles, the new service might consider:

- i. The alignment of Derbyshire resources with prototype school clusters – so that, for each prototype, the focus of MAT effort is on ‘people not postcodes’. As part of this alignment, each school to have a link MAT worker, with quantifiable time dedicated by the MAT to the cluster.
- ii. For each cluster, the identification of school-based family support resources – whether these are full-time or part-time staff employed by schools, or by the provision of funds from schools to contribute towards such resources. MAT staff will provide training and professional support to these school-based staff.
- iii. Improved liaison and co-ordination between MAT resources and school-based resources - underpinned by joint Derbyshire - school strategic and operational planning processes covering the work of both MAT and school-based staff across each cluster.
- iv. The early identification of children and families in need of support – a proactive work by school-based resources, before the involvement of MAT caseworkers – to reduce the numbers and resource-intensiveness of more significant cases. Support from children’s centres for this way of working – through the interaction of their efforts with those of health services to provide a more integrated intelligence-gathering function (to identify prospective cases), and through focusing Children's Centre activities more on early and preventative work with identified higher priority children and families.
- v. Liaison with other services – in particular, health and policing – to encourage them to align their resources and activity with these arrangements.
- vi. Improved publicity and communication to promote the new ways of working across local communities; and, in tandem with this, use of developmental resource within the reorganised Derbyshire locality teams to maximise community engagement with and support for the prototypes.

- vii. Information systems that support and enable the new ways of working. Changes should include improved access for school-based staff to chronologies and alerts, and also the development of information-sharing policies.
- viii. The development of inter-authority protocols to ensure adequate liaison and communication when pupils cross local-authority boundaries.
- ix. Management arrangements that support the augmentation of efforts across school-based and MAT staff as well as allowing the development and implementation of new planning processes, while respecting the separate HR arrangements for school and Derbyshire staff that are likely to remain for so long as prototypes do not evolve into more formal joint ventures.
- x. Governance arrangements that allow appropriate oversight and accountability to both Derbyshire and school representatives of whatever operational model has been agreed for each prototype. A range of governance options suggest themselves – from light touch to more intensive, and from a model that is premised on schools acting as commissioners to one in which schools and the Authority co-ordinate and align their respective efforts. The answer is not to prescribe a single approach but to ensure a good fit between the governance structure and the strategy and operational approach that has been agreed for each prototype cluster area.

c) Potential benefits of the emerging models

The new models could lead to the following benefits:

- i. Improved efficiency - improved coordination and better information flows leading to better alignment of school-based and MAT resources, more appropriate deployment of resources (including reduced use of more highly skilled, higher cost MAT caseworkers) and the avoidance of any duplication of effort
- ii. Improved effectiveness – early intervention reduces the number and reoccurrence of more significant cases – and therefore reduces the need for more highly skilled higher cost MAT caseworkers
- iii. Enhanced resourcing of early-help services – through a greater contribution from schools (whether through the deployment of school-based staff or the identification of funds from schools to pay for early-help services), through greater engagement by local communities around the early-help agenda, and through more - and better co-ordinated – engagement by other statutory services (e.g. health and police)
- iv. The identification of lower priority activities within the current MAT offer – greater engagement from school clusters allows a more extensive dialogue around priorities across the suite of MAT services.
- v. Overall: a better service for children and families and improved outcomes.

Next steps

7. Appendix B shows the programme plan until the end of 2015. Key actions include:

- working with clusters to develop proposals that are brought forward on a phased basis between late September and December, allowing all agreed prototypes to be operational by the beginning of the 2016 calendar year
- finalising evaluation arrangements
- undertaking research into examples of good practice (and other sources of funding) nationally and considering ways in which this practice can be incorporated into Derbyshire's approach.
- providing support for prototypes once they are up and running

8. Moving into early 2016, the top priority for the programme is likely to be the development of proposals to move from prototyping to the scaling of successful practice – with this shift occurring in time for the authority to implement the optimal response to the financial pressures that early help services will face over the coming period.

Decisions required

Schools Forum is asked to:

- i. Note the progress across the REHO programme (paras 2-5)
- ii. Comment on the emerging ideas around future models for the organisation and delivery of early-help services (para 6)
- iii. Consider the next steps outlined for the programme (paras 7-8)
- iv. Agree to receive further reports on the progress of the programme – and of individual prototypes – at future meetings of Schools Forum.

Author: Greg Wilkinson, independent consultant

Date of report: 21/9/15.

Proforma completion – guidance notes**Suggestions to be considered by clusters when drafting their outlines for proposed prototypes****1. The proposition**

- Why you want to do things differently – what are the problems/ shortcomings in current arrangements that you want to address, what are the prototype's objectives
- What you want to do – proposed features of your prototype, with particular emphasis on:
 - The scope of the initiative – what services are included
 - Target segments of the population – who are your priorities for improved engagement and better outcomes?
 - Staffing arrangements – which staff will be involved in delivering the prototype? How will they work? How do you see the interaction between school-based staff and those in MATs?
 - Processes – what will be done differently?
 - Information – how information will be shared and accessed?

2. How the prototype will be implemented

- what contribution are you seeking from: schools; the MAT; other agencies (health, police, other); and the community?
- what will your approach be to stakeholder engagement and communication – who are your target audiences and how will you build awareness, understanding, support and involvement?
- Who will manage the prototype? If more than one person, how will they liaise and co-ordinate their efforts?
- What arrangements will you establish for prototype governance?
- high-level implementation plan and timescales
- Outstanding issues: what still needs to be resolved if you are to succeed?

3. Risks and their management

- what are the key risks (no more than 5-6, and possibly fewer)?
- what's the assessment of probability and impact?
- what action will be taken to mitigate risks?

4. Improvement opportunities

- what non-financial and financial benefits are you looking for the prototype to generate – and what are your broad estimates of the time it will take for these benefits to be realised?

5. Approach to monitoring and evaluation

- what information should be collected and tracked, by whom, in order to assess the prototype's impact and cost-effectiveness?

REHO Project Plan

Appendix B

	09-Jul	13-Jul	20-Jul	27-Jul	03-Aug	10-Aug	17-Aug	24-Aug	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	
A) GOVERNANCE				SUMMER HOLS - ASSUME NO DEVELOPMENT										HALF-TERM											
Prog Board meetings																									
Schools Forum meetings																									
B) PROTOTYPE DEVELOPMENT																									
WG - design workshops	(already done)																								
WG - detailed development																									
WG - development meetings																									
WG - go/no-go re proposal																									
WG - governor sign-off																									
WG - board decision																									
WG - implementation																									
KH - design workshops																									
KH - detailed development																									
KH - development meetings																									
KH - go/no-go re proposal																									
KH - governor sign-off																									
KH - board decision																									
KH - implementation																									
HV - design workshops																									
HV - detailed development																									
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HG - development meetings																									
HG - go/no-go re proposal																									
HG - governor sign-off																									
HG - board decision																									
HG - implementation																									
SC - introductory workshop																									
SC - design workshops																									
SC - detailed development																									
SC - development meetings																									
SC - go/no-go re proposal																									
SC - governor sign-off																									
SC - board decision																									
SC - implementation																									
C) COMMON ISSUES																									
Initial discussion on evaluation																									
Develop approach to evaluation																									
Decision on evaluation approach																									
Implement evaluation approach																									
Develop strategy for involving health																									
Decision on health engagement																									
Research national resources																									
Report to board on national resources																									
Develop approach to action learning																									
Decision on action learning																									

DERBYSHIRE COUNTY COUNCIL**SCHOOLS FORUM****6th October 2015****Report of the Strategic Director for Children & Younger Adults****Progress – Radical Rethink of the Early Help Offer****1. Purpose of the report**

This report seeks to supplement the report from the Council's consultants and:

- (i) To update the Schools Forum on the progress of the Rethink Early Help Offer (REHO) Project;
- (ii) To outline to Schools Forum the vision for a jointly commissioned Early Help service for 2017-18 onwards;
- (iii) To seek formal Schools Forum approval to the Council's request to allow Dedicated Schools Grant (DSG) investment in early help services for children, young people and families in 2016-17 to be retained centrally; and
- (iv) To seek Schools Forum support for an application to the Secretary of State to be allowed to retain the above funding within the central Schools Block for 2016-17.

2. Information and Analysis**2.1 Context**

2.1.1 In December 2014 Schools Forum approved:

- Supporting the investment of £3m from the Dedicated Schools Grant (DSG) into Early Help Services for children, young people and their families.
- Making an application to the Secretary of State for permission to allocate the investment of the DSG.

2.1.2 Approval by the Secretary of State was confirmed in January 2015.

2.1.3 Schools Forum also agreed to the development of four prototypes across Derbyshire to test out new models of joint working within schools and Early Help Services (Multi-Agency Teams).

2.1.4 The four prototypes are:

- Whittington Green Cluster – Chesterfield
- Kirk Hallam Cluster – Erewash
- Hope Valley Cluster – High Peak
- Heanor Gate Cluster – Amber Valley

2.1.5 The work started in February 2015 and in the summer 2015, three further secondary schools in South Derbyshire requested permission to be included in developing the prototypes. This was approved by Schools Forum.

2.1.6 The progress of the prototypes is as follows:

- Whittington Green – have developed detailed proposals to present to the Programme Board at the end of September. Depending on the response of the board, the prototype could be live from October/November. The focus is on aligning the efforts of school-based family support staff with those of MAT caseworkers, on improving strategic and operational planning arrangements, and on refocusing efforts towards earlier intervention.
- Kirk Hallam – agreed to run a prototype and has developed detailed proposals that will be finalised in October and ready to present to the Programme Board at the start of November. Kirk Hallam priorities are for the services to be focused on people not postcodes, and for improved information flows and systems (including school access to Framework-i) to enable better operational co-ordination between school-based staff and MAT caseworkers and increased involvement in Children's Centre Advisory Groups to improve school readiness.
- Hope Valley – keen to use the prototype opportunity to address issues of accountability and responsiveness in service provision. The prototype development process has led to improved communication between the MAT and schools in the cluster, with a number of school concerns now resolved. The cluster has proposed the designation of a fourth pastoral lead within the cluster to be focused on primary schools (to sit along with the three that lead on pastoral matters for each house of Hope Valley Academy) this will allow earlier intervention and with the aim of reducing demand for MAT casework; the cluster is also developing proposals for new models of governance and operational management.
- South Derbyshire – determined to maintain Early Help services and pool budgets where possible across the MATs and Schools. They are eager to implement joint governance arrangements as this prototype will include three school clusters. The prototype aims to strengthen partnership working with health and the voluntary sector to improve

earlier intervention. Increasing joint working to raise aspirations of children and young people is a priority.

- Heanor Gate – running on a slightly slower timetable than the earlier clusters. A workshop is scheduled for October 19th, with the intention of developing proposals for consideration by the Programme Board before the end of the autumn term. The priority for this cluster is to improve joint working between the MATs and schools including the exploration of improved boundaries.

2.2 The Value of Joint Working: Schools and MATs

- 2.2.1 There is a strong history of effective joint working between CAYA and schools in Derbyshire with several MATs and Children's Centres already based on school sites and reporting strong working relationships and improved outcomes.
- 2.2.2 All the schools involved in the prototypes have reported that they are determined that Early Help services will continue and they have welcomed the opportunity to have greater influence on how Early Help services are reshaped and improved. One Headteacher reported that the support they received from the MATs was "phenomenal" and they "will not allow Early Help services to disappear".
- 2.2.3 The prototypes have generated interest from other schools to become involved including the South Derbyshire schools and other schools who have plans to expand and have requested a MAT base to be co-located on the extended site.
- 2.2.4 As well as the prototypes, Derbyshire schools are already joint working and co-commissioning (joint pooled budgets) to improve the emotional wellbeing of children and young people to reduce self-harm and attempted suicides. Wilsthorpe cluster in Long Eaton are working with CAYA and Clinical Commissioning Groups to improve emotional wellbeing by training school and MAT staff in therapeutic interventions, sharing good practice across the cluster and with schools in Derby City and develop guidance and tools to ensure consistent, evidence-based practice. Building on this work will form a part of the local 'Future in Mind' strategy, to improve support and access to Child and Adolescent Mental Health Services.

2.2.5 Joint working between schools and MATs and the impact this is having on improving outcomes will have an increased focus by Ofsted in the new Ofsted Framework from September 2015. The new Framework states:

Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs, looked after children, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

2.2.6 Between September 2014 and the present, 13,656 children and their families have received services from MATs and 24,462 children and families have received services from Children's Centres. Referrals from schools to MATs for a service in the last 12 months are 1,761 which have resulted in 1,571 Early Help assessments and 1,082 children and young people and their families receiving ongoing support. Additionally, 93.2% of families in 2015 reported that MATs have had a positive impact and theirs' and their children's life.

2.2.7 The number of children in care in Derbyshire reduced from 628 in 2013/14 to 603 in 2014/15. This is a low number for the population. If the national rate of children in care per population were applied to Derbyshire there would be 935 children in care in the county. There are various actions and activities which are likely to have contributed to this reduction in the number of children in care. Edge of Care resource panels established in localities are gatekeeping and maintaining a more consistent threshold for children coming into care. Systemic practice is more embedded and is likely to be having a more significant impact. Likewise, early help activity is more fully embedded and is likely to be preventing issues from escalating to the level that the child or young person has to be taken into care. The positive impact of the Troubled Families Programme is also likely to be having an impact on numbers.

2.2.8 More children are achieving the expected level at the Early Years Foundation Stage. 61.6% of children achieved the expected level for the academic year ending 2014 which compared to 49.7% in 2013. Although official published data is not yet available, early indications suggest that performance has improved again in 2015 with performance better than the national average. This improvement is the result of various actions implemented this year. These include the strengthened role of children

centres in providing support to children identified as at risk of not achieving a good level of attainment, targeted interventions to settings, provision of Every Child a Talker and Every Child a Mover programmes to schools, settings and children centres, and extending nursery funding for vulnerable 2 year olds.

2.2.9 The Council's Troubled Families programme is achieving good outcomes with 1,353 of the 1,355 families the Council agreed to work with in 2012 having now turned around. The success of the programme has been achieved by working with partners to provide effective support and challenge to families who face a multitude of problems in their lives.

2.2.10 Attendance in primary schools has increased from 95.5% to 96.5% and the Council is in the top quartile nationally. Attendance at secondary school has also improved and the Council is in line with the national average. The Council is addressing poor attendance by supporting and challenging parents for all referrals that have an element of poor school attendance, and further improving the partnerships between schools, families and the Council's Family Support workers. The Council is also working with families in a more intensive way to turn around children, young people and their families where the level of school absence has exceeded or is close to the persistent absence threshold.

2.2.11 Over the last four years, the percentage of 16 to 18 year olds who are not in education, employment or training (NEET) has steadily decreased. The latest published data shows that NEET levels have continued to improve with 4% achieved in 2014-15. This is an improvement compared with 2013-14 when 4.8% of 16-18 year olds were NEET and is better than the national average and that of similar authorities. The Council has established a Young People's Skills Employment Board to support the transition of young people into education, training and employment and organises a very well attended Derbyshire Skills Festival which is an annual careers information and advice event for young people.

2.3 Proposed developments

2.3.1 As outlined in the report to Schools Forum in December 2014, and in various meetings since, the financial outlook for local authorities remains extremely challenging. Subject to the government's announcements on funding in November, the Authority is working on a reduction in its budget of at least £40m next year of which potentially £10m could be applied to CAYA

reducing the budgets available for children's services from £95m to £85m, effectively a 10.5% year on year reduction.

- 2.3.2 As outlined at previous meetings, the provision of an early help service to those children, young people and families that need it is vulnerable to reductions in budget.
- 2.3.3 CAYA's proposal for 2017-18 onwards is for services to be commissioned by either individual schools or clusters of schools. It is envisioned that 2016-17 would be the last year that any funding is held centrally within the DSG to contribute to the Early Help Offer. From 2017-18 onwards the Authority intends that the centrally held funds would be delegated through the formula to schools for them to invest in services that provide the support their children and young people require. The Authority would be expecting to work with schools or, more likely clusters of schools, to provide these services and would be aiming to devolve its own funding to clusters so that appropriate provision can be commissioned in line with needs.
- 2.3.4 At this stage, the prototyping work being carried out in the five clusters is increasing the knowledge of both the schools involved and the Authority in preparing for this shift in control and ways of working throughout the County. In order to ensure that this prototyping work can continue, and that the early help service can be maintained by the Authority until 2017-18 at sufficient size to give options for future commissioning, the Authority is requesting a continuation into 2016-17 of the £3m agreed for 2015-16 by the Forum last year plus an additional contribution of £2m for 2016-17 – making a total contribution of £5m for 2016-17.
- 2.3.5 The reason for the additional request of £2m is due to the scale of the budget cuts for 2016-17 that CAYA is likely to have to enact. Should the additional £2m not be agreed then a potential outcome is that spending on Early Help would have to be reduced by up to £6m (25%). This would mean that services would have to be fully dismantled in some areas before the schools had an option to consider what they wished to commission and this would mean that valuable skilled staff could be lost.

Even with this investment, the authority is still likely to consult on further reducing its provision of children's centres however investing this funding for a further year would provide protection for the services provided by multi-agency teams to children and families.

- 2.3.6 If agreed, prototyping would continue during the first half of 2016-17 with the Schools Forum being regularly updated on the transition to transferring control to clusters of schools by 2017-18.
- 2.3.7 The Authority maintains the belief that it is in schools' interests to have strong early help services working with their pupils both inside and outside

of school to ensure that pupils can achieve their potential and avoid the impact and cost to schools of permanent exclusions. At the moment, the Authority does not claw back from schools the full cost of supporting a child that is permanently excluded from school but, in line with other authorities, is now reconsidering its approach in the light of the increased delegation and responsibility that has been passed to schools since April 2013.

3. Financial considerations

- 3.1 The Council's gross spend on Early Help services is ~£23m. This comprises multi-agency teams, youth workers and children's centre workers. It is these services that are at greatest risk if CAYA's budget is reduced in 2016-17 and beyond as expected.
- 3.2 For 2015-16, the Schools Forum agreed to support this expenditure by contributing a £3m in addition to the £1.6m it has historically contributed to the cost of family resource workers. Of the £3m additional contribution, £2m was funded from the accumulated DSG underspend and £1m was funded from the £16m increase in the DSG that Derbyshire received last year. Had this contribution not been made, CAYA would have had to reduce these services by £3m, equating to either around 20 children's centres (40%) or up to 8 multi-agency teams (33%).
- 3.3 The £3m additional funding agreed by Schools Forum for 2015-16 was held as a central budget and, as a new allocation, required Secretary of State approval which was given in January 2015.
- 3.4 The deadline for applications to the Secretary of State for funding to be held centrally for 2016-17 was 30th September 2015 and an application has been made by the Authority subject to the views of the Schools Forum at this meeting.
- 3.5 The budget reduction for CAYA for 2016-17 is estimated at ~£10m although this is subject to announcements by the Chancellor on 25th November 2015 when the funding for the Authority as a whole will be confirmed. The department has identified potential proposals to reduce expenditure and these include cuts in spending on Early Help.
- 3.6 In order to mitigate the cuts in 2016-17, CAYA is requesting a continuation of the existing contribution of £3m plus a further £2m taking the total to £5m plus the long-standing contribution of £1.6m to the family resource workers. This would enable the majority of the existing Early Help services to be maintained during 2016-17 pending the intended new commissioning approach with schools being introduced in 2017-18.

- 3.7 Currently only £1m of the 2015-16 £3m contribution is funded from the in-year DSG. The balance of £2m was funded from accumulated DSG reserves.
- 3.8 It is proposed that the £5m contribution for 2016-17 would be funded by £3m from core DSG revenue budget and £2m from cash balances. The increase DSG revenue budget from £1m to £3m would come from the following sources:
- Anticipated reduction in allocation for rates due to savings when academies convert;
 - Estimate increase in DSG due to pupil count net of the additional allocations to school budgets for those pupils;
 - Estimated reduction in payments to schools for KS1 class size payments following changes to scheme for 2015/16; and
 - Reduction in MFG support to schools for previously introduced formula changes.
- 3.9 It is envisaged that for 2017-18 this funding would be delegated to schools by an increase in formula multipliers. It is also important to note that the additional £2m budget contribution could be found without reducing existing formula multipliers for schools.
- 3.10 It is proposed that the £2m support from cash is largely funded from DSG underspends arising in 2015-16. The latest forecast underspend for 2015-16 is around £3m and, although a significant proportion of this is either ring-fenced to maintained schools pooled budgets or relates to early years, a significant contribution to the £2m cash requirement should still be achieved. Any shortfall would be met from other one off sources including:
- £0.500m allocation for Children in Care endowment – this project is not continuing in the form originally envisaged when outlined to Schools Forum last year.
 - £0.674m underspend in year on central budget for additional KS1 classes
 - £0.322m adjustment Early Years grant income relating to 2014/15 received in 2015/16.
 - Likely underspend against the £0.500m allocated as a contribution to the costs of the Equal Pay settlement relating to staff in schools.

The full £5m is thus affordable based on the latest financial projections.

4. Strategic Director's Recommendations

- 4.1 As a community of leaders our role includes co-designing ways to mitigate adverse impacts of national policy and reduced funding. To mitigate the risks of the cuts to early help and targeted support services Schools Forum is asked to:
- i. Approve the investment of £5million in 2016-17 to support CAYA's Early Help offer, as described in the report;
 - ii. Support an application to the Secretary of State for Education allowing the above investment to be retained centrally for 2016-17;
 - iii. Support the trial of the clusters engaging with all stakeholders and rolling out the new ways of working across the County throughout 2016-17;
 - iv. Agree, subject to the above, to receive further reports on this issue during 2016-17.

IAN JOHNSON

Strategic Director for Children & Younger Adults